

# **Hexham First School Sex and Relationships Policy**

## **Relationships & Sex Education Policy**

Happy, Healthy Aiming high

### **Our Mission**

Our values-based school encourages and develops kindness, curiosity, ambition, respect, confidence and uniqueness through an inspiring, broad and engaging curriculum, where learning is at the heart of all that we do. Our children learn to become resilient and confident in a safe environment. We challenge and encourage our pupils to thrive and achieve as individuals, preparing them for their role as caring, active citizens in modern Britain and provide the tools for life- long learning.

### **Aims**

Sex and Relationships Education within Hexham First School aims to provide opportunities for pupils to develop the skills, knowledge and understanding they need to lead confident, healthy, independent lives and become active and informed citizens. The programme aims to provide information and knowledge to explore attitudes and values with children about relationships, emotions, self esteem and personal safety. Information will be delivered in an accepting and honest way, which enables young people to contribute in a safe and supported environment. This policy is a working document which provides guidance and information on all aspects of SRE in the school for staff, parents/carers and governors. The materials and resources that are used are available on request.

### **Objectives**

Effective sex and relationship education is essential for young people to make responsible and well informed decisions about their lives. Personal, Social and Emotional Health Education (PSHE) is taught from entry into school through to Year 4 as part of a balanced programme of Health Education. The objective of SRE is to help and support young people through their physical, emotional and moral development. SRE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and of society and preparing pupils for the opportunities, responsibilities and experiences of adult life enabling them to make informed decisions about their health and well-being. (Sex and Relationship Guidance DfE 2000)

### **Delivery**

The majority of the SRE programme will be delivered by school staff either through class teachers or a member of staff who is a trained professional.

Parents have the right to withdraw their children from any 'Sex education' that falls outside of the statutory curriculum (they cannot withdraw from 'relationship education') (Education Act, 1996- they cannot withdraw from human reproduction as in NC Science, for example.) Any parents expressing concerns will be invited into school for discussions with the head teacher and teachers responsible for delivering the programme, and to discuss materials and resources used. Should they still decide to exercise this right school will make provision for

the supervision of the child within another classroom. The parent will be advised that they have an obligation to provide the information at home using information available from the DfES.

Teachers will answer pupil questions appropriately and using their professional judgement, in line with this policy. There is no expectation that any teacher delivering SRE will automatically answer pupil questions, as this may infringe personal boundaries. However, in this instance, pupils will be advised to talk to their parents and another member of staff.

### **Sex and Relationship Education will focus on:**

#### Attitudes and Values

- Learning about the values of family life and stable relationships.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.

#### Personal and Social Skills

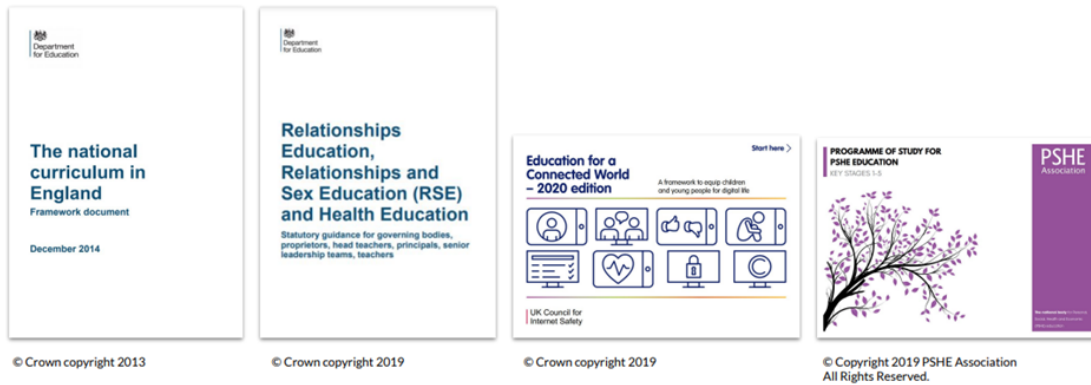
- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect and empathy for others.
- Learning to make choices based on understanding of differences and with the absence of prejudice.
- Providing opportunities for young people to develop the ability to understand the consequences of their decisions and actions, and to manage conflict.

#### Knowledge and Understanding

- Information about healthier, safer lifestyles.
- Physical development.
- Emotions, relationships and reproduction.

### **Curriculum Content:**

We have chosen to implement the **Kapow scheme of work**. It fulfils the statutory requirements for Relationships and Health Education set out by the Department for Education. It also fulfils the National Curriculum requirement to teach PSHE ('All schools should make provision for personal, social, health and economic education') and goes beyond the statutory requirements by referring to the PSHE Association Programme of Study (recommended by the Department for Education.) Our RSE & PSHE scheme of work is taught in conjunction with our Computing scheme, it also covers the government's Education for a Connected World -2020 edition framework and Project evolve.



## A spiral curriculum

Kapow Primary's RSE and PSHE scheme of work has been designed as a spiral curriculum with the following key principles in mind:

- ✓ **Cyclical:** Pupils revisit the five key areas throughout KS1 and KS2.
- ✓ **Increasing depth:** Each time a key area is revisited, it is covered with greater depth and increasing maturity.
- ✓ **Prior knowledge:** Upon returning to each key area, prior knowledge is utilised so pupils can build on previous foundations, rather than starting again.

Our RSE & PSHE scheme of work is organised into units.

Within each most units, lessons should be taught in order as they build upon one another.

Across a single year group, units themselves do not need to be taught in the suggested order, apart from the Introductory lessons which are to be taught at the beginning of the year and the Transition lessons at the end of the year.

The flexibility in the order the units can be taught allows teachers to adapt the planning to suit their class and to cover particular units based on need at any moment in time.

Sex education is not compulsory in primary schools, beyond what is laid out in the National Curriculum for Science:

- Year 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.
- Year 2: Notice that animals, including humans, have offspring which grow into adults

The RSE statutory guidance states that:

Where a maintained primary school chooses to teach aspects of sex education (which go beyond the national curriculum for science), the school must set this out in their policy and all schools should consult with parents on what is to be covered. Primary schools that choose to teach sex education must allow parents a right to withdraw their children. Unlike sex education in RSE at secondary, in primary schools, head teachers must comply with a

parent's wish to withdraw their child from sex education beyond the national curriculum for science.

	Family and relationships	Safety and the changing body	Health and wellbeing	Citizenship	Economic wellbeing
EYFS	<p>Children build trusted safe relationships with EY staff.</p> <p><b>Unit of Study: Unique Me</b></p> <p><b>Nursery:</b> I am unique, I can recognise special things about myself.</p> <p><b>Reception:</b> We are all unique, I can recognise the uniqueness in others. Other people can have similarities to me. It is good to be different and we must always show kindness and respect towards everyone.</p> <p><b>Unit of study Then and Now</b></p> <p><b>Nursery:</b> I was a baby then a toddler then a child and I will be an adult next.</p> <p>Families can be big or small and our families can be different from other people's families.</p> <p>Our school is like a family where we care for each other.</p> <p><b>Reception:</b> People in our families are of different ages.</p> <p><b>Unit of study Transition</b></p> <p><b>Nursery:</b> We all experience lots of feelings. There are names for feelings. We can identify our own feelings. We are part of a caring, safe school where we can share our feelings with each other.</p> <p><b>Reception:</b> Families come in all shapes and sizes.</p>	<p><b>Unit of study: Then and Now:</b></p> <p><b>Nursery:</b> I was a baby then a toddler then a child and I will be an adult next.</p> <p><b>Reception:</b> People in our families are of different ages.</p>	<p><b>Unit of study: Unique Me:</b></p> <p><b>Nursery:</b> I am unique, I can recognise special things about myself.</p> <p><b>Humans:</b> There are healthy choices for our bodies.</p> <p><b>Reception:</b> We are all unique, I can recognise the uniqueness in others. Other people can have similarities to me. It is good to be different and we must always show kindness and respect towards everyone.</p> <p><b>Humans:</b> Humans can look after their bobbies in many different ways</p>	<p><b>Unit of study: Celebrations:</b></p> <p><b>Nursery:</b> Different people celebrate different things and have different traditions.</p> <p><b>Reception:</b> Different people celebrate different things and have different traditions. I can describe some of the traditions and recognise similarities to traditions I might follow.</p>	<p>Real money used as a resource in school. Role play areas (shops), home corner. Available resource.</p> <p><b>Reception :</b> <b>Market trip, using money to buy food.</b> They are taught about money in maths.</p>

	We can identify when we might feel worried and know what to do to help ourselves. We can understand when others might feel worried and offer help to them.				
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• Introduction to RSE</li> <li>• What is family?</li> <li>• What are friendships? <ul style="list-style-type: none"> <li>• Family and friends help and support each other</li> <li>• Making friends</li> <li>• Friendship problems</li> <li>• Healthy Friendships</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Getting lost</li> <li>• Making a call to the emergency services</li> <li>• Asking for help</li> <li>• Appropriate contact</li> <li>• Medication</li> <li>• Safety at home</li> <li>• People who help to keep us safe</li> </ul>	<ul style="list-style-type: none"> <li>• Wonderful me</li> <li>• What am I like?</li> <li>• Ready for bed</li> <li>• Relaxation</li> <li>• Hand washing &amp; personal hygiene</li> <li>• Sun safety</li> <li>• Allergies</li> <li>• People who help us stay healthy</li> </ul>	<b>Responsibility</b> <ul style="list-style-type: none"> <li>• Rules</li> <li>• Caring for others: Animals</li> <li>• The needs of others</li> </ul> <b>Community</b> <ul style="list-style-type: none"> <li>• Similar, yet different</li> <li>• Belonging</li> </ul> <b>Democracy</b> <ul style="list-style-type: none"> <li>• Democratic decisions</li> </ul>	<b>Money</b> <ul style="list-style-type: none"> <li>• Introduction to money</li> <li>• Looking after money</li> <li>• Banks and building societies</li> <li>• Saving and spending</li> </ul> <b>Career &amp; aspirations</b> <ul style="list-style-type: none"> <li>• Jobs in school</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• Introduction to RSE</li> <li>• Families offer stability and love</li> <li>• Families are all different</li> <li>• Managing friendships</li> <li>• Unhappy friendships</li> <li>• Valuing me</li> <li>• Manners &amp; courtesy</li> <li>• Loss and change</li> </ul>	<ul style="list-style-type: none"> <li>• The Internet</li> <li>• Communicating online</li> <li>• Secrets and surprises</li> <li>• Appropriate contact</li> <li>• Road safety</li> <li>• Drug education</li> </ul>	<ul style="list-style-type: none"> <li>• Experiencing different emotions</li> <li>• Being active</li> <li>• Relaxation</li> <li>• Steps to success</li> <li>• Growth mindset</li> <li>• Healthy diet</li> <li>• Dental health</li> </ul>	<b>Responsibility</b> <ul style="list-style-type: none"> <li>• Rules beyond school</li> <li>• Our school environment</li> <li>• Our local environment</li> </ul> <b>Community</b> <ul style="list-style-type: none"> <li>• Job roles in our local community</li> <li>• Similar yet different: My local community</li> </ul> <b>Democracy</b> <ul style="list-style-type: none"> <li>• School Council</li> <li>• Giving my opinion</li> </ul>	<b>Money</b> <ul style="list-style-type: none"> <li>• Where money comes from</li> <li>• Needs and wants • Wants and needs • Looking after money</li> </ul> <b>Career &amp; aspirations</b> <ul style="list-style-type: none"> <li>• Jobs</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• Introduction to RSE</li> <li>• Healthy families</li> <li>• Friendships - conflict</li> <li>• Effective communication</li> <li>• Learning who to trust</li> <li>• Respecting differences</li> <li>• Stereotyping</li> </ul>	<ul style="list-style-type: none"> <li>• Basic first aid</li> <li>• Communicating safely online</li> <li>• Online safety</li> <li>• Fake emails</li> <li>• Drugs, alcohol &amp; tobacco</li> <li>• Keeping safe out and about</li> </ul>	<ul style="list-style-type: none"> <li>• My healthy diary</li> <li>• Relaxation</li> <li>• Who am I?</li> <li>• My superpowers</li> <li>• Breaking down barriers</li> <li>• Dental health</li> </ul>	<b>Responsibility</b> <ul style="list-style-type: none"> <li>• Rights of the child</li> <li>• Rights and responsibilities <ul style="list-style-type: none"> <li>• Recycling</li> </ul> </li> </ul> <b>Community</b> <ul style="list-style-type: none"> <li>• Local community groups</li> <li>• Charity</li> </ul> <b>Democracy</b> <ul style="list-style-type: none"> <li>• Local democracy</li> <li>• Rules</li> </ul>	<b>Money</b> <ul style="list-style-type: none"> <li>• Ways of paying</li> <li>• Budgeting</li> <li>• How spending affects others</li> <li>• Impact of spending</li> </ul> <b>Career &amp; aspirations</b> <ul style="list-style-type: none"> <li>• Jobs and careers</li> <li>• Gender and careers</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• Introduction to RSE</li> <li>• Respect &amp; manners</li> <li>• Healthy friendships</li> <li>• My behaviour •</li> </ul>	<ul style="list-style-type: none"> <li>• Online restrictions</li> <li>• Share aware •</li> <li>• Basic first aid •</li> <li>• Privacy and secrecy</li> </ul>	<ul style="list-style-type: none"> <li>• Diet and dental health •</li> <li>• Visualisation •</li> <li>• Celebrating</li> </ul>	<b>Responsibility</b> <ul style="list-style-type: none"> <li>• What are human rights?</li> <li>• Caring for the</li> </ul>	<b>Money</b> <ul style="list-style-type: none"> <li>• Spending choices/ value for money</li> <li>• Keeping track of</li> </ul>

	Bullying • Stereotypes • Families in the wider world • Loss and change	• Consuming information online • The changing adolescent body (puberty)	mistakes • My role • My happiness • Emotions • Mental health	environment <b>Community</b> • Community groups • Contributing • Diverse communities <b>Democracy</b> • Local councillors	money • Looking after money <b>Career &amp; aspirations</b> • Influences on career choices • Jobs for me
Additional units on growth mindset and transition will be covered in all year groups					

### Staff Development and Training Opportunities

The governors acknowledge that the effective teaching of SRE, within the PSHE framework, requires particular skills and expertise. All staff will have the opportunity to attend awareness-raising sessions and to discuss whole-school issues delivered by NCC. Those staff with specific responsibility for delivering the programme will be consulted as to their particular training requirements, and access to these will be through CPD etc. The Kapow Scheme of work has a range of CPD films that teachers can access. It is essential that those teachers delivering the programme are confident in their abilities, and in the support offered by this policy.

### Links with other Policies

Safeguarding

Child Protection

PSHE

Behaviour

Science

Anti Bullying

Confidentiality

Reviewed by governing body: November 2021