



HYLAND HOUSE SCHOOL

SEX & RELATIONSHIP EDUCATION POLICY

Ratified by governing body Sep 2023

Review Date: Sep 2024

Implementation

Implementation of this policy began Summer 2023.

Rationale

“You shall love you neighbour as yourself” Mark 12:31 We are involved in relationships precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in our School. Our approach to Relationships and Health Education, therefore, is rooted in the Adventist Church’s teaching of the human person and presented in a positive framework of Christian ideals. At the heart of the Christian life is a loving relationship with God, which embraces all people and creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God’s gift, reflect God’s beauty and share in the divine creativity. Children learn about Relationships and Health Education because we want them to grow up healthy, happy, safe and able to manage the challenges of modern Britain. Children need to be equipped with knowledge to make informed decisions about their well-being, health and relationships and be prepared for successful adult lives. Relationships and Health Education is not isolated but is taught within the framework of caring relationships, families, friends, values and responsibility. A whole range of teaching approaches are used which will allow children to learn in a caring and sensitive way. Teachers are sensitive to religious, cultural and family values and ensure that all children’s backgrounds and experience are recognised and valued. Topics will be delivered in an age-appropriate and developmentally appropriate way. The scheme of work is progressive and the learning in each year group builds on previous learning.

Values

Our programme encompasses values relating to the importance of stable relationships, marriage and family life. We also promote God’s call to love others with a proper respect for their dignity and the dignity of the human body. The following will be explored and promoted: School Values - Love, joy, kindness, perseverance and self-control Fundamental British Values - democracy, rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs and even those without.

Aims

Through the provision outlined in this policy we also aim to raise pupils’ self-esteem and confidence, trying to develop communication and assertiveness skills that can help them stay true to their values if challenged by others, their peers or what they see in the media. We hope to teach pupils to be accepting of the different beliefs, cultures, religions, sexual orientations, physical and mental abilities, backgrounds and values of those around them. We want our pupils to lead a healthy and safe lifestyle, we want to teach them to care for and respect their bodies and provide them with all the right tools that will enable them to seek information or support, should they need it, both during their school years and after.

Objectives To develop the following attitudes:

- respect for the dignity of every human being – in their own person and in the person of others;
- joy in the goodness of God’s creation;
- responsibility for their own actions and a recognition of the impact of these on others;
- recognising and valuing their own identity and that of others;
- recognising the importance of healthy relationships, marriage and family life;
- an understanding that while people may hold different views of right and wrong, all people living in England are subject to its law; and
- the ability to articulate and justify personal opinions without condemning others or being condemned.

To develop the following personal and social skills:

- making good choices which have integrity and are respectful of the rights of others;
- loving and being loved and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;
- managing emotions within relationships and, when relationships break down, with confidence, sensitivity and dignity;
- managing conflict positively, recognising the value of difference;
- cultivating humility, mercy and compassion, learning to forgive and be forgiven;
- developing self-esteem and confidence, demonstrating self-respect and empathy for others;
- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately; and
- learning to make choices that minimise the risk to health and personal integrity.

Outcomes

To develop pupils into individuals who know how to act responsibly and who are capable of becoming more independent as they grow older while knowing the value and importance of making a positive impact on the lives of other people. The school works hard to ensure that all aspects of the school curriculum are inclusive and support the needs of pupils of all ranges of abilities. Staff should differentiate lessons to ensure that all members of the class can access the information fully, and this is the same when it comes to Relationships and Health Education. The Bible commands followers of Christ to love everyone. Created in the image of God, they must be treated with dignity and respect. This includes all people. Acts of ridicule, abuse or bullying towards any person are incompatible with the biblical commandment, ‘you shall love your neighbour as yourself’ (Mark 12:31).

Content

Relationships Education The focus is on building positive and safe relationships, including with family, friends and online. Your child will be taught what a relationship is, what friendship is, what family means and who can support them. They will be reminded of how to treat each other with kindness, consideration and respect.

There five aspects of Relationships Education:

- families and people who care for me
- online relationships
- being safe
- caring friendships
- respectful relationships Health Education

The aim is to give your child the information they need to make good decisions about their own health and well-being, to recognise issues in themselves and others and to seek support as early as possible when issues arise.

The content is:

- mental well-being
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

The programme is continual and developmental, allowing learning needs to reflect each stage of the child. Since we are committed to the education of the whole child, teaching on relationships is cross-curricular, using PSHE. It is integrated, with the school working in partnership with parents, to give pupils a consistent message about the meaning and value of human relationships.

The school will ensure that pupils are given a broad and balanced Relationships and Health Education programme which provides them with clear, factual, scientific information when relevant and meets the statutory requirements.

Consultation

The following were consulted with regards to the development of this policy:

- School Council
- Parents and Carers (See Appendix 1)
- Staff (Appendix 3)
- Governing Body
- South England Conference

We recognise that parents (and other carers who stand in their place) are the primary educators of their children. The important lessons parents teach their child about healthy relationships, looking after themselves and staying safe, are respected. Teaching aims to complement and reinforce the lessons parents teach at home. We aim to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training around confidentiality will be provided to all teachers. It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, the school's safeguarding and child protection procedure will be followed. The school aims to keep parents informed about all aspects of the Relationships and Health

Education curriculum and urges parents to read this policy. The school will do everything it can to ensure that parents are comfortable with the Relationships and Health Education provided to their children in school, within the boundaries of the statutory requirements.

Where the school chooses to add Sex Education to Health and Relationships Education programme, parents have the right to withdraw their children from some or all elements of sex education the school chooses to teach but not from the Relationships Education curriculum. If you wish to withdraw your child, please put this in writing to the Headteacher, detailing the aspects you do not want your child to participate in.

The science curriculum includes content on human development, including reproduction, from which there is no right to withdraw.

The science topics are: YEAR 5 Autumn Term

- Locate and name the parts of the body including sex organs – boy and girl
- The main stages of the human life cycle
- Emotional and physical changes in puberty
- Growing up – menstruation. Coping with first period, sanitary protection YEAR 6

Summer term

- Recap on emotional and physical changes in puberty
- Recap on menstruation
- Revision of Relationships and Health Education as necessary when dealing with pupil questions

Please note:

- Some sessions may be delivered in single sex groups

Balanced Curriculum

We will ensure that pupils are offered balance by providing a Relationships and Health Education programme that offers a range of viewpoints on issues. Pupils will also receive clear scientific information. Correct vocabulary will be taught for body parts. Whilst it may be appropriate to use nicknames for body parts at home, in school it is essential to learn and use the correct terminology. This ensures universal understanding, clarity, respect and manners. Aspects of the law pertaining to Relationships and Sex Education will also be covered. We actively promote principles that develop tolerance and harmony; this is compatible with our belief and faith.

External Visitors

We may invite guest speakers into school to talk on issues related to sex and relationships. It may be the case that the subject under discussion is better coming from an expert or experienced health professional who can challenge pupils' perceptions. A teacher will be present throughout these lessons. Visitors will be given a copy of this policy and expected to comply with the guidelines outlined within it.

Responsibilities

All staff have a responsibility of care; as well as fostering academic progress, they should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of the pupils. All teachers will be expected to teach Relationships and Health Education in accordance with the ethos of the Seventh-day Adventist

Church and the statutory guidelines. Appropriate training will be made available for staff.

Controversial or Sensitive Areas and Children's Questions Staff training will include sessions on how to deal with difficult questions.

There may still be times when staff are faced with a difficult question in class that they feel uncomfortable or ill equipped to answer. In this case, they may wish to put the question to one side and seek advice. Once advice has been obtained questions will be re-addressed Ground rules in class are essential when discussing sensitive subject matter.

Some strategies staff may use to support this might be:

- an anonymous question box; this will enable pupils to feel more comfortable to ask questions without being identified
- making the classroom a safe zone; we hope this will give pupils the sense that they are in a safe zone to speak freely about relationships and health.

Supporting Pupils who are at Risk Children will also need to feel safe and secure in the environment in which Relationships and Health Education takes place.

Effective Relationships and Health Education will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussions may well lead to disclosure of a safeguarding issue. Teachers will need to be aware of the needs of their pupils and act quickly to address any safeguarding issues in accordance with our safeguarding and child protection policy.

Confidentiality and Advice

All governors, all teachers, all support staff, all parents and all pupils are made aware of this policy, particularly as it relates to issues of advice and confidentiality. Pupils will be encouraged to talk to their parents about the issues which are discussed in the programme. Teachers will always help pupils facing personal difficulties and inform the Senior Leadership Team, to ensure a whole-school approach.

Monitoring and Evaluation

The school will review this policy annually, evaluating its effectiveness by taking into account feedback from pupils, staff and parents, as well as what has come to light through classroom observations, governor visits and information we receive from national reports and curriculum reviews.

Relationship to other Policies and Curriculum Areas

This policy works in conjunction with the following policies: Anti-bullying, Behaviour & Discipline, Curriculum, Equality, IT Acceptable Use, PSHE and Safeguarding.

Appendix

1



Date:

Information about this term's Personal, Social, Health Education, which includes Relationships and Changing Me

Dear Parents/Carers,

At Hyland House School we use Twinkle as our scheme of work to teach PSHE (Personal, Social, Health Education). PSHE in our school is taught through half termly themes with each year group studying the same unit at the same time (at their own level):

Autumn 1: Being Me in My World

Autumn 2: Differences (including anti-bullying)

Spring 1: Dreams and Goals

Spring 2: Healthy Me

Summer 1: Relationships

Summer 2: Changing Me (including Sex Education)

It also identifies links to British Values, and SMSC and is taught in such a way as to reflect the overall aims, values, and ethos of the school.

In the first half of the Summer Term, we will be teaching the Relationships Topic. Relationships Education is statutory (DfE Guidance 2019) and parents cannot withdraw their children from it.

We develop positive relationships throughout the school year and through each unit of work, but there is a more specific focus on this in this Unit of Work, with children learning about different relationships we have with our friends, family and communities (including staying safe online), and how these relationships change as we grow.

In the second half of the Summer Term, we will be teaching the 'Changing Me'. This helps children learn to cope positively with all sorts of change. In Key Stage 2 they will learn about puberty. In Key Stage 1 we introduce scientific terminology for body parts, including genitalia, partly for safeguarding reasons and partly to lay the foundations for learning about puberty later.

The purpose of this letter is to inform you of the statutory requirements placed on schools, and what we plan to teach when for this topic in PSHE this term.

The government statutory guidance gives parents the right to request to withdraw their child from Sex Education, and this letter explains more about what Sex Education is and how you can find out more about this if you wish to.

Health, Relationship and Sex Education

Health and Relationship Education is statutory in all primary schools, and it is recommended that all primary schools have a Sex Education programme that is tailored to the age of the pupils.

The Health and Relationship curriculum content is woven throughout the entire PSHE programme, with a specific focus within the 'Healthy Me' and 'Relationships' units.

In the Early Years and Key Stage 1, the focus is on life cycles, valuing our own bodies and learning some vocabulary for the external body parts, that we might use if we needed to talk to an adult such as a nurse or a doctor.

In Key Stage 2, there is a particular focus on the Health Education element of puberty (including menstruation) and the changes that happen inside and outside the body. This is taught in a way that helps pupils feel prepared for the main changes that happen before puberty starts, and to encourage them to talk to an adult at home or at school if they have any questions.

At Hyland House School we define Relationships and Sex Education as the curriculum used to encompass many aspects of the Personal, Social, Health Education (PSHE) curriculum as well as contributing to promoting the spiritual, moral, cultural, mental and physical development of pupils.

The DfE provides the following definition in its guidance:

'It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance...for family life, of stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity.'

Sex Education is part of our PSHE/RSE curriculum and we teach it through the 'Changing Me' topic. Please note that animal reproduction is a statutory element of the Year 5 Science curriculum and at Hyland House School, we deliver this including human reproduction in Summer Term 1.

The right to withdraw

As parents you have the right to withdraw your child from the non-statutory elements of our teaching. These will be the lessons on human reproduction (please refer to the contents table below for the exact lessons). You are unable to withdraw your child

from any lessons within Relationship or Health Education (this includes puberty and menstruation). If you do wish to withdraw your child from the human reproduction lessons, please contact your child's teacher so they can discuss the implications of withdrawing.

What will my child be taught about puberty and human reproduction?

We have reviewed the content in our PSHE curriculum as part of our policy review and the content below reflects the decisions made as part of this process with the staff and governors.

The unit 'Changing Me', is taught in the Summer Term. Each year group will be taught appropriate to their age and developmental stage. This content will be taught by the class teachers. We will not teach beyond the remit of the year group. If questions are asked that the teacher feels are inappropriate or are beyond the content for that year group, the teacher may ask the child to ask their parent/carer, or the teacher may acknowledge the question and explain that we will learn about that aspect at another time.

The table below only covers the lessons (pieces) that relate to life cycles, the human body, puberty and human reproduction. The lessons (pieces) that parents are able to withdraw their children from are highlighted in red font.

School Year group	Lesson Number and Name	Learning Intentions relating to Puberty and Human Reproduction
Ages 3-4 <i>Reception</i>	Lesson 3 Growing Up	<ul style="list-style-type: none"> I understand that we all start as babies and grow into children and then adults
	Lesson 4 Growth and Change	<ul style="list-style-type: none"> I know that I grow and change
Ages 4-5 <i>Year 1</i>		<ul style="list-style-type: none"> Identify and use the correct names for the parts of the body that make boys different to girls: penis, testicles, vulva, anus, breasts, nipples (a simple drawn outline of a body and body parts will be used to illustrate) respect their own body and understand which parts are private
Ages 5-6 <i>Year 2</i>	Lesson 1 Life Cycles	<ul style="list-style-type: none"> I am starting to understand the life cycles of animals and humans I understand that changes happen as we grow and that this is OK
	Lesson 2 Changing Me	<ul style="list-style-type: none"> I can tell you some things about me that have changed and some things about me that have stayed the same I know that changes are OK and that sometimes they
	Lesson 3 My Changing Body	<ul style="list-style-type: none"> I can tell you how my body has changed since I was a baby I understand that growing up is natural and that everybody grows at different rates
	Lesson 4 Boys' and Girls' Bodies	<ul style="list-style-type: none"> I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus I respect my body and understand which parts are private
Ages 6-7 <i>Year 1</i>	Lesson 1 Life Cycles in Nature	<ul style="list-style-type: none"> I can recognise cycles of life in nature I understand there are some changes that are outside my control and can recognise how I feel about this

	Lesson 2 Growing from Young to Old	<ul style="list-style-type: none"> • I can tell you about the natural process of growing from young to old and understand that this is not in my control • I can identify people I respect who are older than me
	Lesson 3 The Changing Me	<ul style="list-style-type: none"> • I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old • I feel proud about becoming more independent
	Lesson 4 Boys' and Girls' Bodies	<ul style="list-style-type: none"> • recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vulva, anus, breast, nipples) and appreciate that some parts of the body are private • tell you what they like/don't like about being a boy/girl
Ages 7- 8 Year 3	Lesson 1 How Babies Grow	<ul style="list-style-type: none"> • understand that in animals and humans lots of changes happen from birth to fully grown, and that usually it is the female who has the baby • express how they feel when they see babies or baby animals
	Lesson 2 Babies	<ul style="list-style-type: none"> • understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow (New vocab – uterus /womb) • express how they might feel if they had a new baby in their family
	Lesson 3 Outside Body Changes	<ul style="list-style-type: none"> • understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies • identify how boys' and girls' bodies change on the outside during this growing up process (introduce term puberty)
	Lesson 4 Inside Body Changes	<ul style="list-style-type: none"> • identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up (introduce vocab sperm, ovaries, egg, Ovum/ Ova, womb/uterus, vagina and period) • recognise how they feel about these changes happening to them and how to cope with these feelings <p>Note – this lesson briefly introduces the term 'period' and explains what a period is in simple terms.</p> <p>This lesson does not attempt any explanation of how the sperm and egg come together. If a child asks the question we will explain that the male and female decide when this happens and we will learn more about it at another time.</p>
Ages 8- 9 Year 4	Lesson 1 Unique Me	<ul style="list-style-type: none"> • understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm.

	<p>Lesson 2</p> <p>Having A Baby</p> <p>Parents have the right to withdraw children from this session as it is classed as human reproduction.</p>	<ul style="list-style-type: none"> • correctly label the internal and external parts of male and female bodies that are necessary for making a baby and in simple terms how this happens • understand that having a baby is a personal choice and express how they feel about having children when they are adults • Note: This is a simple introduction to sexual intercourse with the teacher using a script which includes ‘an especially close and loving embrace which allows the sperm to be released through the penis into the vagina’.
	<p>Lesson 3</p> <p>Girls and Puberty</p>	<ul style="list-style-type: none"> • describe how a girl’s body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this • know that they have strategies to help me cope with the physical and emotional changes they will experience during puberty • Note – teachers will also recap the puberty learning for both girls and boys from year 3 and revisit some of the content if required.
<p>Age 10-11</p> <p>Year 5</p>	<p>Lesson 2</p> <p>Puberty for Girls</p>	<ul style="list-style-type: none"> • explain how girls’ bodies change during puberty and understand the importance of looking after themselves physically and emotionally • understand that puberty is a natural process that happens to everybody and that it will be OK for them
	<p>Lesson 3</p> <p>Puberty for Boys</p>	<ul style="list-style-type: none"> • I can describe how boys’ and girls’ bodies change during puberty • I can express how I feel about the changes that will happen to me during puberty
	<p>Lesson 4</p> <p>Conception</p> <p>Parents have the right to withdraw children from this session as it is classed as</p>	<ul style="list-style-type: none"> • I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby • I appreciate how amazing it is that human bodies can reproduce in these ways

	human reproduction.	
Age 11-12 Year 6	Lesson 2 Puberty	<ul style="list-style-type: none"> I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally I can express how I feel about the changes that will happen to me during puberty
	Lesson 3 Babies – Conception to Birth Parents have the right to withdraw children from this session as it is classed as human reproduction.	<ul style="list-style-type: none"> describe how a baby develops from conception through the nine months of pregnancy, and how it is born recognise how they feel when they reflect on the development and birth of a baby
	Lesson 4 Attraction	<ul style="list-style-type: none"> understand how being physically attracted to someone changes the nature of the relationship express how they feel about the growing independence of becoming a teenager and their confidence that they can cope with this

We are eager to work in partnership with parents

Please be aware that your child may ask you questions on what they have learnt. There is the Usborne series of growing up books (<https://usborne.com/gb/books/series/growing-up>) that you might find useful to help you answer questions your child may ask.

We hope that the information we have provided is useful in understanding what your child will be learning this term.

Please refer to our PSHE policy for further information.

If you have any further questions, please contact your child's teacher or me.

Kind regards,

Mr Gayle

PSHE / RSE Lead

Appendix 2

RSE curriculum Staff consultation

Name:

Class:

Role:

Have you ever needed to refer to the school's RSE policy?	
Are there any issues that affect our pupils that you think could be addressed in RSE?	
Is there anything we're covering too much/not enough?	

<p>How would you rate the quality of the resources that we use for RSE? Are they fit for purpose?</p>	
<p>If you teach RSE, how confident do you feel delivering curriculum content?</p>	
<p>Are there any aspects/topics where more training or support is necessary?</p>	