HARMONDSWORTH PRIMARY SCHOOL

LONDON BOROUGH OF HILLINGDON

Relationships and Sex Education (RSE) Policy

Approved by:	Hardip Lawana	**Date:**	Autumn 25
Last reviewed on:	Autumn 25		
Next review due by:	Autumn 26		

Version	Date	Comments
1	Autumn 21	Created
2	Autumn 23	Updated
3	Autumn 24	Reviewed
4	Autumn 25	Updated

Contents

1. Aims iii
2. Statutory requirements iii
3. Initial Policy development iii
4. Definition iv
5. Curriculum iv
6. Delivery of RSE iv
7. Use of external organisations and materials vii
8. Roles and responsibilities viii
9. Parents' right to withdraw ix
10. Training x
11. Monitoring arrangements x

Appendix 1: Curriculum map .....
Appendix 2: By the end of primary school pupils should know .....
Appendix 2: By the end of secondary school pupils should know .....
Appendix 3: Parent/carer form requesting their child's withdrawal from sex education within RSE .....

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, and cultivate positive characteristics such as kindness and integrity
- 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 a maintained primary school, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

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.

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996.
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Harmondsworth Primary, we teach RSE as set out in this policy.

3. Initial policy development

This policy was developed in consultation with staff, pupils and parents/carers. 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/carers 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. Definition

For the purpose of this policy:

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.

5. Curriculum

We use the SCARF scheme for our RSE curriculum. https://www.coramlifeeducation.org.uk/scarf

Our RSE curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials via termly curriculum letters (Appendices 2 and 3) and parents and carers are able to access all the materials on request.

6. 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).

The school will make sure that:

- Core knowledge is sectioned into units of manageable size

- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations

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, kind relationships

Online safety and awareness

Being safe

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born
- Throughout each year group we will use appropriate material to assist learning, such as:
- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

For more information about our RSE curriculum, see Appendix 1.

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
    - Safe and supported
    - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
    - A whole-class setting
    - Small groups or targeted sessions
    - 1-to-1 discussions
    - Digital formats
- Give careful consideration to the level of differentiation needed

6.2 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

We will make sure that when we consult parents/carers we provide examples of the resources that the school plans to use.

7. Use of external organisations and materials

We will make sure that an agency and any materials used are accurate, age and stage appropriate and unbiased and in line with our legal duties around political impartiality.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
    - Are age-appropriate
    - Are in line with pupils' developmental stage
    - Comply with:
        - This policy
        - The Teachers' Standards
        - The Equality Act 2010
        - The Human Rights Act 1998
        - The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses

- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case-study materials and look for feedback from other people the agency has worked with
- Be clear on:
    - What they're going to say
    - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers
- We **won't**, under any circumstances:
- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies who don't allow their material to be shared with parents and carers

8. Roles and responsibilities

8.1 The governing board

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

8.2 The headteacher

The headteacher is responsible for making sure that RSE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw pupils from components of RSE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering RSE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory/non-science components of RSE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL) Mrs Eleesa Dowding.

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. Mrs Amber Sharif is the RSE lead.

8.4 Pupils

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

9. Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from relationships education.

Parents/carers have the right to withdraw their child from the components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the headteacher.

Alternative schoolwork will be given to pupils who are withdrawn from sex education.

10. 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 school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

11. Monitoring arrangements

The delivery of RSE is monitored by Mrs Amber Sharif RSE lead through:

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

This policy will be reviewed by The Governing Board annually.

HARMONDSWORTH PRIMARY SCHOOL

LONDON BOROUGH OF HILLINGDON

Appendix- 1

PSHE and wellbeing long-term plan based on SCARF half-termly units and related key themes.

(Units include lesson plans that cover all the DfE statutory requirements for Relationships Education and Health Education)

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Myself Safe	4 Rights and Responsibilities	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy

HARMONDSWORTH PRIMARY SCHOOL

LONDON BOROUGH OF HILLINGDON

Y3	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage
Y5	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights and responsibilities Rights and responsibilities relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking responsibility Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body Image Sex education Self-esteem

HARMONDSWORTH PRIMARY SCHOOL

LONDON BOROUGH OF HILLINGDON

Appendix 2 –Harmondsworth Primary School letter **Relationship and Health Education and Sex Education (RSE) Programme**

At Harmondsworth Primary School, PSHE education is the curriculum subject that gives children the knowledge, understanding, attitudes and practical skills to live safe, healthy, productive lives and meet their full potential.

PSHE education is taught throughout the school in every year group and is monitored and reviewed regularly by the staff and the governing body. All PSHE teaching takes place in a safe learning environment and is underpinned by our school ethos and values. Please visit the school's website for more detail about our PSHE curriculum and our Relationships and Sex Education policy.

The **Relationships and Sex Education** aspects of the PSHE curriculum will be taught throughout the school, in an age-appropriate and structured manner with key topics repeated and developed in greater depth as your child progresses across the school. The key topics include: changing relationships, the physical and emotional changes of puberty, growing up, personal hygiene, naming sexual organs, sex and reproduction and staying safe both on and off-line. These topics will be taught by your child's class teacher and will focus on the following objectives:

EYFS What makes me special, keeping my body safe and healthy, secrets and considering good or bad touches, people who can help me and celebrating differences.

Year 1 How our feelings can keep us safe – including staying safe on and off-line, safe and unsafe touches, valuing and celebrating difference, developing respect and accepting others, naming body parts, taking care of others and myself.

Year 2 Celebrating differences, safe and unsafe secrets, appropriate touch, staying safe on and off-line, looking after my body, hygiene and health, growing and changing, understand what privacy means.

Year 3 Differences between male and females and naming body parts, puberty and changes, exploring different types of families, challenging gender stereotyping, considering touch and knowing that a person has the right to say what they like and dislike, staying safe on and off-line, know who they could ask for help if a secret made them feel uncomfortable or unsafe.

Year 4 Exploring the human lifecycle, body changes during puberty, understanding that children change into adults so they are able to reproduce, developing a positive body image, considering media messages, relationships including marriage, staying safe on and off-line.

Year 5 Exploring the human lifecycle, body changes during puberty, understanding that children change into adults so they are able to reproduce, developing a positive body image, considering media messages, recognising and celebrating differences, staying safe on and off-line.

Year 6 The emotional and physical changes occurring in puberty, understanding how puberty and reproduction are linked, the process of conception and pregnancy, physical and emotional behaviour in relationships, developing a positive body image, knowing they have the right to be safe and to protect their body from inappropriate and unwanted contact, staying safe on and off-line. To challenge gender stereotyping, recognise and celebrate differences, and reflect on prejudice-based bullying.

The teaching of Relationships Education and Health Education (which includes learning about the changing adolescent body and puberty) is a legal requirement for all schools. Parents will not be able to withdraw their child from any aspect of Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

Sex Education is not statutory in primary schools but schools are expected to provide a programme of age appropriate sex education. Parents have the right to request to withdraw their child from any aspects of Sex Education other than those which are part of the science curriculum (life processes common to humans and other animals include nutrition, growth and reproduction and about the main stages of the human life cycle).

Should you have any questions please feel free to ask.

Kind regards

Mrs Amber Sharif PSHE/RSE Coordinator

HARMONDSWORTH PRIMARY SCHOOL

LONDON BOROUGH OF HILLINGDON

Appendix 3- Individual Class letter example

Dear Parents / Carers,

The Relationships and Sex Education aspects of the PSHE curriculum will be taught throughout the school, in an age-appropriate and structured manner with key topics repeated and developed in greater depth as your child progresses across the school. Please visit the school's website for more detail about our PSHE curriculum and our Relationships and Sex Education policy. As part of our PSHE curriculum, in Year Six we cover Sex Education in the Summer Term, these lessons will take place after half term.

Through guidance from the London Borough of Hillingdon, we follow the SCARF scheme to support the children's learning.

This content will cover: The emotional and physical changes occurring in puberty, understanding how puberty and reproduction are linked, the process of conception and pregnancy, physical and emotional behaviour in relationships, developing a positive body image, knowing they have the right to be safe and to protect their body from inappropriate and unwanted contact, staying safe on and off-line.

The teaching of Relationships Education and Health Education (which includes learning about the changing adolescent body and puberty) is a legal requirement for all schools and parents will not be able to withdraw their child from any aspect of Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

Sex Education is not statutory in primary schools but schools are expected to provide a programme of age-appropriate sex education. Parents have the right to request to withdraw their child from any aspects of Sex Education other than those which are part of the science curriculum (life processes common to humans and other animals include nutrition, growth and reproduction and about the main stages of the human life cycle).

If you would like more information please visit the guidance from the Department of Education regarding the teaching of Relationships and Health Education in schools.

Should you have any questions please feel free to get in touch.

Kind regards

Class Teacher

HARMONDSWORTH PRIMARY SCHOOL

LONDON BOROUGH OF HILLINGDON

Appendix 4: Parent/carer form requesting their child's withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent/carer signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/carers	

HARMONDSWORTH PRIMARY SCHOOL

LONDON BOROUGH OF HILLINGDON