

WALTHAMSTOW HALL  
SEVENOAKS

## **RELATIONSHIPS AND SEX EDUCATION POLICY**

The Relationships Education, Relationships and Sex Education and Health Education Regulations 2019 make the Relationships Education compulsory for all pupils receiving primary education, and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.

*There is no right to withdraw from Relationships Education.*

This document should also be read in conjunction with the statutory guidance from the Department for Education (DfE) issued under Section 80A of the Education Act 2002 and Section 403 of the Education Act 1996. It should also be read in conjunction with DfE Advice on Sexual Violence and Sexual Harassment between children in schools and colleges May 2018.

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks.

From April 2021, the teaching of Relationships and Sex Education became compulsory for all schools. Schools are free to determine how to deliver the content of the guidance, in the context of a broad and balanced curriculum.

### **Definition**

Relationship and sex education is a lifelong learning process about physical, moral and emotional development and 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. It is composed of three elements:

- (1) Attitudes and values.
- (2) Personal and social skills.
- (3) Knowledge and understanding.

Although we think that the prime responsibility for bringing up children rests with parents, we also believe that the School has a complementary role to play in the relationship and sex education of our pupils.

The overriding objective of this policy is to help and support young people through their physical, emotional and moral development.

### **Aims**

- To provide facts and information **appropriate to the different age groups in the School**, at the appropriate time.
- To have confidence, respect for others and self-esteem, whilst having the strategies and social skills to flourish in relationships.
- To understand what it means to be part of a community, within and outside school.

## **Provision in the Junior School**

### **Statutory requirements**

Relationships and Health Education is compulsory in all primary schools. Sex education (beyond that taught as part of the national curriculum for Science), is not compulsory in primary schools.

### **Curriculum and implementation**

Relationships, Sex and Health Education (RSHE) is supported by our wider curriculum for Personal, Social, Health and Economic Education (PSHEE) through the Personal, Social, Health and Economic Education (PSHE) Association scheme of work. Topics are delivered as a 'spiral curriculum' so that they are addressed each year in a manner and context appropriate to the development of children at particular ages.

The RSHE curriculum objectives that children must have learned about and understand by the end of primary school follow the statutory guidance that can be viewed at the end of this document in Appendix A

Please see the PSHEE Policy for further details and a summary of the curriculum scheme of work for each year group.

***Relationships Education*** is designed to teach children the skills they will need throughout life in order to build happy, healthy and safe relationships. It aims to help them develop tolerance of other people, and to understand the importance of respect, kindness and compassion.

We define Relationships Education as teaching children about positive relationships, with a focus on friendships, family relationships and relationships with children and other adults.

Children will be taught about what a relationship is, what friendship is, what family means and who the people are who can support them. Building on early education, children will be taught how to take turns, how to treat each other with kindness, how to show consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Learning will reflect the fact that families can take many forms and will be sensitive to the varied backgrounds that children may come from and the lifestyles they may have. Teachers will take care that children are not stigmatised due to their home circumstances.

Children will learn about the differences between appropriate and inappropriate or unsafe contact, whether this is physical or online. This is a foundation for later learning about consent, which will take place at secondary school. Children will learn about emotional wellbeing, as well as how to recognise when they are at risk, or abuse and exploitation. We will ensure that children know how to seek help if they need to.

Respect is taught in a way that young children will understand, in terms of learning about boundaries with regards to sharing space, toys, books and belongings.

Relationships education will reflect the way that many children spend time online. They will learn about how to recognise unsafe behaviours online, such as the sharing of images or responding to contact from other people.

***There is no right to withdraw from Relationships Education.***

**Sex education** is not compulsory in primary schools. Beyond the National Science Curriculum (main external body parts, the human body as it grows from birth to old age, including puberty and reproduction in some plants and animals) it is up to primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some additional aspects of sex education and will continue to do so, although it is not a requirement.

The DfE guidance 2019 recommends that all primary schools 'have a sex education programme tailored to the age and physical and emotional maturity of the pupils'. However, 'Sex Education is not compulsory in primary schools'. In this way, schools are able to determine the content of sex education that they consider appropriate for their particular setting.

DfE guidance further suggests that sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science – how a baby is conceived and born'.

At Walthamstow Hall Junior School the content of Sex Education will mostly include the statutory elements of the National Science Curriculum as outlined below. Puberty is taught as a statutory requirement of Health Education and taught during the summer term to pupils in Year 5 in Science lessons. Learning is reinforced by a visit from the School Nurse to coincide with this. Depending on the cohort, Puberty may be taught to pupils in Year 4 at the end of the Summer Term. Parents would be notified in advance and given the opportunity to discuss any queries with the form teacher.

### **Statutory National Curriculum Science**

At Key Stage 1 the content includes:

- Knowing that animals including humans, move, feed, grow, use their senses and reproduce.
- Being able to recognise and compare the main external parts of the bodies of humans.
- Knowing that humans and animals can produce offspring, and these grow into adults.
- Being able to recognise similarities and differences between themselves and others and to treat others with sensitivity.

At Key Stage 2 the content includes:

- Knowing that life processes common to human and other animals include nutrition, growth and reproduction.
- Knowing the main stages of the human life cycle and how humans develop with age (puberty).
- Reproduction in plants and reference to human reproduction when discussing the human life cycle/life processes.
- In this way, sex education at the JS is, in the main part, delivered in line with the statutory elements of the national curriculum for science through science lessons and through overlapping areas within the PSHEE and RSHE curriculums. Where appropriate, outside speakers will be invited and our School Nurse also supports learning in this area.

### ***There is no right to withdraw from National Science Curriculum***

Sex education, beyond the statutory elements of the Science Curriculum, in the form of 'How a baby is conceived and born' will be available to Year 6 pupils in the summer term. This is a recommended, but not statutory topic for Primary School. Parents will be fully consulted and have the opportunity to review resources. As the content of these lessons is not statutory, they will have the opportunity to withdraw their daughter if they would like to.

## **Delivery of RSE**

RSE is taught within the personal, social, health and economic (PSHEE) education curriculum. Some biological aspects of sex education will be taught within the statutory science curriculum.

Whilst we may hold occasional workshops or invite outside speakers in to support our teaching of RSE, it will, in the main, be delivered by Class Teachers. We believe that this is the most effective mechanism because:

- Teachers are likely to have a good knowledge of the class and their background, and can therefore tailor the lessons to best meet the children's needs.
- Delivery by teachers means that the themes of RSE can be reinforced across all parts of the curriculum, thus ensuring that children receive constant and consistent messages.
- Teachers can quickly identify children who need more help with an aspect of the subject, or who may be vulnerable and need additional support.

If external agencies are invited to deliver specific lessons or activities, parents and carers will be informed when this is planned and given all necessary information about the proposed sessions.

## **Monitoring and evaluation**

The delivery of RSE is monitored by PSHEE Subject Leaders through a combination of informal lesson drop-ins, work scrutiny and staff, pupil and parent feedback.

Assessment is key to learning and formative assessment is used to embed knowledge, check understanding and to inform teaching.

Teachers will identify pupils' prior knowledge by questionnaires and consultations to gather views of pupils. During lessons, teachers will be questioning to assess pupils' existing knowledge, understanding, skills, beliefs and attitudes. This will also provide teachers with an understanding of pupil misconceptions, current strategies, feelings and beliefs about a topic, which will help to pitch the teaching of the topic appropriately and to target questions to provide support.

We will also evidence pupils' learning and progress by questioning to understand how well they have learnt and understood a topic or course of work taught over a period of time, class discussions during lessons and looking at the work the children complete during lessons. Pupil self and peer assessment will also contribute to evaluation of learning.

All of the above will be used to provide feedback on how the programme can be improved or modified. This is important because we want to deliver a curriculum that is informative and ensure resources are being used effectively and lessons are having an impact on the children's understanding and development so they are ready for the next stage of their education.

## **Liaison with parents**

An information session is held at the start of the academic year to meet with parents and to share general topics covered during the year.

A termly outline of key topics is sent to parents at the start of each term. They are welcome to discuss any aspect of the curriculum with form teachers and view any resources.

When topics of a more sensitive nature are being covered, parents are notified in advance and given the opportunity to discuss any concerns with the form teacher and to view any resources.

### **Provision in the Senior School**

In line with DfE recommendations, relationship and sex education is delivered primarily through the PSHEE framework. However, it is also interdisciplinary and involves the Biology and Theology & Philosophy Departments respectively at appropriate stages in a pupil's development. From September 2018, Girls on Board was adopted for use with pupils aged 9 and above. This is an approach where 'everyone benefits from a shared model and a common language to promote communication and give insight. It creates a new vocabulary which enables pupils and adults to better understand one another and provides parents with a range of strategies equipping them to support their daughters more effectively when unhappiness arises due to friendship problems'.

At Walthamstow Hall we use a variety of teaching personnel, as appropriate: specialist staff, tutors, School medical staff, outside professionals (for example "It Happens"). We employ a variety of teaching methods and strategies that include discussion, group work, fact sheets and video clips. Materials used are in accordance with the PSHEE framework and the law. Appropriate language is used at all times. In the classroom, no-one (teacher or pupil) should have to answer a personal question and no-one will be forced to take part in any discussion; only the correct name for body parts will be used and the meanings of words will be explained factually.

A filter system on the computer network protects students from accessing inappropriate material.

In line with DfE Guidance there are sections in the PSHEE programme on relationships, sexual identity and orientation (LGBTQ+), puberty, menstruation, contraception, abortion, safer sex, HIV/AIDS, sexually transmitted infections. Some of these issues are also covered in Science and Theology & Philosophy.

Matters of a safeguarding concern will always need to be reported, hence members of staff cannot give an absolute guarantee of confidentiality on matters raised. Pupils raising such issues are encouraged to talk to parents. Under the law, health care professionals and counsellors can see, and in some cases, treat young people confidentially. As a School, we are free to determine how to deliver the content of DfE statutory guidance. We also recognise the right of parents/carers to withdraw pupils from sex education delivered as part of statutory RSE.

### **Responsibilities**

The Heads of each Key Stage work with the Senior Management Team and relevant departments to create a relationship and sex education programme for use both in PSHEE and in other sessions where it is delivered. The Heads of each Key Stage work collaboratively to devise an appropriate programme that is developmental and builds in any topics or issues covered previously. Tutors, specialist staff, School medical staff and outside professionals are all involved in delivery of the programme at different stages.

### **Right to Withdraw**

Parents have the right to withdraw their daughter(s) from any part of the RSE programme in the Senior School. Parents will be notified of the topic to be discussed ahead of a session; please contact via email the relevant Head of Key Stage if you would like to request this.

## **Parents**

The School will consult with parents of pupils at all ages regarding this RSE Policy. The RSE content covered in each year group is shared within the PSHEE Policy which is available on the School website. Additionally, Heads of Section will inform parents about the RSE content that will be covered in each upcoming half term as part of the PSHEE round-ups that are sent via the Parent Portal. We strongly encourage parents to partner with the School and continue the dialogue around the various topics at home.

## **Monitoring and Evaluation**

The Headmistress, the Deputy Heads, in conjunction with the Heads of each Key Stage, monitor the programme and evaluate its effectiveness regularly through discussion with pupils and those involved in delivering the programme. The Governing Body hold the School Executive to account through regular questioning and reporting at relevant committee meetings throughout the year.

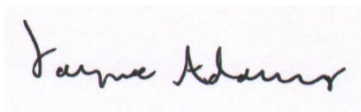
This policy will be reviewed regularly by the Headmistress and Governing Body and modified as appropriate.

This policy has regard to the guidance issued by the Secretary of State.

***Walthamstow Hall policies are approved, ratified and reviewed regularly by the Governing Body in the light of statutory requirements.***

Reviewed: November 2023

Next Review: November 2024



Signed by: ..... Date.....17 November 2023....

Mrs J Adams

Chairman of the Governing Body

## Appendix

A Statutory guidance for Relationships Education by the end of Primary School

### **Statutory guidance for Relationships Education by the end of Primary School**

#### **Families and People who Care for Me**

Pupils should know:

- That families are important for children growing up because they can give love, security and stability.
- 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.
- 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.
- 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.
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

#### **Caring Friendships**

Pupils should know:

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- 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.
- 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.

## **Respectful Relationships**

Pupils should know:

- 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.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- 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.
- 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.
- What a stereotype is, and how stereotypes can be unfair, negative, or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers, and adults.

## **Online Relationships**

Pupils should know:

- That people sometimes behave differently online, including by pretending to be someone they are not.
- 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.
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- How information and data is shared and used online.

## **Being Safe**

Pupils should know:

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context.)
- 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.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to get advice, for example family, School or other sources.