



“We all flourish from a wealth of learning experiences that positively impact on our educational, physical and emotional success”

Horsted School



RELATIONSHIP, SEX AND HEALTH EDUCATION POLICY

Horsted school is a vibrant, safe and welcoming school where we celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values with a vision to prepare pupils for a happy and healthy life beyond primary school.

The shared vision of the Bluebell Federation is:

“We all flourish from a wealth of learning experiences that positively impact on our educational, physical and emotional success.”

Our school value, which underpin our curriculum, is that our children will leave us with a genuine enthusiasm for learning and as

1. **Striving** (they will be determined, persevere and they will be resilient);
2. **Thoughtful** (They will be creative, logical and curious about their world and those around them);
3. **Ambitious** (personally, emotionally and academically);
4. **Resilient** (be motivated, be able to problem-solve and stay positive); and
5. **Supportive** (of themselves, others and their wider community) individuals.

Aim and purpose

We aim to achieve this through our curriculum’s rich web and in partnership with parents. The curriculum at Horsted is designed to provide an enjoyable, broad and balanced education that meets the needs of all children. It provides opportunities for children to develop as independent, confident and successful learners, with high aspirations, who know how to make a positive contribution to their community and the wider society.

Horsted is an inclusive school. We strive to ensure that all children will be able to access the curriculum or make necessary modifications to it in order to achieve this.

Approved by: Mrs L Packman

Date: 6/3/2023

Last reviewed on:

March 2023

Next review due by:

March 2025

RELATIONSHIP, SEX AND HEALTH EDUCATION POLICY

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Aims

The aims of relationships and sex education (RSE) at Horsted 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
- Understand how to form positive relationships and what to do if those relationships break down
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Help pupils to be healthy and understand the range of emotions.

RSE fully embraces Horsted School's ethos and vision for our pupils. A strong education in RSE promotes pupils' ability to

- Strive by learning resilience and the importance of persistence when finding things challenging
- Think about the world and the people around them
- Aspire by becoming attuned to their own feelings and understanding their successes and areas for development
- Respect themselves, others around them and their world
- Support others with tolerance and understanding.

Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Horsted we teach RSE as set out in this policy.

Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff and governor consultation – all school staff and governors were given the opportunity to look at the policy and curriculum make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy. [Note that due to COVID-19 restrictions at the time of developing this policy, parents and other interested parties were consulted via a powerpoint of information that was emailed alongside a draft policy. Parents were then invited to a virtual questionnaire platform where they were allowed to consult. In future, meetings regarding policy will be conducted]
4. Ratification – once amendments were made, the policy was shared with governors and ratified. Parents were informed of the amendments in light of their opinions.

Definition

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

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

RSE is not about the promotion of sexual activity.

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, staff and governors, 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.

All staff in the school will answer children's questions around sex and relationships issues in line with the following guidance:

- Questions will be answered in a factual manner without any personal bias and with reference to the age and understanding of the child / children.
- In some situations, staff will sensitively turn the question back on the pupil to establish what they already know, for example "that's a very interesting question, I wonder why you are asking that" or ask the rest of the class whether they know the answer "Does anyone else know the answer to that question?"
- If it is felt that it is not appropriate to answer a question in a whole class setting the teacher will explain this sensitively and will give an answer to the child individually at the end or refer the child to their parents.

Delivery of RSE

RSE is taught through discrete lessons but some aspects of the curriculum may also be covered within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions unless they are opted out of the lessons by their parents.

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

For more information about our RSE curriculum, see Appendices 1 and 2.

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).

Sex Education

Primary sex education is not compulsory in primary schools unless it is part of the Science Curriculum. Horsted School believe that the children at our school are entitled to a fully-encompassing sex education that doesn't concern itself with just the biology of sex but considers the emotional aspects associated with growing up, making sensible choices for yourself and responding to peer and online pressure. Whilst parents will have the choice to withdraw children from RSE sex education in consultation with the Headteacher (parents do *not* have the right to withdraw children from sex education in science lessons), we strongly recommend that parents do not.

Science based sex education is covered at Horsted in Year 5. This part of the curriculum is statutory and parents do not have the right of withdrawal.

Objectives include

Living things and their habitats

Pupils should be taught to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals

Animals, including humans

Pupils should be taught to:

- describe the changes as humans develop to old age

RSE sex education will focus on:

- Listening to our individual feelings
- The differences between girls and boys using the scientific names for genitalia
- Identifying trusted adults to discuss sexual health
- Challenging gender stereotypes
- Preparing boys and girls for the changes that adolescence brings to the body including emotions and feelings
- How a baby is conceived and born
- Positive body image
- Assertiveness – no means no (this is not specifically taught in sex education)

Menstruation will be taught at the end of year 4 – this forms part of the statutory health education.

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

LGBT content

As stated in *Plan your relationships, sex and health curriculum*, dated 24th September 2020, "All pupils should receive teaching on lesbian, gay, bisexual and transgender (LGBT) relationships during their school years. Secondary schools should include LGBT content in their teaching. Primary schools are strongly encouraged, and enabled, when teaching about different types of family, to include families with same sex parents."

At Horsted School we believe that we have a responsibility to normalise the diverse range of trusted people in children's lives and to help eliminate discrimination and so we choose to include content in our lessons about families which references to sex same couples.

This content will begin in year 3. However, we acknowledge that younger children may discuss same sex couples in class at an age younger than this, especially if they are from a family with same sex parents. Where this is the case, we will openly discuss this in class.

The sexual relationship between same sex couples will not be taught.

Gender identity or sexual orientation will not be taught.

If you wish to discuss this with the senior leadership team, please contact the office to book an appointment.

Female Genital Mutilation

The statutory curriculum document *Relationships Education, Relationships and sex education (RSE) and Health Education*, states “Schools should address the physical and emotional damage caused by female genital mutilation (FGM). They should also be taught where to find support and that it is a criminal offence to perform or assist in the performance of FGM or fail to protect a person for whom you are responsible from FGM.”

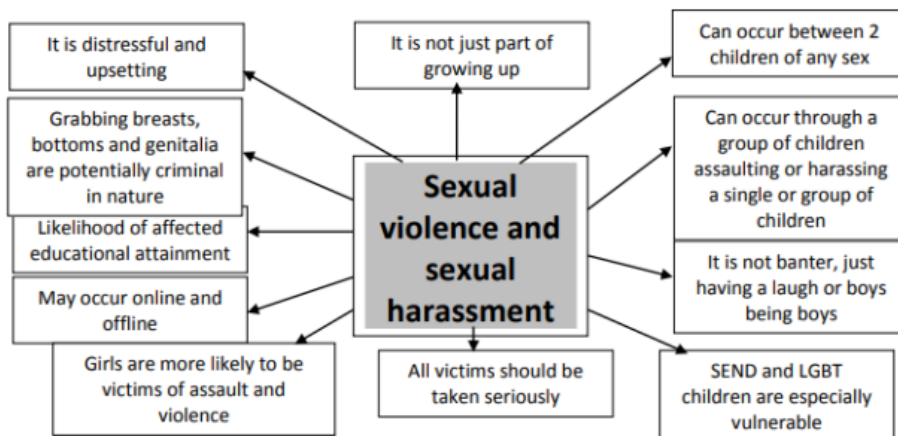
Staff at Horsted school undertake training to spot the signs that someone may be at risk of FGM. It is discussed in our annual safeguarding review. Staff understand that in the event that they think someone may be at risk or may have been subject to FGM, they should contact the police in the first instance.

FGM forms part of the statutory secondary curriculum and will not be taught at Horsted School unless there are specific safeguarding concerns.

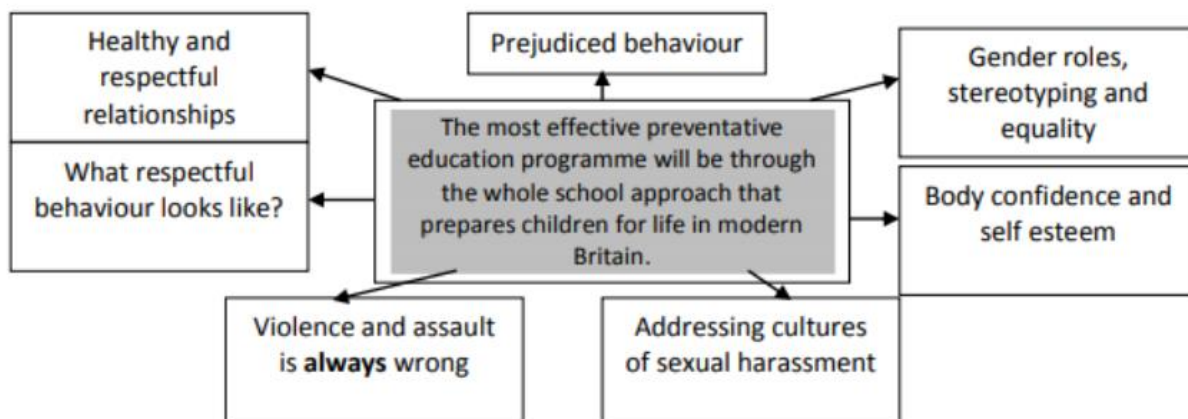
Sexual Harassment and Violence

Horsted will not tolerate any form of sexual harassment or sexual violence within its community or against its members. This may go beyond the physical premises and normal business hours of the school, such as conduct at events and trips or on social media.

What is sexual harassment and violence?



Curriculum



Please see section 7.2 of the school Safeguarding policy.

Roles and responsibilities

The governing board

The governing board 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

Teaching 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.

Pupils

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

Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents do not have the right to withdraw their children from the sex education as part of the science curriculum.

Parents do have the right to withdraw their children from the non-science components of sex education within RSE.

We interpret "Primary schools are strongly encouraged, and enabled, when teaching about different types of family, to include families with same sex parents" to mean that teaching primary pupils LGBT content as non-statutory. As such, we will extend the right of withdrawal to parents to LGBT content in consultation with the Headteacher. If a child is withdrawn, lessons which has LGBT content in the context of family will be adapted so that children do not miss out on statutory relationship learning.

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. Lessons which have LGBT content in will be adapted so that children who have been withdrawn do miss out on statutory relationship education.

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.

Monitoring arrangements

The delivery of RSE is monitored by Daniella Castleman (PSHE lead) and the Senior Leadership Team through:

- Lesson observations either learning walks or formal observations
- Work scrutiny where written work is appropriate to the lesson
- Discussions with pupils and staff

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the PSHE lead every other year. At every review, the policy will be approved by the PSHE link governor and the Headteacher.

Safeguarding Children, Confidentiality and Child Protection

All staff members at Horsted School have a duty to safeguard the well-being of children.

At Horsted School we recognise that the open discussion associated with PSHE/RSE may lead to children making disclosures about things that they are worried about or about abuse. There may also be occasions when a teacher may hear things or observe activity/behaviour that may raise concerns of a safeguarding issue. In these situations, the teacher will consult the school's Designated Safeguarding Lead. The DSL will then work in line with the relevant school policies in terms of any further action that may be taken. Please see the Child Protection and Safeguarding Policy for more information.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

Year/Term	1 Me and My relationships	2 Valuing Difference	3 Keeping myself Safe	4 Rights and Responsibilities	5 Being My Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting Help	Similarities and Difference Celebrating Difference Showing Kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping my body healthy – food, exercise, sleep, Growth Mindset	Cycles Life Stages
Year 1	Feelings Getting help Classroom Rules	Recognising, valuing and celebrating difference Developing tolerance and respect	How our feelings can keep us safe Keeping health Medicine safety	Taking care of things: My Self My Money My environment	Growth Mindset Keeping my body healthy	Getting help Becoming independent My body parts
Year 2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/Self-regulation	Being kind and helping others Listening skills	Safe and unsafe secrets Appropriate touch Medicine Safety	Co-operation Self-Regulation	Growth Mindset Looking after my body	Life cycles Dealing with loss Being supportive
Year 3	Cooperation Caring Friendships (includes respectful relationships)	Recognising and respecting diversity Being respectful and tolerant	Managing risk Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped	Keeping myself healthy Celebrating and developing my skills	Relationships Keeping safe

Year 4	Recognising feelings Bullying Assertive skills	Recognising and celebrating difference Understanding and challenging stereotypes	Managing risk Understanding the norms of legal drug use (cigarettes and alcohol) Influences	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment	Body changes during puberty Managing difficult feelings Relationships including marriage Menstruation
Year 5	Feelings Friendship skills including compromise Assertive skills	Recognising and celebrating difference including religions and cultural	Managing risk including staying safe online Norms around use of legal drugs (tobacco and alcohol)	Rights and responsibilities including those to my health Decision about lending, borrowing and spending	Growing independence and taking responsibility Media awareness and safety	Managing difficult feelings Puberty Getting help
Year 6	Assertiveness Cooperation Safe/unsafe touches	Recognising and reflecting on prejudice-based bullying Understanding bystander behaviours	Emotional need Staying safe online Drugs: norms and risk (including the law)	Understanding medical bias, including social media Caring: communities and the environment Earning and saving money	Aspirations and goal setting Managing risk	Keeping safe Body image Self esteem Procreation

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

	<ul style="list-style-type: none"> ● 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
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

	<ul style="list-style-type: none"> ● How information and data is shared and used online
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 Reason for withdrawing from lessons with LGBT content			
Any other information you would like the school to consider			
Parent signature			

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