



Relationships & Sex Education Policy 2021

*Learning to live
&
love life together*

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1. Aims

Hayfield School is a special school for children with Social Communication Difficulties; all of whom have an EHCP. The school has 120 places for primary age children from age 4 (Foundation 2) to age 11 (Year. 6). We are currently oversubscribed and have 123 pupils on role. The majority of our pupils have a diagnosis for Autism. Most of our pupils have a white British ethnic background. When looking at our local context the health and well-being indicators of children in Wirral are below that of England averages.

The DFE (2019) defines the aim of RSE as

1. To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

2. High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society. The duties on schools in this area are set out in legislation.

The aims of relationships and sex education (RSE) at our school are to:

- › Provide a framework in which sensitive discussions can take place
- › Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- › Help pupils develop feelings of self-respect, confidence and empathy
- › Create a positive culture around issues of sexuality and relationships
- › Teach pupils the correct vocabulary to describe themselves and their bodies

These aims link strongly with our own school goals for when pupils leave, which are:

- *Being confident and independent*
- *With strong self-help skills*
- *Able to take responsibility for their own learning and recognise the links with the outside world*
- *Able to respect themselves and others, take responsibility for their own behaviour, and demonstrate tolerance*
- *Having developed thinking skills in order to make good choices*

Our PSHE and RSE curriculums have an essential role to play in achieving all of these goals. As well as the local perspective our pupils' special needs can make them vulnerable members of society and significantly more likely to be victims of abuse. Our PSHE and RSE curriculums aim to protect them by developing their resilience and awareness of risks. Children with special needs including autism can have difficulties in developing their sense of self and need extra help with aspects of RSE such as consent.

Although the following quote was written about children in mainstream schools it is also relevant to our pupils.

"Sometimes RSE needs for pupils with Autistic Spectrum Conditions in mainstream schools can be overlooked, their academic capabilities masking their social and emotional needs. Although they may understand the concrete information, work about relationships, consent and understanding risk and coercion can be very challenging for some young people on the spectrum. There is likely to be a higher incidence of "social masking" and this should be taken in to consideration when evaluating the effectiveness of teaching and whether pupils have understood the nuances of social and appropriate intimate relationships. "

RSE for disabled pupils and pupils with special educational needs. NCB for Sex Education Forum 2020

2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#). We are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum. At Hayfield we have a long history of delivering Sex Education to our pupils as it has always been viewed as an important part of their preparation towards independence. In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Hayfield School we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

1. Review – the PSHE lead pulled together all relevant information including relevant national and local guidance and attended online CPD
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations, a staff meeting was held to discuss the curriculum and review resources and lessons. A staff questionnaire was used to gather information to inform future CPD.
3. Parent/stakeholder consultation – parents/carers have been consulted using our online communication tool School Story. A survey was conducted and resources and the policy has been shared with them. We have been unable to offer physical meetings due to Covid but have offered phone conversations, email or zoom meetings. We re-launched our RSE delivery by celebrating RSE Day in June 2020 which was based on the theme "Books we love about love". During this time we shared information with the parents/carers about the changes in RSE curriculum and the importance of learning about healthy, loving relationships from an early age. As this was during Covid there were activities with pupils in school, as part of home learning and members of staff shared stories on School Story. We intend to celebrate RSE day each year and for it to be part of a whole school RSE week.
4. Pupil consultation – pupils in Pathfinders' classes took part in an activity to look into the topics that they felt were most important to learn about in RSE and PSHE and to collect their opinions on the subject. (see appendices)
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

6. Curriculum & Delivery

At Hayfield School RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). We also have an RSE week each year when we give additional focus to this area following a differentiated and progressive approach through the school. We use the Dimensions Curriculum and Medway Primary PSHE Education RSE units to teach RSE. The Dimensions PSHE curriculum is taught through topics in Explorers 1 classes (F2 + younger KS1 pupils) and throughout the rest of the school both within topics and as discreet lessons. The Medway Units are used to teach discreet RSE from Explorers 2 classes upwards during our whole school RSE week each year in the Summer Term.

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary. Due to our pupils' difficulties in emotional and social understanding and cognitive abilities we teach the Dimensions curriculum units at a more appropriate developmental level and work up to Year 3 and 4 with our oldest classes.

At Hayfield our children present with a wide range of understanding and variety of life experiences and knowledge. Therefore we look at each cohort carefully and differentiate/ amend the curriculum and delivery accordingly. We will always discuss parents/carers' concerns over any content or their child's particular needs. It is a difficult balance as although our pupils have learning difficulties we want to try to make as much of the curriculum content accessible to them to support them as they grow towards adulthood and for that to be as full as life as possible. We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online. Pupils will have the opportunity to ask questions anonymously as well. Most of the lessons will be taught in mixed gender groups (and all content will be taught to pupils of all genders) but some aspects will be taught in single gender groups e.g. menstruation, as our female pupils are in a small minority within school and we want to ensure that they feel comfortable asking questions in these sessions.

A parents/carers meeting will be held each year to allow parents/carers of Year 6 pupils to view the resources to be used, discuss the content with staff and raise any questions or concerns that they might have.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

Teaching about consent, dignity and respect are an essential part of RSE and children need to learn that they have the right to control over their body and who can see or touch it. Staff delivering RSE must be sensitive to potential safeguarding issues which may occur during lessons. There may be children (or staff) who have suffered sexual abuse and not disclosed it to anyone or others who only realise that they have been the victims of abuse

during the lesson. It is good practice to alert the school safeguarding lead when these lessons are going to take place so that appropriate support can be in place for any staff or pupils affected by the content.

Teaching about healthy relationships takes place throughout the school; starting initially through the Personal, Social and Emotional Development in the EYFS curriculum. As a whole school we are going to celebrate RSE day each year to highlight the importance of; healthy, happy relationships, the diversity of families, self-respect and confidence and consent. We will work together with parents and carers to involve them in this area of the curriculum and to support them in teaching their children at home.

Dimensions 3D PSHE Curriculum

Aims

The National Curriculum states that 'all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.' According to the Education Act 2002 and the Academies Act 2010, the PSHE curriculum should be a balanced and broadly-based curriculum which 'promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for opportunities, responsibilities and experiences of later life.'

We use a PSHE Programme - 3D PSHE - in which pupils develop the knowledge, skills and attributes needed in order to keep themselves healthy and safe whilst preparing them for life and work.

There are three underlying core themes taught throughout Dimensions 3D PSHE, within which there is broad overlap and flexibility:-

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

Pupils are encouraged to participate in a wide variety of activities, enabling them to make significant contributions to both life in school and within the wider community. This allows them to become aware of their skills and talents, develop their self-worth, learn to work as part of a team and take greater responsibility for their own learning. In doing so, they are able to reflect and evaluate on how they are making progress.

The 3D PSHE Programme provides pupils with the means to handle many of the social, cultural, spiritual, physical and moral issues that occur throughout life. 3D PSHE helps pupils to develop and demonstrate skills and attitudes that will allow them to participate fully, and contribute positively, to life in modern Britain. Pupils learn to respect similarities and differences between our diverse cultures in order to build successful and meaningful friendships and relationships that are vital to the world we live in.

Dimensions 3D PSHE supports the development of the attitudes, values, skills and behaviour which enable pupils to:-

- Live healthy lifestyles
- Address personal hygiene
- Develop an awareness of changing and growing
- Deal with different emotions in an appropriate way
- Keep safe
- Communicate well with others and work as a team
- Define, identify and know how to respond to bullying
- Know where and how to seek help when needed
- Treat everybody with respect

- Form and build positive relationships
- Understand the reasons for rules, and their responsibility to keep them
- Learn about their responsibility in caring for others
- Be active in their own learning
- Be active within their community
- Manage money well
- Keep safe online
- Self-assess and identify their strengths and weaknesses
- Know how to make emergency calls
- Know basic First Aid
- Work collaboratively and respectfully
- Appreciate diversity
- Empathise with other points of view
- Express opinions clearly
- Understand the changes that occur in puberty
- Develop strategies for managing changing emotions

Relationships Education (Statutory)

The focus of 3D PSHE in primary school is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and adults. 3D PSHE teaches pupils in an age appropriate way, what a healthy relationship is, enabling them to form a clear understanding of the features of positive relationships that are likely to lead to fulfilment, happiness and security.

Pupils learn what friendship is, what family means and who the people are who can support them.

Our school's careful use of 3D PSHE teaches about families in a well-judged and sensitive way, based on a clear knowledge of the pupils and their circumstances, reflecting that some children have different family structures and supportive relationships. They learn how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding, including the differences between appropriate and inappropriate or unsafe physical, and other, contact are the forerunners of teaching about consent, which takes place at secondary. 3D PSHE lessons teach pupils about online safety and appropriate behaviour online, including sharing data and ways in which information provided by users may be used negatively.

3D PSHE's Relationship Education encourages the development and practice of resilience and perseverance, self-respect and self-worth. Pupils are also helped to develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.

In 3D PSHE, this is achieved through a plethora of exciting and innovative learning experiences for in active Citizenship. Pupils are taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing. They also learn about safe relationships, focusing on boundaries and privacy and ensuring that they understand that they have rights over their own bodies. This also covers understanding boundaries in friendships with peers, in families and with others, in all contexts, including online. In 3D PSHE, pupils are clearly taught how to report concerns and seek advice when they suspect or know that something is wrong. Of paramount importance is ensuring the balance between informing children about making sensible decisions to stay safe (including online) without frightening them unnecessarily, whilst also making it clear that it is never the fault of a child who is exploited or abused, and why victim blaming is always wrong

In addition to the above statutory content we also deliver discreet RSE lessons from Explorers 2 classes upwards in our whole school RSE week and we include human reproduction as part of our Year 6 RSE lessons. We recognise the importance of teaching our pupils the correct names of genitalia and this will take place in our Explorers 2 classes (Approximately Year 2 upwards)

Medway RSE Programme

“Our work with Medway Council has been recognised by a recent [Royal Society for Public Health/CfWI report](#) on enhancing the role of the 'non-traditional' public health workforce in improving the nation's health”
PSHE Association

These lesson plans written especially for Medway schools in partnership with the PSHE Association. They have been designed to support class teachers delivering relationships and sex education (RSE), as part of the PSHE education curriculum, at key stages one and two.

OVERVIEW OF THE LESSONS

KEY STAGE ONE (YEAR 1 OR YEAR 2) [Hayfield Explorers 2](#)

[My special people](#)

This lesson focuses on early learning about healthy, happy relationships, which is later built on in key stage 2. This lesson is based on a story, *Grandfather and I* by Helen E. Buckley, (an alternative story can be used if preferred). Pupils explore the ways the characters in the story care for each other and what makes them special. In addition, pupils think about the special people in their own lives, friendship, family and what it means to care for each other.

[Growing up: the human life cycle](#)

This lesson introduces the concept of the human life cycle. Pupils begin to understand how we grow and change as we get older. The lesson focuses on young children growing and changing (puberty is not mentioned until key stage 2). Pupils compare the differences between a baby and a child—what they look like and what they can do. The focus is on becoming independent; how we look after ourselves and each other as we grow, and some of the feelings that accompany the process of growing up.

[Everybody's body](#)

Pupils may have been using a variety of different words to name the male and female genitalia/sex parts, but this lesson directly teaches the correct terminology. It is important for younger pupils to know how to name their body parts correctly as this contributes to safeguarding—helping them to take care of their bodies and keep themselves safe. This is built on later in key stage 2, when pupils learn about puberty and the changes when growing from children to adults. It is suggested that this lesson is taught within the context of other learning about similarities and differences (e.g. growing and changing, people and animals). This lesson also begins to address the issue of gender stereotypes.

KEY STAGE TWO (YEAR 3 OR YEAR 4) [HAYFIELD YOUNGER PATHFINDERS](#)

[What makes a good friend?](#)

This lesson builds on pupils' learning from key stage one about special people and extends their learning about their close networks and friendships. The focus is on the qualities of being a good friend and the importance of friendship in all our lives. This lesson will help to develop pupils' understanding of positive, healthy relationships, and is written at a level appropriate for pupils in year 3 or 4. This concept is re-visited in upper key stage two.

[Falling out with friends](#)

This lesson follows on from the previous lesson - What makes a good friend? Sometimes, even good friends have disagreements or 'fall out' – it is important that pupils learn that there are ways to manage this if it happens to them. Pupils should understand that a quarrel does not always mean the end of a friendship and that there are things they can do that might help to mend or strengthen their friendship. To further develop their understanding, pupils explore strategies they can use to try to solve problems that can arise in friendships and to seek help if they need it.

KEY STAGE TWO (YEAR 4 OR YEAR 5) HAYFIELD YEAR 5 (+any individuals identified)

PUBERTY LESSONS 1-4

Time to change

The first lesson focuses on some of the external changes that happen to the body.

Menstruation and wet dreams

The second lesson focuses in more detail on some of the external and internal changes that happen to the human body.

Physical hygiene

This lesson helps pupils to recognise the importance of personal hygiene during puberty, and to consider some of the questions young people may have about the physical changes at puberty.

Emotions and feelings

This lesson focuses in more detail on some of the emotional changes that may take place during puberty and outlines some of the changes that may occur in friendships and other relationships. It teaches pupils where and how to get help and support.

KEY STAGE TWO (YEAR 6) HAYFIELD YEAR 6

Puberty: re-cap and review

This lesson has been designed to consolidate pupils' previous learning about puberty and is specifically aimed at year 6 pupils. Pupils should have already learned about puberty in year 4 or year 5, but this lesson gives them the opportunity to recap and review their understanding of puberty, before introducing lessons on how babies are made. It will also allow pupils to revisit key vocabulary used in later lessons.

Puberty: change and becoming independent

This lesson extends pupils' thinking about puberty and the concept of change throughout our lives. It explores in more detail, some of the feelings associated with change. It helps pupils to consider changes that might occur alongside puberty, including moving to secondary school and the new roles and responsibilities that this might bring.

Positive, healthy relationships

Increasing pupils' understanding of what is meant by a positive, healthy and loving relationship is an important part of safeguarding their health and wellbeing. This lesson looks at different kinds of relationships, and the values, expectations and responsibilities within healthy, positive relationships. The lesson also explores some ways that changing relationships can be managed—ensuring behaviour is respectful, even when things do change.

How babies are made

By year 6, it is likely that pupils will have some idea about how babies are made through sexual intercourse. Although it is possible they may have some misconceptions, very few pupils will still believe myths or make-believe stories. Having an understanding of what is meant by sex is an important foundation for the RSE they will receive at secondary school. This lesson emphasises that having sexual intercourse or the decision to have a baby is something for when they are much older. It also emphasises the importance of consent in this context. The lesson enables pupils to reflect on the values and responsibilities within healthy adult relationships and is therefore set clearly within RSE— as part of the wider PSHE education curriculum.

We also use elements of the Dimensions Sex Education lessons and in particular lesson 6

Gender Issues Relationships

- Know about gender identities and have an awareness of transgender issues
- Understand the difference between being transgender and transvestite

Additional resources from the PSHE association, Twinkl presentations and worksheets and videos from BBC class clips, Ask Lara and Queer Kid Stuff are also used alongside concrete resources such as anatomically correct baby dolls and persona dolls (adult dolls), pictorial resources and social stories.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

6. Roles and responsibilities

The governing board

The governing board will approve the RSE policy, and hold the head teacher to account for its implementation.

The head teacher

The head teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the head teacher. Class Teachers will teach RSE but pupils may be grouped across classes where appropriate; e.g. to teach some aspects in single sex groups or to group together pupils of a similar cognitive ability and differentiate lessons appropriately. Some of our more complex pupils may have a good relationship with a teaching assistant and it may be more appropriate for them to deliver the sessions with them on a one to one basis.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

7. Parents' right to withdraw

Parents/carers will be notified when the non-statutory aspects of sex education are being taught in Year 6 and given the opportunity to view the materials and discuss any questions or concerns with staff. Parents do not have the right to withdraw their children from relationships education. Parents have the right to withdraw their children from the non-statutory components of sex education within RSE. Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Head teacher.

Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

Staff (especially Year 6 teachers) are encouraged to access training for any areas of development within RSE. The PSHE lead will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by the PSHE lead through: Lesson observations, learning walks, work scrutiny, parent/carers, staff and pupil surveys, pupil discussions and staff meetings to share good practice and challenges.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the PSHE lead on a yearly basis. At every review, the policy will be approved by the governing body.