



# HILLSIDE PRIMARY SCHOOL

## Relationship and Sex Education Policy

Date Approved: June 2023  
Last Reviewed: March 2024

Belstead Avenue,  
Ipswich,  
IP2 8NU

Telephone: 01473 601402  
Email: [office@hillsidecp.net](mailto:office@hillsidecp.net)



## What is Relationship and Sex Education (RSE)?

Relationship and Sex Education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health”.

## Aims for Relationship and Sex Education at Hillside

Relationship and Sex Education (RSE) will reflect the values of Hillside Primary School and its PSHE curriculum (You, Me and PSHE). RSE will be taught in the context of relationships. In addition, RSE will promote self-esteem, emotional health and wellbeing and help children form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community. This will link to our Hillside values: being kind, being safe and being brave.

Hillside Primary School is committed to providing good quality Relationships and Sex Education (RSE) within the context of the Personal, Social and Health Education (PSHE) curriculum.

The curriculum, informed by DfEE RSE Guidelines 2020, aims 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

## The teaching programme for Relationship and Sex Education

From 2020, all schools must provide relationship and health education (RS&HE) to all pupils as per section 34 of the Children and Social work act 2017. At Hillside we have reviewed our current PSHE offering and decided to use the following scheme, You, Me and PSHE, in order to meet the Department of Education (DfE) expectations (see Appendix 2-4) and have been delivering it since September 2020. Relationship and health education will be taught as part of our PSHE curriculum. For more information about our curriculum, see our curriculum map in Appendix 1.

Legal requirements state that all schools must teach the following as part of the Science National Curriculum. Parents do not have the right to withdraw their child/children from these elements of learning.



## National Curriculum Science Objectives

### Key Stage 1

1. Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (Y1 Animals, including humans)
2. Notice that animals, including humans, have offspring which grow into adults. (Y2 Animals, including humans)

### Key Stage 2

1. Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird (Y5 Living things and their habitats)
2. Describe the life process of reproduction in some plants and animals. (Y5 Living things and their habitats)
3. Describe the changes as humans develop to old age. (Y5 Animals, including humans)
4. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. (Y6 Evolution and inheritance)

## RSE outlined by each year group

### Year Two: Boys and girls, families

- Pupils learn to understand and respect the differences and similarities between people.
- Pupils learn about the biological differences between male and female animals and their role in the life cycle.
- Pupils learn the biological differences between male and female children.
- Pupils learn about growing from young to old and that they are growing and changing.
- Pupils learn that everybody needs to be cared for and ways in which they care for others.
- Pupils learn about different types of family and how their home-life is special.

### Year Four: Growing up and changing

- Pupils learn about how we grow and change throughout the human lifecycle.
- Pupils learn about the physical changes associated with puberty, about menstruation and wet dreams.
- Pupils learn about the impact of puberty in physical hygiene and strategies for managing this.
- Pupils learn how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty.
- Pupils learn strategies to deal with feelings in the context of relationships.



- Pupils learn to answer each other's questions about puberty with confidence, to seek support and advice when they need it.

### **Year Six: Healthy relationships, how a baby is made**

- Pupils learn about the changes that occur during puberty.
- Pupils learn to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact.
- Pupils learn what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships.
- Pupils learn about human reproduction in the context of the human lifecycle.
- Pupils learn how a baby is made and grows (conception and pregnancy).
- Pupils learn about roles and responsibilities of carers and parents.
- Pupils learn to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it
- Pupils learn some myths and misconceptions about HIV, who it affects and how it can and cannot be transmitted.
- Pupils learn about how the risk of HIV can be reduced.
- Pupils learn that contraception can be used to stop a baby from being conceived.

## **The organisation of Relationship and Sex Education**

Kaleigh Bligh is the designated teacher with responsibility for coordinating Relationship and Sex Education. Relationship and Sex Education is delivered through Science, RE, PSHE and literacy activities. Relationship and Sex Education is taught by classroom teachers, learning support assistants and, if appropriate, outside visitors such as the school nurse. A range of teaching methods which involve children's full participation are used to teach Relationship and Sex Education. These include use of video, discussion, looking at case studies, drama and role play. Relationship and Sex Education is usually delivered in mixed gender groups however, there may be occasions where single gender groups are more appropriate and relevant.

## **Right to withdraw**

Parents do not have the right to withdraw their child from relationship education; however, they do have the right to withdraw their children from the non-statutory/non-science components of sex education within PSHE. Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the head teacher. Alternative work will be given to pupils who are withdrawn from sex education.



## Roles and Responsibilities

### The governing board

The governing board will approve the RSE policy, and hold the head teacher to account for its implementation.

### The head teacher

The head teacher 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.

### 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 PSHE Leader.

### Pupils

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

## Monitoring and assessment arrangements

The delivery of RSE is monitored by Kaleigh Bligh, PSHE Leader, the Head Teacher and the governing body through: learning walks, monitoring planning, pupil voice and book looks. 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, annually. At every review, the policy will be approved by the head teacher.

Assessment has been included as an integral part of the topic. At the beginning of the topic pupils will complete a pre-topic assessment activity, which is then repeated at the end of the topic. This enables pupils and teachers to understand and demonstrate the progress made. Pupils also complete a self-reflection sheet at the end of each topic; to encourage self-evaluation and reflection on learning within the topic as a whole unit of work. Teachers will then highlight the objectives which children have achieved in their book.



## Dealing with difficult questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique. Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs at another point in time.

## Use of visitors

"Visitors should complement but never substitute or replace planned provision. It is the PSHE co-ordinator's and teacher's responsibility to plan the curriculum and lessons." Sex and Relationship Guidance DfE 0116/2000 P 29 6.11

When appropriate, visitors such as the school nurse may be involved in the delivery of Relationship and Sex Education, particularly in Key Stage 2.

## Children with SEND

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of Relationship and Sex Education.

## Child Protection / Confidentiality

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 Designated Safeguarding Lead person in line with the school's procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.



**REVIEW DATE: MARCH 2025**



## Appendix 1: Whole School PSHE Curriculum Map

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn 1</b>	Physical health and wellbeing: Fun times	Physical health and wellbeing: What keeps me healthy?	Drug, alcohol and tobacco education: Tobacco is a drug	Identity, society and equality: Democracy	Physical health and wellbeing: In the media	Drug, alcohol and tobacco education: Weighing up risk
<b>Autumn 2</b>	Keeping safe and managing risk: Feeling safe	Mental health and emotional wellbeing: Friendship	Keeping safe and managing risk: Bullying - see it, say it, stop it	Drug, alcohol and tobacco education: Making choices	Identity, society and equality: Stereotypes, discrimination and prejudice	Identity, society and equality: Human rights
<b>Spring 1</b>	Identity, society and equality: Me and others	Keeping safe and managing risk: Indoors and outdoors	Mental health and emotional wellbeing: Strengths and challenges	Physical health and wellbeing: What is important to me?	Keeping safe and managing risk: When things go wrong	Mental health and emotional wellbeing: Healthy minds
<b>Spring 2</b>	Drug, alcohol and tobacco education: What do we put into and on to bodies?	Drug, alcohol and tobacco education: Medicines and me	Identity, society and equality: Celebrating difference	Keeping safe and managing risk: Playing safe	Mental health and emotional wellbeing: Dealing with feelings	Keeping safe and managing risk: Keeping safe - out and about
<b>Summer 1</b>	Mental health and emotional wellbeing: Feelings	Sex and relationship education: Boys and girls, families	Careers, financial capability and economic wellbeing: Saving, spending and budgeting	Sex and relationship education: Growing up and changing	Drug, alcohol and tobacco education: Different influences	Sex and relationship education: Healthy relationships/how a baby is made
<b>Summer 2</b>	Careers, financial capability and economic wellbeing: My money	Sex and relationship education: Boys and girls, families	Physical health and wellbeing: What helps me choose?	Sex and relationship education: Growing up and changing	Careers, financial capability and economic wellbeing: Borrowing and earning money	Sex and relationship education: Healthy relationships/how a baby is made





## Appendix 2: 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	