

Hanwell Fields Community School

Relationships and Sex Education Policy September 2024

Introduction:

Hanwell Fields Community School is committed to the spiritual, moral, cultural, mental and physical development of every child and young person. This policy will outline our school's approach to the teaching and learning of Relationships and Sex Education (RSE). It is critical for us that we work closely with parents when planning and delivering these subjects, including communicating with parents that they have a right to request that their child be withdrawn from some or all of sex education delivered at Hanwell Fields.

Our PSHE and RSE subject leaders, Emily Thompson and Sharon Hills, will liaise with all parents to ensure that they are given the opportunity to contribute to and strengthen our RSE offer at Hanwell Fields. All parents will be given a copy of an updated policy when appropriate. Following updates, they will be asked for their feedback and contribution. Once feedback has been received and amendments have been made, a copy of our updated policy will be available on our school website and a copy will be available to parents and carers upon request.

Curriculum Aims:

We hope to provide children with the tools they need to lead safe and healthy lives and achieve their potential. We want our children to leave Hanwell Field with a solid understanding of their community, equipped for life in modern Britain. Through the delivery of our RSE curriculum, we aim to:

'Equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions...' (Ofsted).

Our carefully planned and progressive curriculum enables children develop: an acceptance and understanding of diversity; their understanding around how to ensure their safety; how to keep physically and mentally healthy; and how to make positive choices in our increasingly complex world.

The development of productive and lasting relationships with others is a deeply important part of human growth and personal development. High-quality, evidence-based and age-appropriate teaching of Relationships, Relationships and Sex and Health Education can help prepare children for the opportunities, responsibilities and experiences of adult life, both in the real world and online.

Our RSE curriculum ensures children leave Hanwell Fields with a solid understanding of:

- Our school values and how reflecting on these can support them in making positive choices.
- Their emotions, how to manage them and who they can talk to if they need support with their mental health.
- The range of diversity in our community and the importance of respecting views, especially if we do not agree or believe in them ourselves.
- Their bodies: why it is important to look after themselves (including drug and alcohol abuse) and what happens as we grow and change (including emotionally and physically).
- How to form and maintain positive and healthy relationships with those who are a part of their family and those who are not.

The religious backgrounds of all of our pupils will be taken into account when planning and teaching Relationships and Sex Education, so that sensitive topics that need to be taught are handled appropriately. We will ensure that we comply with the relevant provisions of the Equalities Act (2010), under which religion or belief are protected characteristics.

Alongside the requirement to take the religious background of all pupils into account, our teaching and learning of RSE will also reflect the law (including the Equality Act 2010) as it applies to relationships, so that our pupils clearly understand what the law allows and does not allow. We recognise that we have a responsibility under the Equality Act 2010 to ensure the best for all pupils.

Defining Relationships and Sex Education:

The Department for Education defines relationships education as

'teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults.'

Although Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019 made Relationship Education compulsory in all primary schools, Sex Education is currently not compulsory. However, the Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and maturity of the pupils.

As set out in the guidance, it is up to individual schools to determine whether they need to cover any additional content on Sex Education to meet the needs of their pupils. United Learning, like many other Multi-Academy Trusts, already choose to teach some aspects of Sex Education and will continue to do so.

How will RSE be taught at Hanwell?

At Hanwell we will deliver our Relationships and Sex Education within a timetabled PSHE programme, ensuring that core knowledge is broken down into units of manageable size and delivered in a carefully sequenced way. Some aspects of our RSE curriculum will be taught through ICT and Science sessions, particularly when learning about how our bodies grow and change and the issues surrounding image and data sharing in an online world. Appendix A outlines our RSE curriculum offer and the careful sequencing of lessons from Years One through to Year Six.

At Hanwell this starts from the very basics of what a relationship is, what friendships is and what family means. From Year One children will be able to talk clearly about the features of healthy and positive friendships, family relationships and other relationships which they are likely to encounter. Teachers will be mindful of the very different family environments that our children come from (e.g., single parent families, LGBT parents, foster parents/carers). Care and sensitivity will be applied to ensure that no child is stigmatised based on their home circumstances. Intrinsic qualities and behaviours such as kindness, consideration and respect, honesty and truthfulness, resilience and integrity will also be covered and aligns with our Framework for Excellence.

Answering Children's Questions

We believe that sex education should allow children a safe space to ask the questions they may have without shame or judgement. We are aware that children are likely to have many questions that may occur at any time. We see this only as a positive point and a sign that we have created a safe environment where children feel empowered to feed their natural curiosity and learn about themselves, their bodies and the world around them. However, we acknowledge that some parents may feel uncomfortable about how particular questions may be dealt with in class.

We believe that if children ask a question, they deserve an answer. If ignored they merely build unnecessary barriers, making children think they have done something wrong; they are unlikely to ask again, and are instead left to seek their answers from less reliable or child friendly sources. However uncomfortable the question may be, the thought is already in their head. It is much better we as safe adults take responsibility and tackle the question safely and age appropriately. Children will be given the opportunity to write questions anonymously to enable age appropriate answers to be given to the whole class.

Staff will have received training as to how to deal with children's questions with an age-appropriate response. This will be done consistently across the school as follows:

- Children will be praised for asking questions as we wish to encourage children to seek answers from safe adults.
- If a question is relevant to the whole class, we will answer it to the whole group. However, as with any other subject, there may occasionally, be the need to differentiate depending on children's knowledge and experience. Some children may need additional information or support compared to others. If a child asks a question that is not necessarily suitable for the entire class, we will respond, to that child individually.
- If the member of staff doesn't have an answer or doesn't know, they will say so. There is no shame in not knowing the answer, but the member of staff should make an effort to help the child to find the answer later.
- If the member of staff is not sure how best to answer a particularly tricky question, our suggested response is that the teacher explains this to the child and explains that they will need to think about their response before replying. This will allow teaching staff time to think, seek help, advice or support from colleagues, or to speak the Senior Leadership Team (SLT).
- If a child asks a question that we know parents may be uncomfortable with, staff may choose to delay answering the question (as above) until they have spoken to the parent/carer if possible and talk through their response.
- Teachers will answer questions, openly, honestly, scientifically and factually without relying on their own personal beliefs. Teachers will not answer personal questions about themselves or ask direct personal questions of their students that could make either parties vulnerable.

Parents and parental rights to withdraw

It is extremely important to us, as a school community, that we work closely with parents when planning and delivering our RSE sessions. Therefore, we want to make it clear that parents have a right to request that their child be withdrawn from some or all of Relationships and Sex Education sessions delivered at Hanwell Fields. However, it is important to take into consideration that there is no right to withdraw a child from the Science curriculum, which relates to Sex Education in terms of teaching about the human body and the changes as it grows, including puberty. Appendix A outlines our Key Stage One and Key Stage Two Science curriculum.

Parents who wish to withdraw their child/ children from some or all of Hanwell's RSE sessions will need to make contact with the headteacher.

Headteachers of primary schools will automatically grant a request to withdraw a pupil from and sex education delivered in primary schools other than as part of the Science or relationship curriculum.

Signed by Head Teacher: _____ Date: _____

Signed by Chair of Governors: _____ Date: _____

Review Date: September 2025

Appendix A – Science & RSE Curriculum:

Year One:	<p>Science:</p> <ul style="list-style-type: none"> • To know that male and female bodies have similar parts. • To know that animals and humans grow and change as they grow older. • To know the names of the main parts of the body. <p>RSE:</p> <ul style="list-style-type: none"> • To be introduced to the theme and characters for the Yasmin and Tom series of lessons. • To begin to be able to challenge gender stereotypes • Pupils can describe some ways that boys and girls are similar or the same. • To develop understanding that there are many different types of family and that in our school we value all types of families equally. • To understand the features of a good friend and positive friendships. • For pupils to recognise that all bodies are different and that all bodies can do different things. • To begin to develop a positive body image about themselves and learn skills to respond to any negative comments about their bodies. • To be able to name their personal and private body parts, in a safe space, confidently. • To understand what 'private' means. • To know the names of the male and female sexual parts; vulva, penis, testicles and bottom • To know that are pants are private using NSPCC 'Pantasaurus'. This is taught using the Safeguarding In Banbury (SCIB) resources.
Year Two:	<p>Science:</p> <ul style="list-style-type: none"> • To know that male and female bodies have similar parts. • To notice that animals, including humans, have offspring which grow into adults. • To know that humans grow and change as do all living things. <p>RSE:</p> <ul style="list-style-type: none"> • To understand how to be a good friend and what makes friendship feel good. • To develop an awareness of and take increasing responsibility for taking care of their own needs. (Keeping clean) • To have an awareness of some of the ways that they can keep themselves safe. • To build a support network of people who can help them
Year Three:	<p>Science:</p> <ul style="list-style-type: none"> • Children to understand the benefits of healthy eating, value of exercise, identify main bones and their purpose, how bones and muscles work together for movement • To understand ultra-violet rays, how they ca harmful, how to protect skin and eyes with sun block and sunglasses. <p>RSE:</p> <ul style="list-style-type: none"> • To know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens. • Identify different types of relationships and recognise who we have positive healthy relationships with.

	<ul style="list-style-type: none"> To know that you have different types of relationships with different people
Year Four:	<p>Science:</p> <ul style="list-style-type: none"> To understand teeth – How they grow, change develop. How to look after your teeth and how they decay. To understand digestion – How it works and why it's important. How diet can affect digestion and your body. <p>RSE:</p> <ul style="list-style-type: none"> To develop a positive sense of self To ensure all pupils know who they can ask for help. To explore diversity in families and to have some ideas of what to do if there are any difficulties in their family To develop an understanding of gender stereotypes
Year Five:	<p>Science:</p> <ul style="list-style-type: none"> To describe the life process of reproduction in some plants and animals. To know the correct names for the male and female reproductive organs. <p>RSE:</p> <ul style="list-style-type: none"> To understand some of the physical and emotional changes that occur during puberty. To know and be reassured that emotional changes are normal part of puberty. Understand how the onset of puberty can have emotional as well as physical impact and suggest reasons why young people sometimes fall out with their parents. Identify people who can be trusted Understand what kinds of touch are acceptable or unacceptable and describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch. To know the correct words for the external sexual organs and discuss some of the myths associated with puberty. Understand and explain why puberty happens. Know the key facts of the menstrual cycle and understand that periods are a normal part of puberty for girls, why and how menstruation is and why it happens. To identify some products that they may need during puberty To explain the difference between a safe and an unsafe secret and identify situations where someone might need to break a confidence in order to keep someone safe. To recognise that some people can get bullied because of the way they express their gender and give examples of how bullying behaviours can be stopped. To be able to describe physical and emotional changes that takes place as boys and girls go through puberty.
Year Six:	<p>Science:</p> <ul style="list-style-type: none"> To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. To know that humans produce offspring. <p>RSE:</p> <ul style="list-style-type: none"> To understand that in puberty we all develop at different times and rates to our peers and that this is normal.

	<ul style="list-style-type: none"> • Suggest strategies that would help someone who felt challenged by the changes in puberty. • Understand what FGM is and that it is an illegal practice in this country. • Know where someone could get support if they were concerned about their own or another person's safety. • To know and be reassured that emotional changes are a normal part of puberty. • To understand the risks of sharing images online and how these are hard to control, once shared. • Understand that people can feel pressured to behave in a certain way because of the influence of a peer group. • To define what is meant by the term 'stereotype' and recognise how the media can sometimes reinforce gender stereotypes. • Recognise that people fall into a wide range of what is seen as 'normal' and challenge stereotypical gender portrayals of people. • To understand the importance of making safe and sensible decisions for yourself and not succumbing to pressure of others. • To develop an understanding that a sexual relationship is an expression of a couples' affection in a committed relationship. • To know that safe routines can protect sexual health and what could happen if safe sex is not practiced (e.g. pregnancy or contracting sexually transmitted infections).
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