

# Hartford Manor Primary School & Nursery



## Relationships and Sex Education Policy

<b>Date of policy: Autumn 2024</b>
<b>Review Cycle: Annual</b>
<b>Reviewed By: Simon Kidwell</b>
<b>Approved By: Governing Body</b>
<b>Next review date: Summer 2025</b>

# CONTENTS

RATIONALE.....	1
AIMS .....	1
STATUTORY REQUIREMENTS .....	2
POLICY DEVELOPMENT .....	2
DEFINITION .....	2
CURRICULUM .....	2
DELIVERY OF RSE .....	3
RSE and Special Educational Needs and Disability .....	3
LGBT .....	3
NSPCC .....	4
ROLES AND RESPONSIBILITIES.....	4
The governing board .....	4
The Head of School.....	4
Staff .....	4
Pupils .....	4
Parents/Carers .....	4
Parents' right to withdraw .....	4
TRAINING .....	5
MONITORING ARRANGEMENTS.....	5
Appendix 1: By the end of primary school pupils should know .....	6
Appendix 2: RSE curriculum overview .....	9
Appendix 3: Parent form: withdrawal from sex education within RSE .....	15

## RATIONALE

At Hartford Manor, we recognise that we are working in partnership with parents to prepare children for life in modern Britain, developing their understanding of fundamental British values of democracy, individual liberty, rule of law and mutual respect and tolerance. We teach our children to accept people who are different to them and respect those who disagree with them. We believe all our children can leave our school confident and assured of their place in this diverse and changing world.

Since September 2021, Relationships Education has been compulsory in all primary schools. DFE guidance states that, “content must be age appropriate and developmentally appropriate. It must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law.” We will “work closely with parents when planning and delivering these subjects ... [ensuring] that parents know what will be taught and when, and clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.”

At Hartford Manor, our RSE curriculum encompasses our school values and our No Outsiders ethos to, “foster pupil wellbeing and develop resilience and character,” developing “personal attributes including kindness, integrity, generosity and honesty.” (DFE Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance, 2019) Lessons aim to “put in place the key building blocks of healthy respectful relationships, focusing on family, and friendships in all contexts including online.” “Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs to reflect sensitively that some children may have a different structure of support around them.”

Relationships Education is taught through many aspects of the curriculum including Personal, Social and Health and Economic (PSHE) education, Science, RE, No Outsiders lessons and assemblies. Additional Sex Education lessons are delivered through the Christopher Winter resources. Parents are invited to view the No Outsiders texts and lesson plans and also the Christopher Winter resources, prior to lessons being taught in school. This policy outlines our approach to teaching Relationships and Sex Education (RSE).

## 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

## 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](#).

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](#).

## 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 alongside the head of school and a governor working group, 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 view and comment on the policy (21.6.21-2.7.21)
4. Ratification – once amendments were made, the policy was shared with governors and ratified.

## DEFINITION

RSE is about the social, moral, spiritual, and cultural development of pupils, and involves learning about relationships on and offline, 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 or gender.

## CURRICULUM

Our curriculum is set out as per Appendix 2 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

In addition, we use the Christopher Winter resources to teach lessons on:

- Healthy and unhealthy relationships
- Positive and negative ways of communicating in relationships, including online.

For more information about our curriculum outcomes and plans, see Appendix 1 and 2.

## 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 delivered by class teachers through the Christopher Winter Project resources. Parents will be informed when the lessons are due to take place and given a brief outline of the content. Resources can be viewed on request, prior to the lessons.

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 (including consent)
- Online relationships
- Being safe

For more information about our RSE curriculum, see Appendix 2.

### RSE and Special Educational Needs and Disability

The pace and detail of topics may be different and pupils may need lots of support to generalise their learning outside of RSE lessons and support to personalise the learning to their own relationships, behaviours and maturation. It may be appropriate to revisit topics more frequently with pupils with SEND to support 'overlearning'. Government guidance acknowledges that there may be a need for schools to tailor content and teaching to meet the specific needs of pupils at different developmental stages. The guidance also acknowledges the greater vulnerability to bullying, exploitation and other issues for pupils with SEND. For example, older pupils at an earlier level of development are more vulnerable and therefore have greater need to be informed and supported in RSE. We recommend caution in omitting content, encouraging teachers of learners with SEND to differentiate.

### LGBT

At Hartford Manor, we will ensure that the needs of all pupils are appropriately met within an environment of equality and respect. Whilst guidance states that all pupils will be taught LGBT content at a timely point, it will not necessarily be delivered as stand-alone lessons but rather integrated into our programme of study (See Appendix 2) relating to families and respectful relationships. Teaching will be sensitive and age appropriate in approach and content.

The No Outsiders resource includes a selection of 42 children's books, covering EYFS to Year 6, selected to support primary schools to develop a curriculum response to the Equality Act 2010. The book selection encourages children to explore identities, focus on diversity and embrace difference. A small number of the No Outsiders texts enable discussion and teaching about LGBT issues and relationships. Parents are invited to view the full scheme of No Outsiders texts in school prior to the lessons being taught.

## NSPCC

The NSPCC Speak Out, Stay Safe online/face to face assemblies and supporting resources are an effective way to support the school's safeguarding duties and link directly to the curriculum. They also help to reinforce key messages about consent, abuse and neglect, as part of the school's teaching on relationships. They support the children to feel empowered- knowing how they can speak out and stay safe. Parents will receive a letter prior to the delivery of the assemblies.

## ROLES AND RESPONSIBILITIES

### The governing board

The governing board has delegated the approval of this policy to the Teaching, Learning, Safeguarding and Behaviour committee.

### The Head of School

The Head of School is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/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-statutory/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 Head of School.

All teachers are responsible for teaching RSE

### Pupils

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

### Parents/Carers

We respect that the primary role in children's sex education lies with parents and carers and we will always seek to work in partnership. Children and young people will often have their initial Relationships and Sex Education from their parents with the school curriculum building on this later. Many parents find it difficult to talk to their children about sex education and may lack confidence and up to date knowledge. The teaching of some aspects of sex education might nevertheless be of particular concern to some parents. If a parent has concerns about the content of our RSE curriculum, they are welcome to discuss these further with the class teacher.

### Parents' right to withdraw

Although parents don't have the right to withdraw their children from relationships education, they do have a right to withdraw their children from the non-statutory/non-science components (taught through the Christopher Winter resource) of the sex education within RSE. If after initially

discussing concerns with the class teacher, a parent would like their child to be withdrawn from these lessons, they should discuss this with the Head of School and make it clear which aspects of the Christopher Winter programme they do not want their child to participate in. The school always complies with the wishes of the parent in this regard.

## **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 Head of School 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 RSE coordinator, Natalie Barwise through:

- teacher feedback sessions
- reviewing lesson plans

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

This policy will be reviewed annually by Natalie Barwise. At every review, the policy will be approved by Teaching, Learning, Safeguarding, Assessment and Behaviour (TLSAB) committee.

## Appendix 1: 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> <p>*Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013, extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.</p>
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, disability 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, manners and consent</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 (i.e. consent) 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>

## **Appendix 2: RSE curriculum overview**

No Outsiders texts highlighted

**Hartford Manor Primary School and Nursery**  
**Personal Social Health Education /Relationships and Sex Education**  
**Curriculum Overview**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Reception</b>  <b>No Outsiders Texts</b>	<b>The Family Book</b>  LO: To understand all families are different	<b>Red Rockets and Rainbow Jelly</b>  LO: To understand it's ok to like different things	<b>You Choose</b>  LO: To choose what I like	<b>Mommy, Mama and Me</b>  LO: To celebrate my family	<b>Blue Chameleon</b>  LO: To make friends with someone different	<b>Hello Hello</b>  LO: To say hello
<b>Year 1</b>	RELATIONSHIPS Team	HEALTH AND WELL-BEING  Think Positive	LIVING IN THE WIDER WORLD  Diverse Britain	RELATIONSHIPS Be Yourself	HEALTH AND WELL-BEING  It's My Body  Sex Education CWP resources  LO: Who can help us	LIVING IN THE WIDER WORLD  Aiming High  Sex Education CWP resources  LO: Growing and caring for ourselves
<b>No Outsiders Texts</b>	<b>Elmer</b>	<b>Going to The Volcano</b>	<b>My World Your World</b>	<b>Errol's Garden</b>	<b>Want To Play Trucks?</b>	<b>Hair, It's a Family Affair</b>

	LO: To like the way I am	LO: To join in	LO: To understand we share the world with lots of people	LO: To work together	LO: To find ways to play together	LO: To be proud to be me
<b>Year 2</b>	RELATIONSHIPS VIPs	HEALTH AND WELL-BEING Safety First	LIVING IN THE WIDER WORLD One World	RELATIONSHIPS Digital Well-Being	HEALTH AND WELL-BEING Money Matters  Sex Education CWP resources  LO: Keeping safe-respectful relationships/consent	LIVING IN THE WIDER WORLD Growing Up  Sex Education CWP resources  LO: Differences between male and female body parts
<b>No Outsiders Texts</b>	<b>How To Be a Lion</b>  LO: To have self-confidence	<b>Amazing</b>  LO: To think about what makes a good friend	<b>The Great Big Book of Families</b>  LO: To understand diversity	<b>Can I Join Your Club?</b>  LO: To welcome different people	<b>All Are Welcome</b>  LO: To know I belong	<b>What the Jackdaw Saw</b>  LO: To communicate in different ways
<b>Year 3</b>	RELATIONSHIPS Team	HEALTH AND WELL-BEING Think Positive	LIVING IN THE WIDER WORLD Diverse Britain	RELATIONSHIPS Be Yourself	HEALTH AND WELL-BEING It's My Body  Sex Education CWP resources	LIVING IN THE WIDER WORLD Aiming High  Sex Education CWP resources

					LO: Differences between male and female body parts	LO: Giving consent and asking for help
<b>No Outsiders Texts</b>	<b>Beegu</b> LO: To be welcoming	<b>We're All Wonders</b> LO: To understand what a bystander is	<b>This is Our House</b> LO: To understand what discrimination means	<b>The Hueys in The New Jumper</b> LO: To recognise and help an outsider	<b>The Truth About Old People</b> LO: To recognise a stereotype	<b>Planet Omar</b> LO: To consider living in Britain today
<b>Year 4</b>	RELATIONSHIPS VIPs	HEALTH AND WELL-BEING Safety First	LIVING IN THE WIDER WORLD One World	RELATIONSHIPS Digital Well-Being	HEALTH AND WELL-BEING Money Matter Sex Education CWP resources LO: Reproduction in plants and animals	LIVING IN THE WIDER WORLD Growing Up Sex Education CWP resources LO: Changes during puberty Healthy relationships/ consent
<b>No Outsiders Texts</b>	<b>Along Came a Different</b> LO: To help someone accept difference	<b>Aalfred and Aalbert</b> LO: To find common ground	<b>Red: A Crayon's Story</b> LO: To be proud of who I am	<b>Dogs Don't Do Ballet</b> LO: To choose when to be assertive	<b>When Sadness Comes to Call</b> LO: To look after my mental health	<b>Julian is a Mermaid</b> LO: To show acceptance

<b>Year 5</b>	RELATIONSHIPS Team	HEALTH AND WELL-BEING Think Positive	LIVING IN THE WIDER WORLD Diverse Britain	RELATIONSHIPS Be Yourself	HEALTH AND WELL-BEING It's My Body  Sex Education CWP resources  LO: Physical changes during puberty	LIVING IN THE WIDER WORLD Aiming High  Sex Education CWP resources  LO: Personal hygiene and who can help
<b>No Outsiders Texts</b>	<b>The Island</b>  LO: To consider causes of racism	<b>And Tango Makes Three</b>  LO: To exchange dialogue and express an opinion	<b>Mixed</b>  LO: To consider responses to racist behaviour	<b>How to Heal a Broken Wing</b>  LO: To recognise when someone needs help	<b>The Girls</b>  LO: To explore friendship	<b>Kenny lives with Erika and Martina</b>  LO: To consider consequences
<b>Year 6</b>	RELATIONSHIPS VIPs	HEALTH AND WELL-BEING Safety First	LIVING IN THE WIDER WORLD One World	RELATIONSHIPS Digital Well-being	HEALTH AND WELL-BEING Money Matters  Sex Education CWP resources  LO: Puberty and reproduction  Communication in relationships	LIVING IN THE WIDER WORLD Growing Up  Sex Education CWP resources  LO: Families, conception and pregnancy  Healthy relationships online

<b>No Outsiders Texts</b>	<b>Where the Poppies Now Grow</b>  LO: To learn from our past	<b>Rose Blanche</b>  LO: To justify my actions	<b>The Only Way is Badger</b>  LO: To consider language and freedom of speech	<b>Introducing Teddy</b>  LO: To show acceptance	<b>King of the Sky</b>  LO: To consider responses to immigration	<b>Leaf</b>  LO: To overcome fears about difference
<b>WHOLE SCHOOL SUPPLEMENTARY ACTIVITIES</b>	NSPCC- Speak Out, Stay Safe Child-friendly Safeguarding Policy PCSO- County Lines for Y6 Junior Road Safety Officers School Council meetings Assemblies- water safety, railway safety, road safety					

CWP- Christopher Winter Project Sex Education Resources- available for parents to view on request.



### 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: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom

