



**HURLINGHAM
SCHOOL**

Relationship and Sex Education Policy

This policy is made available to all parents, prospective parents, staff and prospective employees of Hurlingham School on our website, and a hard copy can also be viewed at our School Office.

This policy applies to all activities of Hurlingham School, including the Early Years Foundation Stage (EYFS) Nursery and Reception pupils.

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1. Introduction

As our pupils continue to grow and develop through these ever changing times, the need for early relationships education is key to our pupils leading fulfilling lives, with self-confidence and self-respect. As our KS2 children have more access to the internet, it is now even more important to ensure their understanding of relationships and sex education is interlinked within the PSHEE programme and the SMSC (Social, Moral, Spiritual, Cultural) programme for their positive development. The DfE guidance regarding RSE states that, in terms of relationship education, the children should be taught the 'fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and adults.' Our aim is for the school's RSE programme to be consolidatory: as the children go through the school, they will build on previous skills taught.

2. Aims

The school believes that the essential aim of RSE education should be to provide pupils with the knowledge and skills to enable them to make informed and responsible choices now and in later life, emphasising the benefits of a healthy lifestyle and healthy relationships. We think that RSE 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.

Aims of Relationship and Sex Education

- To clarify/reinforce existing knowledge
- To raise pupils' self-esteem and confidence, especially in their relationships with others
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives
- To help pupils' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities
- Raise the confidence to be participating members of society and to value themselves and others
- To help gain access to information and support
- To develop skills for a healthier, safer lifestyle
- To develop and use communication and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies
- To be prepared for puberty and adulthood
- To understand all forms of relationships, including: family, friends, acquaintances and sexual, and understand what makes a healthy relationship

3. Definition of Relationship and Sex Education

For the purpose of this policy the following definition of sex education applies as:

'The learning about physical, moral and emotional development. It is about understanding the importance of stable and loving relationships, respect, love and care. It is also about the teaching of sex and sexuality'.

4. Content of the school's Relationship and Sex Education programme

The school's approach to Sex and Relationship Education through Science consists of:

1. The taught National Curriculum Science Programme of Study.

At Early Years Foundation Stage:

a. Children learn about the concept of male and female and about young animals

In Years 1 and 2:

- a. Animals, including humans, move, feed, grow and use their senses and reproduce
- b. To recognise and compare the main external parts of the bodies of humans using correct terminology
- c. That humans and animals can reproduce offspring and these grow into adults
- d. The life cycle of a human and the changes from baby to child
- e. The importance of personal hygiene to maintain good health
- f. To recognise similarities and differences between themselves and others and treat others with sensitivity

In Upper School:

- a. That the life processes common to humans and other animals include nutrition, growth and reproduction
- b. Children build on their knowledge of life cycles and learn about the basic biology of human reproduction
- c. About the main stages of the human life cycle

2. RSE Education modules within each Key Stage delivered within a planned PSHEE programme.

At Early Years Foundation Stage:

- a. They develop skills to form friendships and think about relationships with others
- b. Children learn about how to use their voice for consent
- c. Children learn about the NSPCC's PANTS

In Years 1 and 2:

- a. Children reflect on family relationships, different family groups and friendships
- b. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved
- c. They begin to cooperate with others in work and play and begin to recognise the range of human emotions and ways to deal with them
- d. They also learn about personal safety
- e. The life cycle of a human and the changes from baby to child
- f. The importance of personal hygiene to maintain good health
- g. To recognise similarities and differences between themselves and others and treat others with sensitivity
- h. Different families and acknowledging all types of relationships including those of LGBTQ+

In Upper School:

- a. They continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship
- b. They will develop skills needed to form relationships and to respect other people's emotions and feelings
- c. They will consider how to make simple choices and exercise some basic techniques for resisting pressures
- d. They will learn about consent and how we respect ourselves and others
- e. They will learn about LGBTQ+ and understand the different types of relationships, people and families in the world
- f. Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene

5. The delivery of RSE Education throughout the wider curriculum

Sex and Relationship Education is delivered through Science, RPE, PSHEE, Citizenship, English activities, and circle time. The curriculum is taught by classroom teachers in whole class or group situations using a broad variety of teaching and learning strategies such as video, discussion, looking at case studies, drama and role play. Teachers use teaching methods that are age-appropriate, taking into account the developmental needs of individual pupils.

6. Overview of RSE Education taught through PSHEE

In Year 1 the children will:

- Learn what friendship is and how to be a good friend.
- Learn about personal boundaries and how to respect one another's personal boundaries.
- Discuss what family means and who the people are that support them.
- Discuss different types of families (including single parent, same-sex, adoptive and blended families).
- Discuss the importance of acceptance and inclusion whilst challenging gender stereotypes.
- Learn how we keep our bodies healthy (including nutrition, medicines, exercise and cleaning).
- Learn how we keep our minds healthy (introduction to mental health wellbeing).
- Discuss mental health and take part in Children's Mental Health Week.
- Learn about NSPCC's PANTS (Privates are Private, Always remember your body belongs to you, No means no, Talk about secrets that upset you, Speak up someone can help).
- Discuss how we have changed in body and mind since a baby.
- Pay particular attention to the messages in the NSPCC Speak Out Stay Safe programme.

In Year 2 the children will:

- Discuss what makes a good friend and what friendship is.
- Learn how to treat others with kindness, consideration and respect as well as how to respect others' personal boundaries.
- Discuss their own families and look at different types of families (including single parent, same-sex, adoptive and blended families).
- Discuss the importance of acceptance and inclusion whilst challenging gender stereotypes
- Learn how we keep our bodies healthy (including nutrition, medicines, exercise and cleaning).
- Learn how we keep our minds healthy (continuing conversations about mental health and developing their sense of self-worth).
- We will discuss mental health and take part in Children's Mental Health Week.
- Discuss PANTS (Privates are private, Always remember your body belongs to you, No means no, Talk about secrets that upset you, Speak up someone can help).
- Pay particular attention to the messages in the NSPCC Speak Out Stay Safe programme.

In Year 3 the children will:

- Discuss positive relationships (with family and friends).
- Discuss their own families and look at different types of families (including single parent, same-sex, adoptive and blended families).
- Learn about identity and expression (including learning about transgender and gender fluidity).
- Discuss conflict resolution.
- Discuss a range of emotions and how to handle our emotions.
- Discuss what can affect our mental health and how we maintain positive mental health.
- Discuss the importance of honesty, truthfulness and permission seeking and giving.
- Discuss how their bodies have changed from a baby to now, understanding the correct scientific words for body parts (including vulva and penis).
- Learn how we keep our bodies healthy (including nutrition, medicines, exercise and cleaning).
- Discuss mental health and take part in Children's Mental Health Week.
- Discuss choice and pay close attention to the NSPCC's 'Speak Out Stay Safe' programme aims.

In Year 4 the children will:

- Discuss healthy and unhealthy relationships.
- Discuss their own families and look at different types of families (including single parent, same-sex, adoptive and blended families).
- Discuss assertive and passive behaviours and conflict resolution.
- Discuss the relationships in their lives and different relationships within society (challenging any stereotypes such as family dynamics, male and female roles).
- Discuss identity and expression (including learning about transgender and gender fluidity).
- Discuss online and offline relationships and the risks.
- Discuss the core values of empathy: listening, supporting and respecting.
- Discuss how we keep our bodies and minds healthy (including the benefits of hobbies, exercise, sleep and nutrition, as well as the negative effects of social media and online gaming, looking at age appropriateness).
- Discuss mental health and take part in Children's Mental Health Week.
- Look at body changes and discuss what puberty is and when it happens (all the children will be taught the basic concept of what a period is and how it is related to puberty).
- Discuss how, as we grow, our bodies will change; the human life cycle.
- Discuss choice and pay close attention to the NSPCC's 'Speak Out Stay Safe' programme aims.

Further to the session content outlined above, the girls will take part in an extra session with me that introduces puberty specifically related to periods, in preparation for body changes which may occur ahead of Year 5. In this session, the girls will look further into what a period is and potential changes that could happen within their bodies. We feel it is important the girls have given this forum in which to discuss this without judgement and in an open setting. Particular attention will be given to discharge and the initial changes in puberty such as body hair and body odour.

In Year 5 the children will:

- Discuss healthy and unhealthy friendships.
- Discuss the different relationships in our lives and in society, with particular emphasis on different family dynamics (challenging any stereotypes).
- Discuss the relationship with ourselves and promote self-worth and self-appreciation as well as the feeling of belonging and having positive self-esteem.
- Discuss the internet and how the media and the internet impacts our views and our relationships; we will look at a case study of Zilla van den Born and analyse what negative effects social media can have.
- Look at physical health including diet, and how to keep our bodies clean and healthy, linking to body image and our view of ourselves, making sure to respect ourselves.
- Look at identity and expression (including learning about transgender and gender fluidity).
- Look at mental health, in particular anxiety and coping mechanisms; we will also take part in Children's Mental Health Week.
- Discuss the LGBTQ+ community, using the core values of Stay Safe, Included and Educated. The children will discuss different identities and expressions and the importance of equality and respect; understanding that everyone is welcome and everyone can co-exist.
- All children will learn the basics of puberty together, this includes what a period is and why females get a period, as well as what an erection is and the basic concept of a wet dream.
- All children will discuss reproduction within animals and the basics of how a baby is created, as well as look at reproductive organs within animals.
- Girls and boys will then be split, enabling open conversation about puberty and the changes which will occur. For the girls this includes periods, body hair, the structure of a vulva as well as the basic

structure of a penis. For the boys this includes open conversations about the changes they face in puberty such as wet dreams, body hair and voice changes.

- Learn about puberty and related changes in mental health.
- Discuss consent and pay close attention to the 'Speak Out Stay Safe' programme aims.

Please note - in Year 5 the children will not be taught about sexual intercourse or sexual relationships, however, they will be taught about the basics of reproduction and how a baby is made from a sperm (from a male) and an egg (from a female).

In Year 6 the children will:

- Discuss healthy and unhealthy friendships and conflict resolution.
- Discuss the different relationships in our lives and in society, with particular emphasis on different family dynamics (challenging any stereotypes).
- Discuss the LGBTQ+ community, using the core values of Stay Safe, Included and Educated, understanding that everyone deserves respect and equality. We will pay particular attention to everyone's differences and respecting and appreciating ourselves for who we are.
- Look at identity and expression (including learning about transgender and gender fluidity).
- Discuss the relationship with ourselves and promote self-worth, self-appreciation and positive self-esteem.
- Discuss physical health and nutrition: we will discuss the harm we can cause to our own bodies through eating disorders and disordered exercise; we will understand what is meant by a healthy and balanced lifestyle.
- Discuss the internet and how the media and the internet impacts our views and our relationships, paying particular attention to our views of ourselves and body image. We will also cover sexualisation of individuals and look at the moral values surrounding this topic.
- Look at physical health and diet and how to keep our bodies clean and healthy - linking to body image our view of ourselves, making sure to respect ourselves.
- Look at mental health and what we can do to promote positive mental health; we will take part in Children's Mental Health Week.
- All children will discuss the basics of puberty together, continuing conversations from Year 5 and all children will know the correct names for genitals.
- Girls and boys will then be split: the girls can therefore have an open conversation about puberty and the changes which will occur (this includes periods, body hair, the structure of a vulva as well as the basic structure of a penis); the boys will have open conversations about the changes they face in puberty (this includes wet dreams, body hair, voice changes); they will also be split to be taught about sexual intercourse and how a baby is made within humans as well as the life cycle of a baby and birth.
- All students will be taught about the human reproductive organs and how they work.
- We will discuss puberty and changes in mental health and brain development.
- Discuss consent and pay close attention to the 'Speak Out Stay Safe' programme aims, looking in particular at consent and legal ages; this includes discussions about pornography (as it is crucial young people understand that it is a performance and not what they should base fact on) and the use of inappropriate images and videos online.
- Discuss the effects and risks of alcohol, tobacco, vaping, volatile substances and illegal drugs and basic skills to manage risky situations; the children learn how to make informed choices about their health, how to resist pressure to do wrong and to take more responsibility for their actions.

Please also note that any conversations regarding sexual intercourse or content of a sexual nature, will be delivered with respect and mindfulness of all. No child should feel uncomfortable; they should be gaining knowledge to empower them to feel more comfortable as they enter their pre-teen years and better understand what could be misconstrued through peer to peer talk. All children will be taught sensitively and at a pace that suits them.

Please do get in touch with Ms McNaught if you would like to discuss any of these topics prior to the children taking part in these lessons. The first half of this term will focus on relationship education, including those of family and friends, conflict resolution, as well as health education, including mental and physical health. We will have additional lessons to cover all the aspects of puberty and sex education.

Ms McNaught runs a yearly webinar which reviews what will be covered in Year 6 and why.

Parents have the right to request the withdrawal of their children from all or part of the Sex Education provided at school, except for those parts included on the Science syllabus. Any such request should be made in writing to the Head. The school will make other arrangements for pupils in such cases and will make available information for parents on the syllabus covered.

In Years 1 - 4, these lessons are taught by the form teacher, guided by the Head of PSHEE. In Years 5 and 6, these lessons are taught by specialists in the area, always overseen by the Head of PSHEE.

6. Parental Communication

It is important to keep parents up to date with the content and delivery of the RSE curriculum so they can continue these conversations at home. The parents are informed of the syllabus each year, ahead of it being taught. Communication is sent to the parents of each year group and they are invited to get in touch if they need clarification or would like to discuss the content further. A webinar is also held by the Head of PSHEE to discuss the content of the syllabus, the RSE policy, and how the lessons are delivered. The RSE policy is available on the school website and parents are notified of any changes or given any other relevant notifications prior to the syllabus being taught each year. The RSE policy is produced in line with the DfE guidance and is kept under constant review.

This policy will be reviewed on an annual basis every June.

Date of last review: September 2023 (G McNaught - Head of PSHEE)

Date of next review: By 1 October 2024