

### Relationships and Sex Education Policy – Hampstead and Kensington

#### Summary

Southbank considers that Relationships and Sex Education (RSE) is an integral part of the Personal, Social, Physical and Economic Education (PSPEE) curriculum. We aim to offer students a carefully planned programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere and in a relaxed relationship between teachers and students. The programme is set within a moral framework and matched to the students' level of maturity. This policy reflects the requirements of the DFE RSE Relationship Education and Relationships Education and Health Education Guidance (Feb 2019).

#### Delivery of RSE

##### Why is Relationships and Sex Education important?

1. Effective relationship and sex education is essential if young people are to make responsible and well informed decisions about their lives and should not be delivered in isolation. It should be firmly rooted within the framework for PSPEE.
2. The objective of relationship and sex education is to help and support young people through their physical, emotional and moral development. A successful programme will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.
3. Students will need to be given accurate information and helped to develop skills to enable them to understand differences and respect themselves and others and for the purpose also to preventing and removing prejudice.
4. Relationships and sex education should contribute to promoting the spiritual, moral, cultural, mental and physical development of students at school and of society. It should prepare students for the opportunities, responsibilities and experiences of adult life.
5. Effective relationships and sex education does not encourage early sexual experimentation.

It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, to build up their confidence and self esteem and understand the reasons for sexual activity. It builds up knowledge and skills which are particularly important today because of the many different and conflicting pressures on young people.

##### Definition of relationships and sex education

RSE is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings' (Sex Education Forum, 1999). Effective RSE can make a significant contribution to the development of the personal skills needed by students if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

RSE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it.

### Teaching and Learning including delivery of the Curriculum

At Southbank, PSPEE is taught either embedded in units of inquiry or via stand-alone units, using resources such as 'Jigsaw'. The Jigsaw resource used for RSE at Southbank maps out a grid of lessons/units for each year group which progresses and returns to themes as children move through the school, see grid below.

The PSPEE curriculum at Southbank includes, celebrating differences, personal safety, hygiene, physical and sexual development, growth and change, dreams and goals, puberty, human reproduction, pregnancy and childbirth and child development and parenting. Personal and social development, including relationships with family and friends, self esteem, emotional development, gender roles and stereotyping.

Since RSE incorporates the development of self-esteem and relationships, students' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

### The Role of Parents

The school is well aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and cooperation. In promoting this objective we:

- Inform parents about the school's RSE policy and practice
- Answer any questions that parents may have about the RSE of their child
- Take seriously any issue that parents raise with teachers about this policy or the arrangements for RSE in the school

### Right of Opting Out

Parents have the right for their child to be removed from SE provided within the PSPEE curriculum.\* Parents do not have the right to withdraw their child from the science aspects of units of inquiry or relationships education. Before teaching RSE we will ensure Grade 5 parents are informed of the content of lessons to be delivered and make clear the procedures for opting out if so wished.

*\*If a parent wishes to request that their child is withdrawn it is good practice for the Principal to discuss the request with the parent and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Good practice*

*is also likely to include the Principal discussing with the parent the benefits of receiving this important education and any detrimental effects that withdrawal may have on the child.*

### The Role of the Senior Leadership Team

It is the responsibility of the SLT to:

- Ensure that parents and staff are informed about our RSE policy
- The policy is implemented effectively.
- Ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
- Monitor this policy on a regular basis

### Language

Children should be introduced, at appropriate stages, to the correct terminology in their programme of sex education. It is important that acceptable and unacceptable terminology is clarified. After initial discussion, correct biological terms will be used at all times for teaching.

### Students' Questions

Teachers will reply to, and answer children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions.

Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.

Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.

### Harassment, bullying and harmful sexual behaviours

Students come from a variety of backgrounds and all are entitled to learn in a supportive environment, free from fear. The RSE curriculum recognises the gendered nature of HSB, takes steps to tackle victim-blaming, engages an equalities approach (e.g. that recognises the intersection of gender, disability, and ethnicity); and ensures students are involved in curriculum development. Students may use language related to sexuality and gender as a way to harass other students. This is unacceptable and will be dealt with as any other form of harassment, through the school behaviour and discipline procedures. An understanding of human difference, including sexuality, is an important aspect of education and will be addressed as appropriate through the curriculum.

### Advising Parents/Carers

Parents/Carers will be advised as necessary about forthcoming sex education lessons. Further details of the lessons will be provided to parents upon request and they will be invited to view any materials before the lesson.

### Confidentiality

Teachers conduct sex education lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances, the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw these to the attention of the designated person responsible for child protection, or the Principal.

Legally, the school cannot offer or guarantee absolute confidentiality. We aim to ensure that students' best interests are maintained and try to encourage students to talk to their parents or carers to provide support. If confidentiality has to be broken, then students are informed first and then supported by the designated teacher throughout the whole process.

### Special Needs

Students with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated programme will be provided where necessary, to ensure that all students gain a full understanding.

### Equal Opportunities

RSE will be given to ensure quality of access for all students, regardless of gender, race or disability, so giving equal opportunities and avoiding discrimination.

### Related Policies

In conjunction with this policy, please also see:

- Behaviour policy and procedures
- Safeguarding policy
- PSPEE policy

Appendix

Curriculum		
	Relationships	Changing me
<b>EC3</b>	<ul style="list-style-type: none"> <li>• Know how to make friends</li> <li>• Solving friendship problems</li> <li>• Helping others feel part of a group</li> <li>• Show respect in how to treat others</li> <li>• Know how to help themselves and others if they feel hurt and upset</li> <li>• Know and show what makes a good relationship</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that everyone is unique and special</li> <li>• Express how they feel when change happens</li> <li>• Understand and respect the changes they see in themselves</li> <li>• Understand and respect the changes they see in other people</li> <li>• Know who to ask for help if they are worried about change</li> <li>• Are looking forward to change</li> </ul>
<b>EC4</b>	<ul style="list-style-type: none"> <li>• My family and me</li> <li>• Making friends</li> <li>• Breaking friends</li> <li>• Bullying 1 and 2</li> <li>• Being the best friends we can be</li> </ul>	<ul style="list-style-type: none"> <li>• My body</li> <li>• Respecting my body</li> <li>• Growing up</li> <li>• Growth and change</li> <li>• Fun and fears 1</li> <li>• Fun and fears 2</li> <li>• Celebration</li> </ul>
<b>Kinder-garten</b>	<ul style="list-style-type: none"> <li>• Families</li> <li>• Making friends</li> <li>• Greetings</li> <li>• People who help us</li> <li>• Celebrating my special relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Life cycles</li> <li>• Changing me</li> <li>• My changing body</li> <li>• Girls and boys bodies</li> <li>• Learning and growing</li> <li>• Coping with change</li> </ul>
<b>Grade 1</b>	<ul style="list-style-type: none"> <li>• Families</li> <li>• Keeping safe - exploring physical contact</li> <li>• Friends and conflict</li> <li>• Secrets</li> <li>• Trust and appreciation</li> <li>• Celebrating my special relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Life cycles in nature</li> <li>• Growing from young to old</li> <li>• the changing me</li> <li>• Boys' and girls' bodies</li> <li>• Assertiveness</li> <li>• Looking ahead</li> </ul>

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<b>Grade 2</b>	<ul style="list-style-type: none"> <li>● Family roles and responsibilities</li> <li>● Friendship</li> <li>● Keeping myself safe</li> <li>● Being a global citizen 1</li> <li>● Being a global citizen 2</li> <li>● Celebrating my web of relationships</li> </ul>	<ul style="list-style-type: none"> <li>● How babies grow</li> <li>● Babies</li> <li>● Family stereotypes</li> <li>● Looking ahead</li> </ul>
<b>Grade 3</b>	<ul style="list-style-type: none"> <li>● Relationship web</li> <li>● Love and loss</li> <li>● Memories</li> <li>● Are animals special</li> <li>● Special pets</li> <li>● Celebrating my relationships with people and animals</li> </ul>	<ul style="list-style-type: none"> <li>● Unique me</li> <li>● Having a baby</li> <li>● Inside and outside body changes</li> <li>● Girls and boys puberty</li> <li>● Circle of change</li> <li>● Accepting change</li> <li>● Looking ahead</li> </ul>
<b>Grade 4</b>	<ul style="list-style-type: none"> <li>● Recognising me</li> <li>● Getting on and falling out</li> <li>● Girlfriends and boyfriends</li> <li>● Girlfriends and boyfriends</li> <li>● Relationships and technology</li> <li>● Know and show what makes a good relationship</li> </ul>	<ul style="list-style-type: none"> <li>● Self and body image</li> <li>● Puberty for boys</li> <li>● Puberty for girls</li> <li>● Looking ahead</li> <li>● Looking ahead to grade 5</li> </ul>
<b>Grade 5</b>	<ul style="list-style-type: none"> <li>● My relationship web</li> <li>● Love and loss1</li> <li>● Love and loss 2</li> <li>● Power and control</li> <li>● Being safe with technology 1</li> <li>● Being safe with technology 2</li> </ul>	<ul style="list-style-type: none"> <li>● My self image</li> <li>● Puberty, managing feelings, self awareness and mutual respect (boys/girls talk)</li> <li>● Conception</li> <li>● Babies - from birth to conception</li> <li>● Attraction</li> <li>● Transition to secondary school</li> </ul>