



Halley
House School
LEARN ENJOY SUCCEED

Relationship and Sex Education Policy

Signed:	
Chair of Local Advisory Board:	Mr Nick Walters
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Bellevue Place Education Trust – Our commitment

Learn, Enjoy, Succeed

Every BPET child and staff member enjoys a broad (LEARN) and enriched (ENJOY) learning experience, enabling them to achieve far greater individual success (SUCCEED) than they might previously have thought possible.

Our Mission

To grow hubs of like-minded, autonomous schools, well-supported, all of which combine academic rigour with highly enriched opportunities that deliver a personalised approach to education and exceptional outcomes for all.

Our Difference

We are leading the way in delivering high quality education through a skills-based curriculum, applying the best of the independent and state sectors to deliver breadth of opportunity and pupil enrichment. We empower all our schools as individual entities that best meet the needs of the communities they serve and have a strong relationship with parents, who are our key partners in delivering the vision.

Our Promise

Every child is an individual. Our role is to nurture pupils' potential through a personalised approach to learning. BPET children are happy, independent, confident all-rounders. We encourage a 'be interested and be interesting' attitude in children and staff alike. We don't just teach; we want our pupils to have a passion to learn. Our focus is on all pupils, regardless of background or academic ability, focusing on pupils with Special Educational Needs as well as those who are more-able.

1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Understand relationship issues, identify signs of an unhealthy relationship and know where to seek support
- Teach pupils about the importance of family life
- Provide opportunities to discuss moral questions
- Instill respect for the views of other people;
- Inform pupils about sexual abuse, and what to do if they are worried about any sexual matters.

We teach RSE on the understanding that:

- it is taught in the context of caring relationships, including friendships, marriage and family life;
- it is part of a wider process of social, personal, spiritual and moral education;
- children should be taught to have respect for their own bodies and the bodies of others;
- children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- it is important to build positive relationships with others, involving trust and respect;
- respect is demonstrated to all, including protected characteristics as outlined in the Equality Act 2010

2. Statutory requirements

As a primary academy school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

At Halley House School we follow the National Curriculum, including requirements to teach science which includes the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Halley House School we teach RSE as set out in this policy.

Please also refer to our funding agreement and articles of association on the BPET website for further information.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – members of staff within the school and Trust group pulled together all relevant information including current national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to review the draft policy and provide feedback in workshops for the RSE curriculum
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with the Local advisory Board and ratified by Trustees.

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

At Halley House School we believe that RSE is essential if our pupils are to make responsible and well-informed decisions about how they conduct their lives both on and offline. RSE is part of the Personal, Social and Health Education (PSHE) curriculum at Halley House School. When we inform our pupils through RSE about sexual issues, we will be honest and will do this with regard to individual responsibility, and in a way that allows children to ask and explore questions. We remain objective when delivering lessons.

We will ensure that the approach we take is age-related in order to meet the needs of our children and young people as they grow and mature.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum using the Jigsaw scheme of work. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions delivered by a trained teacher using appropriate, approved materials.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Sex Education

Sex Education that goes beyond the science curriculum is taught in year 2, year 4 and year 6. The details of these lessons are outlined in this document and in Halley House School's curriculum map. These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Class teachers are responsible for teaching sex education lessons. Teachers will be supported by the PSHE lead, phase leaders and senior leadership team. Staff received training to outline the support they will be given when teaching the lessons and the key aims of sex education lessons.

Year 2

To understand and respect the differences and similarities between people

To understand that boys and girls are not limited by their gender

To identify the biological differences between male and female animals and their role in the life cycle

To identify the biological differences between male and female children. Anatomical language to be used.

To understand we are always growing and changing.

Year 4

To know about the way we grow and change throughout the human lifecycle

To understand the physical changes associated with puberty

To understand menstruation and wet dreams

To know about the impact of puberty in physical hygiene and strategies for managing this

To understand how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty

To have strategies to deal with feelings in the context of relationships

To be able to answer each other's questions about puberty with confidence, to seek support and advice when they need it

Year 6

To know the changes that occur during puberty

To understand what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships

To understand human reproduction in the context of the human lifecycle

To understand how a baby is made and grows (conception and pregnancy)

To understand the roles and responsibilities of carers and parents

To know how to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it

To understand that what happens with their body is their choice.

Additional Lessons for Year 6

Some myths and misconceptions about HIV, who it affects and how it is transmitted, about how the risk of HIV can be reduced

That contraception can be used to stop a baby from being conceived.

Parents will receive a formal letter indicating that sex education will be taught in the next half term. This letter will outline the lessons and will offer parents a chance to engage with the resources the children will be learning from. The letter will specify that parents can withdraw children from sex education that goes beyond the science curriculum if they wish to do so. This policy states the process if a parent wishes to withdraw their child from sex education in 6.2.

Our school behaviour policy also takes account how we treat others such as asking permission and saying no. For example, we teach children from Reception that if they would like to make friendly physical contact (such as a hug), they have to ask first and respect someone's answer if it's a no. This teaches children the basic rules of consent.

In EYFS and Key Stage 1 RSE will be taught in whole class groups. In year 6, some RSE content will be taught by gender as we recognise that pupils may feel more open to explore their feelings. The same lesson content will be taught to both boys and girls.

In Year 6, we will place a particular emphasis on sex education, as many children experience puberty at this age. By the end of Key Stage 2, we will ensure that both boys and girls know how babies are born, how children's bodies change during puberty, the impact puberty may have on wellbeing and menstruation. We will always teach this with due regard for the emotional development of the children.

Staff are aware that children may ask difficult questions. Staff understand the importance of answering these questions in a sensitive and child appropriate manner without judgement. Staff will feed back to parents and carers about difficult questions a child has asked and how it was responded to. If any difficult questions raised by a child causes a safeguarding concern then the safeguarding procedure will be followed.

Relationships Education

Relationship education will become statutory from September 2020. Parents and carers will no longer be able to withdraw their child from relationship education.

Relationship education is taught from early years to year 6. Relationship education is taught in PSHE in Year 1, Year 2, Year 3 and Year 5. Relationship education is taught through P4C, science, P.E, R.E and topic throughout years 1-6.

The coverage of relationships in year 1, 2, 3 and 5 is outlined below.

Year 1

- To identify important people around me.
- To identify what makes a positive relationship
- To identify what makes a negative relationship.
- To fix problems with friendships.
- To compare relationships.

Year 2

- To be able to ask for and discuss difficult issues politely.
- To understand signs that a relationship is positive.
- To understand signs that a relationship is negative.
- To solve simple arguments with peers
- To understand that teasing or bullying is unacceptable and what to do if they experience it

Year 3

- To understand what makes a good friend.
- To understand that friendships change over time.
- To identify how differences can make a friendship better.
- To be able to resolve conflicts in our friendships.
- To be able to help others through difficult times.

Year 5

- To be able to identify prejudice and discrimination.
- To understand that discrimination on the basis of religion, race or culture is unacceptable.
- To understand that gender stereotyping is discrimination
- To know about prejudice and discrimination (in relation to homophobia and transphobia) and how this can make people feel
- To understand where you can go for help and who you can speak to if you are upset about any gender or LGBTQI issue.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

7. Roles and responsibilities

The Trust Board

The LAB will approve the RSE policy, and hold the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher. All class teachers have received suitable training to deliver the RSE curriculum in their relevant year groups.

Parents

Halley House School is well aware that the role of parents and carers is vital when learning about RSE. We therefore wish to build a positive and supporting relationship with the parents and carers of children at our school, through mutual understanding, trust and cooperation. To promote this objective, we:

- inform parents and carers about the school's RSE policy and practice;
- answer any questions that parents or carers may have about the RSE of their child;
- take seriously any issue that parents or carers raise with teachers or governors about this policy, or about the arrangements for RSE in the school;
- encourage parents and carers to be involved in reviewing the policy, and making modifications to it as necessary;
- inform parents and carers about the best practice known with regard to RSE, so that the teaching in our school supports the key messages that parents and carers give to children at home.

We believe that through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education. Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by the Deputy Headteacher through: Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the school annually. At every review, the policy will be approved by the Trust board.

Appendix 1: Age appropriate vocabulary use

Sex education vocabulary use

The following outlines vocabulary use as children move through the school.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	VOCABULARY
Year 1	Summer 2	Relationships	Baby, Growing Up, Adult, Mature, Change, Life-cycle, Male, Female, Vagina, Penis, Testicles
Year 2	Summer 2	Relationships	Baby, Growing Up, Adult, Mature, Change, Life-cycle, Male, Female, Vagina, Penis, Testicles, Old, Young, Appearance, Physical, Teenager, Public, Private, Touch, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable
Year 3	Summer 2	Relationships	Baby, Growing Up, Adult, Mature, Change, Life-cycle, Male, Female, Vagina, Penis, Testicles, Womb, Uterus, Puberty, Sperm, Ovaries, Egg, Public, Private, Touch, Acceptable, Unacceptable, Comfortable, Uncomfortable
Year 4	Summer 2	Relationships	Sperm, Egg, Penis, Testicles, Vagina, Womb, Uterus, Ovaries, Making Love, Fertilise, Reproduction, Puberty, Menstruation, Periods
Year 5	Summer 2	Relationships	Sperm, Egg, Penis, Testicles, Vagina, Womb, Uterus, Ovaries, Making Love, Fertilise, Reproduction, Puberty, Menstruation, Periods, Sanitary towels, Sanitary pads, Tampons, Semen, Erection, Ejaculation, Wet dream, Larynx, Facial hair, Hormones, Conception, Sexual Intercourse, Fallopian tube, Pregnancy, Embryo, Umbilical cord, Contraception, Fertility treatment (IVF)
Year 6	Summer 2	Relationships	Sperm, Egg, Penis, Testicles, Vagina, Womb, Uterus, Ovaries, Making Love, Fertilise, Reproduction, Puberty, Menstruation, Periods, Sanitary towels, Sanitary pads, Tampons, Semen, Erection, Ejaculation, Wet dream, Larynx, Facial hair, Hormones, Conception, Sexual Intercourse, Fallopian tube, Pregnancy, Embryo, Umbilical cord, Contraception, Fertility treatment (IVF), Public hair, Breasts, Ovulation, Masturbation, Clitoris, Foetus, Placenta, Labour, Contractions, Cervix, Mid wife

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none">• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know• How to recognise and report feelings of being unsafe or feeling bad about any adult• How to ask for advice or help for themselves or others, and to keep trying until they are heard• How to report concerns or abuse, and the vocabulary and confidence needed to do so• Where to get advice e.g. family, school and/or other sources

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	