

## Hallaton Health & Relationships Education Policy

Effective relationship and sex education is essential if young people are to make responsible and informed decisions about their lives and be prepared for life beyond primary school. It helps young people learn to respect themselves and others, and to move with confidence from childhood to adulthood.

### 1. Intention

The aims and intention 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

Parents and carers are the key people for their child's learning about relationships and schools should always work in partnership with home. Parents and carers need to know that the school's RSE programme will complement their role and support them in the education of their child regarding relationships. We will ensure that parents' and carers' views are heard and that taught RSE is culturally appropriate and inclusive of all of our children.

There are three main elements to our RSE programme:

- Gaining knowledge and understanding
- Developing positive attitudes and values
- Extending personal and social skills

At Hallaton Primary, we have a commitment to ensure that our programme is relevant to all pupils and is taught in a way that is age and stage appropriate.

## 2. Legal 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 Hallaton Primary we teach RSE as set out in this policy.

## 3. Implementation

As part of the personal, social and health education work in school, children in Reception to Year 6 are helped to develop a confidence in talking, listening and thinking about feelings and relationships. As part of the science curriculum children learn to know the names of the different parts of the body and how their bodies work.

*Parents do not have the right to withdraw their child/children from these aspects of the Science 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 School sex education ensures that by the end of their primary education they will:

- Be prepared for the changes that adolescence brings
- Know how a baby is conceived and born

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

### **Delivery of RSE**

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. 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 which (where possible) can be delivered by a trained health professional.

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).

PSHE and RSE at Hallaton are taught primarily by the class teacher in both KS1 and KS2. Discussion and age appropriate resources and video clips are used. The children have the opportunity to ask questions which are dealt with sensitively.

Teachers set clear parameters for what is appropriate discussion in a whole class situation e.g. no one (including the teacher) has to answer personal questions and the children are given opportunities to ask questions anonymously. *If at any time a teacher or health professional is concerned that a pupil is at risk of sexual abuse they inform the Head Teacher* (see Child Protection Safeguarding Policy).

#### 4. 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 – a member of staff pulled together all relevant information including relevant 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 attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

#### 4. Equal Opportunities/Special Educational Needs

Teachers are aware of and treat sensitively any pupils who come from cultures where it is only acceptable to speak about the body in single gender groups. In such cases parents will be consulted to establish what is appropriate and acceptable for them. Both boys and girls have access to the same information. However, where the staff feel that either group may be more likely to talk freely and ask questions, some information may be delivered separately. Children with SEN have access to sex education at an appropriate level. This may be done as part of the whole class with extra adult support, or, if appropriate in a smaller group. Parents of children may be consulted if staff consider that there are issues relating from sex education.

#### 5. Resources

- The Cambridgeshire PSHE Service Materials
- Books, pictures, models
- Sex education materials

#### 6. 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-science 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-science 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.

### **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-science 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 if deemed appropriate.

### **10. Monitoring and Evaluation**

The delivery of RSE is monitored by the PSHE leader through:

- planning scrutinies
- learning walks
- work in books

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

This policy will be reviewed every three years or in the light of changes to legal requirements. At every review, the policy will be approved by the governing board.

This policy should be read in conjunction with the following school policies:

- PSHE Policy
- Child Protection Policy
- SEND Policy
- Equal Opportunities Policy

Relationships and sex education curriculum map- taught as a block of three sessions

YEAR GROUP	TERM	TOPIC/THEME DETAILS
EYFS	Ongoing	Children learn about the concept of male and female and about young animals. In ongoing PSHE work, they develop skills to form friendships and think about relationships with others. Topics such as 'My Family and Friends' consider relationships with people close to us. Relationships are also explored through stories, games, small world and role play activities. Physical development activities help children to develop an awareness of basic body parts.

RSE Planning Year 1				
Links and lesson resources are shown in blue.				
	Learning Objectives	Vocabulary	Activities	Cross Curricular
Lesson 1	<p>Cambridgeshire PSHE Service  <u>Section A</u>  <u>Body Knowledge</u>  <b>LO – to describe what their bodies can do</b>  <u>Section B</u>  <u>Body Functions and Change</u>  <b>LO – To recognise the main parts of the human body</b></p>	<p>Main body part vocab plus 'doctor' words for penis, testicles, vagina</p>	<p>Activity 1 – Write name in the middle of a piece of paper. Draw pictures of some of the different things their bodies can do. With their whole bodies eg skipping, dancing, jumping and with just one or two parts of their bodies eg. writing, clapping, drawing.            Activity 2 – Talk about the main parts of the human body (recap and revise work in Science Autumn 1)            Play the NSPCC song "Pantosaurus"  <a href="https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/">https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/</a>            Discuss different names that we use for these parts of the body and that boys' and girls' have different parts. Introduce the 'doctor' names for these parts as listed in 'Vocabulary'.            In groups label a <i>large outline of the female and male human body (resource 1 and 2)</i> using the word cards.</p>	<p>English – Grammar – Word class - verbs            Science – Animals including humans            PSHE - Myself</p>

Lesson 2	<p><u>Section C</u> <u>Body Awareness and Image</u> To understand that they have responsibility for their body's actions and that their body belongs to them</p>	<p>Public Private Privacy</p>	<p>Circle Time – Ask if children know the meaning of the new vocab words. Talk about what activities they prefer to do in private eg going to the toilet, having a bath. Talk about activities they might have done in public as a baby or a toddler but prefer to do in private now. Discuss differences in behaviour when we are at home vs when we are at school. Discuss in pairs ideas of what we could say to someone if we wanted more privacy e.g. please could you shut the door, please could I get changed in my room/a cubicle. Recap and Revise the labelled image of a boy and a girl from last lesson. Which parts of the body are private? (the parts that a swimming costume would cover). Ask for reasons why other people might see their private parts and when this is OK eg. doctor, nurse, a family member helping them to bath, shower or get changed. Explain that if they every feel uncomfortable or get a 'NO' feeling about their private parts that they should tell a grown-up they trust. Emphasise throughout that their body belongs to them. Replay 'Pantosaurus' if necessary.</p>	<p>PSHE Science – Body Parts (Animals including Humans)</p>
Lesson 3	<p>Section D Personal Hygiene LO – To know ways I can keep myself clean Section E Illness/Disease Prevention LO – To understand the importance of basic hygiene and how these prevent the spread of disease</p>	<p>Hygiene Disease</p>	<p>In groups make a list of things we can do to keep ourselves clean. Use smiley/sad face cards to respond to different scenarios that show good/bad hygiene practice. Sequence pictures of morning and night-time routines. Learn the NHS handwashing song <a href="https://www.youtube.com/watch?v=S9VjeIWLnEg">https://www.youtube.com/watch?v=S9VjeIWLnEg</a> Question and Discuss - When is it important to wash hands? How might germs get into our bodies?</p>	<p>PSHE</p>



RSE Planning Year 2

Links and lesson resources are shown in blue.

	Learning Objectives	Vocabulary	Activities	Cross Curricular
Lesson 1	<p>The Human lifecycle and <u>growing up</u>  <b>LO consider the ways we have changed physically since we were born</b></p> <p><b>LO describe some things I can do now that I couldn't do when I was a baby</b></p>	<p>Adult  Child  Lifecycle  Older  Aging</p>	<p>Read <a href="#">I Want my Tooth</a>  Recap the lifecycles covered in science. Discuss the human lifecycle and where they fit into it. Sequence the pictures of the babies to adult pics and discuss the changes along the way.  Draw themselves as a baby and think of things that they could and couldn't do compared to present. How have they changed? Mind map ideas.  Draw what they think they will look like as an adult, what changes there will be physically and what sort of things they will be able to do that they can't do yet.  Draw themselves as an old person- how might they change, their bodies change?  Create timeline of these events with themselves in the middle – photograph</p>	<p>English – Grammar – Word class – verbs - tenses  Science – Animals including humans- lifecycles  PSHE - Myself</p>
Lesson 2	<p><u>Section C – Personal responsibilities</u>  LO to consider our responsibilities now and compare these with when we were younger</p>		<p>Explain responsibilities as things that they do without parental help or supervision. What can they do by themselves now? eg cleaning teeth, putting on clean clothes. Do they have any jobs at school or at home or do they do things that help their mums and dads? eg setting table, washing up, tidying bedrooms, tidying up pencils or books. Ch think of things that they take responsibility for and mime the activity to the rest of the class.  Read <a href="#">Mog and the Baby</a> and discuss the differences between the baby and Nicky.  Make a tick sheet of jobs that they should be doing each day and complete it over a week.</p>	<p>PSHE</p>

Lesson 3	<p>Section D LO to understand the needs of babies and young children.</p> <p>To understand what they have learned and be able to share it with others.</p>		<p>Invite a mother and baby into the classroom. Look at <a href="#">The Baby's Catalogue</a> by Allan Ahlberg. Decide which items are needed to keep the baby happy and healthy. Prepare questions for the mum about what the baby can do and what the parents have to do for them.</p> <p>Afterwards – circle time- ask for reasons they are glad they are not a baby any more and things they are looking forward to about getting older. Ch can talk in pairs first, then share ideas. Collate class ideas.</p>	PSHE
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Year 3 and 4 Highlighted Blue are covered in PSHE lessons

RSE Planning - Year 3
<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• the human life cycle in more detail.</li> <li>• what they think it means to be 'grown up'.</li> <li>• their responsibilities</li> <li>• the responsibilities parent/ carers have for babies and children.</li> </ul>
<p><b>Activities and Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>-identify the main stages of the human lifecycle</li> <li>-identify the stage of an individual with reasonable accuracy</li> <li>-explain ideas about being grown up</li> <li>-show they have a realistic view of adulthood</li> <li>-identify an area for which they can take more responsibility.</li> <li>-explain some ways that parents/carers are responsible for babies and understand that these responsibilities are based on the fact that a baby cannot look after itself</li> </ul>

<b>The Human Life Cycle</b>	<p><b>Learning Objective:</b> To understand the main stages of the human lifecycle:</p> <p>birth, baby, child, adolescent, adult, middle age, old age, death.</p>	<p>-State the main stages of the human life cycle</p> <p>-Say what stage a named person is at in the human lifecycle</p> <p>-Say some of the ways bodies are different at different ages</p>
<b>Growing Up</b>	To investigate perceptions of being 'grown up'.	<p>-Know that there might be different views of what 'grown up' means</p> <p>-Say how I feel and how others might feel about growing up</p>
<b>Personal responsibilities</b>	To consider their responsibilities and how these have changed and how they will change in the future.	<p>-Explain what is meant by 'responsibility'</p> <p>-Understand that adults and children have different responsibilities</p> <p>-Know that these responsibilities vary from family to family</p> <p>-State a responsibility they would like to take on next</p> <p>-State possible feelings associated with responsibilities</p>
<b>Parents, Carers and Families</b>	To consider the responsibilities that parents and carers have for babies and children.	<p>-State some of the changes which have taken place since a baby</p> <p>-State some things parents/carers need to do to look after babies</p>

## RSE Planning - Year 4

<b>Content</b> <ul style="list-style-type: none"> <li>• basic anatomy, including naming external body parts</li> <li>• physical differences between males and females.</li> <li>• capabilities of their bodies, in order to develop respect for their bodies and themselves.</li> <li>• understanding of personal hygiene</li> <li>• how to prevent the spread of illnesses</li> </ul>		
<b>Activities and learning outcomes:</b> <ul style="list-style-type: none"> <li>-list the main external parts of male and female bodies and may use some scientific names for these</li> <li>-use the scientific terms <b>penis, testicles, breast</b> and <b>vagina</b> and explain which parts are male and which are female</li> <li>-give several examples of the capabilities of their own bodies</li> <li>-describe familiar hygiene routines such as brushing teeth and washing hair, and understand the reasons for doing these things</li> <li>-look forward to new areas of responsibility for their personal hygiene.</li> <li>-be able to explain how common illnesses such as colds or tummy bugs are spread and be able to describe how they can prevent the spread of one such illness</li> </ul>		
<b>Body Knowledge</b>  <b>Body Functions and Changes</b>	-Recognise the main external parts of the bodies of humans, including scientific names for sexual parts. -To understand the physical differences between males and females.	-Use body parts names such as <u>penis</u> , <u>vagina</u> , <u>testicles</u> , and <u>breasts</u> -Explain one new thing they have learned about the body <b>Name the body parts that are different for boys and girls</b> -Describe the ways male and female bodies are the same <b>Using resource 2 and 3</b>
<b>Body Awareness and Image</b>	To value their own body and recognise and its uniqueness	-Recognise that each body is different -Understand that each body is unique <b>How we think and feel about our bodies</b> <a href="https://www.twinkl.co.uk/resource/pshe-and-citizenship-uks2-its-my-body-lesson-5-how-we-think-and-feel-about-our-bodies-lesson-pack-t-lf-2549316">https://www.twinkl.co.uk/resource/pshe-and-citizenship-uks2-its-my-body-lesson-5-how-we-think-and-feel-about-our-bodies-lesson-pack-t-lf-2549316</a> <b>We are the Superhumans – Rio Paralympics</b> <a href="https://www.youtube.com/watch?v=locLkk3aYIk">https://www.youtube.com/watch?v=locLkk3aYIk</a>



RSE planning - Year 5 and 6			
Learning Objective	Vocabulary	Content Overview	Resources
<p>Lesson 1</p> <p>To identify male and female sexual parts and describe their function.</p>	<p>Penis</p> <p>Anus</p> <p>Testicle</p> <p>Pubic hair</p> <p>Scrotum</p> <p>Urethra</p> <p>Sperm duct</p> <p>Pubic bone</p> <p>Prostate gland</p> <p>Vagina</p> <p>Vulva</p> <p>Fallopian tube</p> <p>Ovary</p> <p>Uterus</p> <p>Cervix</p> <p>Endometrium</p> <p>Bladder</p> <p>Spine</p>	<ul style="list-style-type: none"> <li>• Discuss vocabulary</li> <li>• Identify which is male/female</li> <li>• Discuss where each is</li> <li>• Discuss function of each</li> <li>• Label diagram in groups</li> <li>• Discuss when it is appropriate to use vocab</li> <li>• Discuss when appropriate to share photos/show body parts</li> </ul>	<p>From planning document: Resource (SR5) 4, 5, 6 &amp; 7</p> <p>Use 4 &amp; 5 to sort male or female parts.</p> <p>Use 6 &amp; 7 to label specifically where.</p> <p>Child friendly definitions of vocabulary.</p>
<p>Lesson 2</p> <p>To understand body image and body hygiene.</p>	<p>Pubic area</p> <p>Pubic hair</p> <p>Genitals</p>	<ul style="list-style-type: none"> <li>• What is body image?</li> <li>• How can we create a positive body image?</li> <li>• Link to bullying</li> <li>• Link to media</li> <li>• Identify personal hygiene products (male/female or both?)</li> </ul>	<p>A selection of hygiene products (e.g. deodorant, shampoo).</p> <p><a href="https://www.twinkl.co.uk/resource/pshe-and-citizenship-uks2-its-my-body-lesson-5-how-we-think-and-feel-about-our-bodies-lesson-pack-t-lf-2549316">https://www.twinkl.co.uk/resource/pshe-and-citizenship-uks2-its-my-body-lesson-5-how-we-think-and-feel-about-our-bodies-lesson-pack-t-lf-2549316</a></p>
<p>Lesson 3</p> <p>To consider the need for trust and love in marriage and established relationships.</p>	<p>Marriage</p> <p>Civil partnerships</p>	<ul style="list-style-type: none"> <li>• Variety of relationships and ways of showing commitment</li> <li>• Why might a couple choose to have a baby?</li> <li>• Discuss perceptions of families and who these are made up of</li> <li>• Discuss different types of families (e.g. same sex parents)</li> </ul>	<p>From planning document</p>

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"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>



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

**Date: 29/11/22      Reviewed by Teaching and Learning Committee 01/12/22**

**To be reviewed Sept 2023**

**Signed: Claire Stevens**  
**Headteacher**

**Signed: Ali Rutherford**  
**Chair of Governors**

### 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	Include notes from discussions with parents and agreed actions taken. Eg: