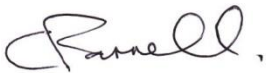




Relationships and Sex Education Policy

Excellence in Everything

Hamstel Junior School

Compiled by	Tim Goddard
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Date of next review	March 2026
Signature: 14.03.20	 -Headteacher



Relationship and Sex Education (RSE) Policy

Policy Statement

At Hamstel we believe that PSHE helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. RSE is an integral part of this and it is an intrinsic part of the physical, intellectual and emotional growth of an individual. It is widely accepted that young people have a right to RSE, partly because it is a means by which they are helped to understand how to safeguard themselves against abuse, exploitation, unintended pregnancies and sexually transmitted infections.

Schools maintain a statutory obligation under the Children Act (2004) and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive RSE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.

Aims and Objectives

RSE is the process of acquiring information and forming attitudes and beliefs about physical, moral and emotional development. It is about understanding the importance of stable and loving relationships, family life, respect, love and care. It is also about the teaching of sex, sexuality and sexual health in the context of developing young people's skills so that they are able to make informed choices about their behaviour.

At Hamstel we aim to:

- Provide pupils with sex education in the context of relationships so that they are prepared for the opportunities, responsibilities and experiences of adult life.
- Provide a secure, sensitive and caring framework where learning and discussion about feelings and relationships can take place.
- Present pupils with relevant information that is easy to understand and appropriate for their needs, age and maturity.
- Ensure that pupils are able to name parts of the body using scientific vocabulary and help them to understand how their bodies work.
- Develop pupils' understanding of personal hygiene, fostering self-worth and awareness, together with a sense of moral responsibility.
- Develop pupils' understanding of themselves and the changes that will happen to their bodies, preparing them for puberty.
- Help pupils to acquire and practice important life skills such as critical thinking, decision making, communication and assertiveness.
- Ensure that pupils can protect themselves and ask for help and support, in particular in regard to addressing sexual harassment, online abuse and sexual violence.
- Ensure that relationship and sex education is available to all pupils regardless of gender, ability, cultural or religious background in line with the school's policy on equality.

Procedures and Principles

- RSE is a non-statutory subject for EYFS, KS1 and KS2 and as such there are no standardised frameworks or programmes of study set out within the National Curriculum. From 2020, the following subjects will become compulsory in applicable schools in England.
 - relationship education in primary schools
 - relationship and sex education in secondary schools
 - health education in state funded primary and secondary schools
- We teach RSE through the interactive programme, '*Growing up with Yasmine and Tom.*' The programme was developed by the Family Planning Association and is endorsed by the PSHE Association; it provides a comprehensive curriculum and promotes the value of developing healthy friendships, self-confidence, self-esteem, personal safety and personal responsibility.
- Supplementary resources may be used that are relevant to the needs of the children and fits alongside the scheme of work. The resource can also be customised to create new lessons and activities to meet the needs of the children.
- The RSE programme takes place within all years as part of the PSHE scheme. It is important not to delay providing information to young people, as giving basic information provides the foundation on which more complex knowledge is built up over time.
- Most groups will be of mixed gender, but if felt more appropriate, single sex groups may be formed (for example in Years 5 and 6).

The programme covers the following areas:

- My body
- Life cycle
- Keeping safe
- Feelings
- Relationships
- Online technology safety
- Gender stereotypes/Celebrating differences

The learning outcomes of this programme will be that pupils:

- know and understand appropriate physical developments at the appropriate stages;
- understand human sexuality, reproduction, sexual health, emotions and relationships;
- learn the reasons for delayed sexual activities and the benefits to be gained from such delay;
- avoid early pregnancy.

During RSE sessions, pupils have opportunities to talk about issues in group situations or individually, although ground rules are established in order to avoid personal questioning of staff or pupils. Pupils are given opportunities to ask questions in a way which will not cause embarrassment and we always attempt to deal with questions in a sensitive, open and matter of fact way according to the age and maturity of the pupils involved. Teachers use their discretion to deal with any difficult or explicit questions, and any questions that raise concern are referred through safeguarding procedures and may be discussed with parents/carers.

We believe that RSE should contain the following moral framework:

- Self respect and the respect of others.
- Respect and realisation of different backgrounds, gender, culture, religion, views and sexuality.
- Co-operation to work with others and take into account other people's feelings.
- The right of people to hold their own views.
- Not imposing views upon other people.
- The right to seek the correct advice in relation to sexual health and information.

Involvement of Parents and Carers

The school is well aware that the primary role in pupils' relationship and sex education lies with parents and carers. We aim to build a positive and supporting relationship with the parents of pupils at Hamstel through mutual understanding, trust and cooperation.

In promoting this objective we:

- inform parents about our RSE Policy and the resources used to support sessions.
- take seriously any issues that parents raise about this policy.
- inform parents about the best practice known with regard to RSE so that the teaching in school supports the key messages that parents and carers give to children at home.
- Inform parents that they cannot withdraw their children from relationships education.
- Respect the parental right to withdraw a child from sex education aspect of the teaching within school. Those parents wishing to exercise this right are invited to meet with the relevant year group leader and/or Headteacher to explore any concerns and discuss the impact that withdrawal may have on the child.

We believe that through this approach to teaching RSE, pupils will benefit from being given consistent information and knowledge about their changing body and increasing responsibilities.

Safeguarding

All RSE lessons are taught sensitively and teachers take into consideration pupils' backgrounds and current circumstances when planning the curriculum. If an issue is raised where a pupil indicates they may have been involved in sexual activity, this is reported to the Child Protection Officer and managed under the Safeguarding Policy.

Monitoring and Evaluation

The Subject Leader sets priorities for the development of PSHE/RSE in an action plan outlines the development in that subject over the course of the year. Standards are monitored throughout the year by the subject leader through pupil questionnaires, planning and lesson visits.

The Subject Leader is responsible for achieving value for money with the allocated budget and has responsibility for meeting the training and professional development needs of staff. We acknowledge that some staff may feel less comfortable with this area of the curriculum; all staff are supported with appropriate training and support and if preferred, alternative staff or visiting professionals may be asked to deliver the lessons.

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