



Hateley Heath Academy
Relationships and Sex
Education Policy
2023-2024

Dream it, Believe it, Become it!

Curriculum Intent

Relationship and Sex Education is lifelong learning about physical, moral, emotional and sexual development. It is about the understanding of the importance of stable and loving relationships, respect, love and care for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. At Hateley Heath Academy, we believe that it is important to prepare children for puberty and give them an age-appropriate understanding of relationships and sexual development and the importance of health and hygiene. Our Relationship and Sex Education (RSE) curriculum works in partnership with our PSHE and Science Curriculums to provide children with a wide range of learning opportunities and experiences that will help them develop feelings of self-respect, confidence and empathy and to create a positive culture around issues of sexuality and relationship.

Curriculum Design

By the end of Year 6, children at Hateley Heath will explore three key themes within our PSHE curriculum:

1. Relationships
2. Living in the Wider World
3. Health and Wellbeing

Relationships (Families and relationships, Safe relationships, Respecting ourselves and others)

Within this key theme, children will learn that families are important because they provide love and security for us. They will explore different characteristics of family life and how diverse they may be. They will also discuss what it means to belong to a caring and stable unit and that this again may look different within each household. The children will know that marriage and civil partnership is a legal life long recognised commitment to each other and if these relationships begin to make them feel unhappy or unsafe, they will learn who to seek advice and support from.

Living in the Wider World (Belonging to a community, Media Literacy and Digital Resilience, Money and Work)

Within this key theme, children will learn the importance of belonging to a community and how to value the diversity within it, challenging discrimination and stereotypes. The children will also learn the value of protecting our environment and how to be a responsible citizen regarding rules, laws, rights, freedoms and responsibilities. The internet is a big part of the children's lives, so within the curriculum, we will educate them on how to use the internet and digital devices safely when communicating online. This will support them in

understanding how data is used and shared to a target audience and the responsibilities they hold when using the internet themselves. Growing aspiring leaders is of great value to us. Encouraging children to set goals, identifying their own and others' interests along with the skills linked to careers. They will learn about financial risks involved and how important it is to have a positive attitude towards money.

Health and Wellbeing (Physical health and mental wellbeing, Growing and Changing, Keeping Safe)

Within this key theme, children will learn all about growing a healthy mind and body. They will explore a variety of ways they can keep healthy including healthy food choices, sun safety, medicines, and oral health and hygiene. The children will look at what can affect our mental health and develop strategies to manage this. These changes will include loss, bereavement, and a change in circumstances like beginning a new school or changes classes. The children will learn about body parts, understand that we grow from babies, the physical and emotional changes in puberty and personal hygiene to support this. In Year 6, the children will learn all about human reproduction and birth. In EYFS, the children begin to learn about "stranger danger" and ways to stay safe online. They will understand that there are age restrictions and the reasons for them. They will look at ways to keep safe in different environments such as the home, school, the street and how to manage the risks and hazards potentially faced. In upper Key Stage 2, the children will have discussions around drugs use and the law, drug use and the media as well as Female Genital Mutilation.

Curriculum Implementation

Organisation and Planning

Every child is entitled to receive RSE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children. At Hateley Heath, it is our intention that all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development with differentiated provision if required. A range of teaching methods which involve children's full participation are used to teach sex and relationship education. These include use of video, discussion, looking at case studies, drama and role play.

Resources to teach relationship and sex education may include fiction, reference books, leaflets and extracts from video clips that are all age appropriate. Relationship education is usually delivered in mixed gender groups; however, there may be occasions where single gender groups are more appropriate and relevant. The school informs parents when aspects of the sex and relationship programme are taught and provides opportunities for parents to discuss this.

In Early Years, children will work towards achieving Early Learning Goals in Personal, Social and Emotional Education. These will be delivered through cross curricular projects as

outlined in our Early Years Curriculum. They will also be delivered through structured playtimes, social times, visits, stories, videos, role play and assemblies.

In Key Stage 1, children will learn about health and well-being and relationships. They will learn about the process of growing from young to old and how their feelings change. Children will think about different relationships they have and what kind of physical contact is unacceptable, comfortable, unacceptable or uncomfortable.

In Key Stage 2, children will learn more about health and well-being and relationships. They will learn about how increased independence brings increased responsibility. They will further explore different types of relationships, how they can keep themselves safe both physically and emotionally and how to recognise when they need help and how to ask for it. In Years 4, 5 and 6, children will begin to learn about health, hygiene and puberty. They will consider the changes that will happen to them both physically and emotionally as they approach and move through puberty.

The Executive Leadership Team (Chief Executive Officer/Chief Executive Advisor)

The ELT 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/non-science components of RSE. Relationship and Sex education is taught by classroom teachers, teaching assistants and if appropriate, outside visitors such as the school nurse.

Staff

Staff will ensure the following:

- The delivery of RSE is done in a sensitive way.
- Modelling positive attitudes to RSE.
- Monitoring progress.
- Responding to the needs of individual pupils

In addition, they will respond 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 Headteacher. Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions. Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. We believe that individual

teachers must use their skill and discretion in this area and refer to the member of staff responsible for safeguarding if they are concerned.

Visitors

The role of visitors in regards to RSE: they are invited in to school because of the particular expertise or contribution they are able to make. All visitors are familiar with and understand the school's RSE policy and work within it. As a general rule, a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, they will talk to one of the school's Designated Safeguarding Leads, who may confer with the Headteacher before any decision is made. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process. Teachers need to be aware that effective relationship and sex education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. The staff member will inform the Headteacher /Designated Child Protection person in line with the school procedures for child protection. A member of staff cannot promise confidentiality if concerns exist. 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.

Pupils

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

Parents/Carers

Parents/carers do not have the right to withdraw their children from sex and relationships education. Parents/carers have the right to withdraw their children from the non-statutory components of RSE (other than sex and relationship education contained within the National Curriculum for Science). Before doing so, parents/carers are encouraged to talk to the class teacher and/or view the teaching resources in order to inform any decisions regarding withdrawing their child. Requests for withdrawal should be put in writing and addressed to the Headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents/carers and take appropriate action. Alternative work will be given to pupils who are withdrawn from RSE.

Curriculum Impact

At Hateley Heath Academy, through our RSE curriculum, we are enabling children to develop their capacity to make sound decisions when facing risks, challenges and complex contexts in order to support their future. Each of our children is individual and unique and each has a potential that we need to unlock. Our curriculum design will lead to outstanding progress for all pupils, regardless of their starting points, over time. Planned learning will progressively build on prior knowledge and understanding and support children in producing outcomes of the highest quality. We will ensure that the curriculum is regularly monitored and reviewed. Our curriculum leaders and our children will review the RSE curriculum and any changes will

be shared with parents and carers. The learning and outcomes will be monitored using a range of strategies and feedback will be given around what is going well and what are the ways to grow. Senior Leaders will evaluate progress that has been made and the impact of the curriculum to ensure all pupils, including the most disadvantaged and pupils with SEND, have been given the knowledge and cultural capital they need to succeed in life. The quality of education will be evaluated to ensure that it enables children to achieve the highest standards and supports them in being confident, resilient, self-motivated independent learners with the skills to be a lifelong learner.

Long Term Plan- This programme builder takes a thematic approach to primary PSHE education, covering all three core themes of the Programme of Study (Health and Wellbeing; Relationships; and Living in the Wider World) over the school year. This approach allows all year groups to work on similar themes at the same time, building a spiral curriculum year on year.

What is taught

	Relationships			Living in the Wider World			Health and Wellbeing		
	Families and Relationships	Safe Relationships	Respecting Ourselves and Others	Belonging to a Community	Media Literacy and Digital Resilience	Money and Work	Physical Health and Mental Wellbeing	Growing and Changing	Keeping Safe
EYFS	Knowing how I belong in my family Jobs my family do and I do	Making friends Being a good friend	How people can be good at different things How being different makes us special	Understanding belonging Begin to understand children's rights Know what being responsible means	Understand rules to follow when online	Understanding perseverance Setting goals Using kind words to encourage others	Understanding exercise Know that resting is good for my body Healthy food choices Hand washing	Name parts of the body Understand that we grow from babies Talk about my worries when moving class	Know what a stranger is Know what to do if a stranger approaches me
Year 1	Roles of different people Families Feeling cared for	Recognising privacy Staying safe Seeking permission	How behaviour affects others Being polite and respectful	What rules are Caring for others' Needs Looking after the environment	Using the internet and digital devices Communicating online	Strengths and Interests Jobs in the community	Keeping healthy Food and exercise, hygiene routines Sun safety	Recognising what makes them unique and special Feelings Managing when things go wrong	How rules and age restrictions help us Keeping safe online

Year 2		Managing secrets;	Recognising things	Belonging to a group; roles		What money	Why sleep is important; medicines	Growing	Safety in
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; naming body parts; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change,	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use

							loss and bereavement; managing time online		and the law; drug use and the media
Year 7	Different types of committed and stable relationship	Continue to develop their understanding of safe and unsafe relationships Managing pressure and dealing with consent	To listen and respond with constructive feedback by recognising and learning from others' experiences.		Rights and responsibilities online and where and when to get support.				

Approved by: Chief Executive Advisor
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