

## Relationships and Sex Education Policy

### Table of Contents

<b>1. Aims .....</b>	<b>2</b>
<b>2. Statutory Requirements .....</b>	<b>2</b>
<b>3. Policy Development .....</b>	<b>2</b>
<b>4. Roles and Responsibilities .....</b>	<b>2</b>
4.1 The Directors.....	2
4.2 The Headteacher.....	2
4.3 Staff .....	3
4.4 Pupils .....	3
<b>5. Definition.....</b>	<b>3</b>
<b>6. Curriculum .....</b>	<b>3</b>
<b>7. Delivery of RSE.....</b>	<b>3</b>
<b>8. Assessment.....</b>	<b>4</b>
<b>9. Consultation with Stakeholders .....</b>	<b>4</b>
Consultation with Parents.....	4
Consultation with Children .....	4
Consultation with Staff .....	4
<b>10. Parents' Right to Withdraw.....</b>	<b>5</b>
<b>11. Training .....</b>	<b>5</b>
<b>12. Monitoring Arrangements .....</b>	<b>5</b>
<b>13. Links with Other Policies .....</b>	<b>5</b>
<b>Appendix 1: Curriculum Map .....</b>	<b>6</b>
Relationships and sex education curriculum map.....	6
<b>Appendix 2: By the end of primary school pupils should know .....</b>	<b>8</b>

## 1. 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

## 2. Statutory Requirements

As an independent school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

Further, we follow guidance set out by [Keeping Children Safe in Education, 2022](#) and [The Equality Act, 2010](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum. We follow the [DfE's Statutory Guidance on RSE](#).

At Hampstead Hill School we teach RSE as set out in this policy. The delivery of RSE content is made accessible to all pupils, including those with SEND.

## 3. 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 or 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 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. Roles and Responsibilities

### 4.1 The Directors

The Directors will approve the RSE policy and hold the Headteacher to account for its implementation.

### 4.2 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 components of RSE.

## 4.3 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 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. Teachers and or Teaching Assistants are responsible for teaching RSE.

## 4.4 Pupils

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

## 5. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, 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. At Hampstead Hill School, we will not teach any sex education.

## 6. 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 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.

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

## 7. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. All teachers are required to practice political and religious impartiality in teaching.

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
- 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).

## 8. Assessment

Assessment plays a key role in effective RSE teaching and learning. Assessment is a process through which judgements are made about an individual's learning and development. Further, Hampstead Hill School use assessment to inform interventions. Pupils who are not meeting the lesson objectives or are identified as a concern to the teachers are referred to the Pastoral Committee and the school's Emotional Literacy Support Assistant.

The differing form of assessment within PSHE lessons are:

1. KWL Grids
2. Mind Maps
3. Marking and feedback

## 9. Consultation with Stakeholders

To ensure the School's RSE curriculum meets the needs of all stakeholders, routine consultation is completed. Further, the reviews aim to ensure that the teaching and learning can respond to local community concerns.

### Consultation with Parents

Parents are consulted via the following channels:

- Focus groups (October)
- Parent survey (March)
- PSHE workshop (May)

### Consultation with Children

Children are consulted via the following channels:

- Within PSHE and P4C discussions
- Assemblies
- Worry boxes

### Consultation with Staff

- Weekly PSHE meetings
- Staff CPD

## 10. 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-statutory components of sex education within RSE. **However, please note, due to the age and key stage of our children, Hampstead Hill School will not be delivering any form of sex education.**

## 11. Training

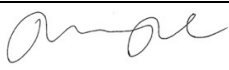
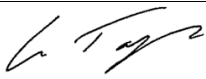
Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. The Headteacher will also invite visitors from outside the school, such as social workers for training to staff teaching RSE.

## 12. Monitoring Arrangements

The delivery of RSE is monitored by Stella Martinelli, Head of Year 2 and PSHE Co-ordinator, through learning walks. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed annually by Stella Martinelli. At every review, the policy will be approved by Headteacher and the Nominated Safeguarding Director.

## 13. Links with Other Policies

- SMSC Policy
- Curriculum Policy
- PSHE Policy

Last Review	January 2023
Next Review	January 2024
Name	 Ross Montague Headteacher
Name	 Lewis Taylor Nominated Safeguarding Director

## Appendix 1: Curriculum Map

### Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1	Autumn 2	Health & Wellbeing: It's My Body <ul style="list-style-type: none"> <li>Do I know I can choose what happens to my body?</li> </ul>	
Year 1	Autumn 2	Anti-Bullying Week <ul style="list-style-type: none"> <li>Can I recognise when people are being unkind either to me or others?</li> <li>Do I know how to respond, who to tell and what to say?</li> </ul>	
Year 2	Summer 2	Relationships: VIPs <ul style="list-style-type: none"> <li>Can I describe what makes a good friend?</li> <li>Can I describe ways to resolve arguments and disagreements without being unkind?</li> </ul>	
Year 2	Autumn 2	Anti-Bullying Week <ul style="list-style-type: none"> <li>Can I recognise when people are being unkind either to me or others?</li> <li>Do I know how to respond, who to tell and what to say?</li> </ul>	



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YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 2	Autumn 2	<p>Health &amp; Wellbeing: Growing Up</p> <ul style="list-style-type: none"> <li>• Can I name the main parts of boys' and girls' bodies?</li> <li>• Can I understand how to respect my own and other people's bodies?</li> </ul>	
Post Exam	Summer 2	<p>Health &amp; Wellbeing: Safety First</p> <ul style="list-style-type: none"> <li>• Can I keep myself safe in different situations with people I don't know?</li> <li>• Do I know what I can share and what I should keep private to keep myself and others safe?</li> </ul>	



## 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>



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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>

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