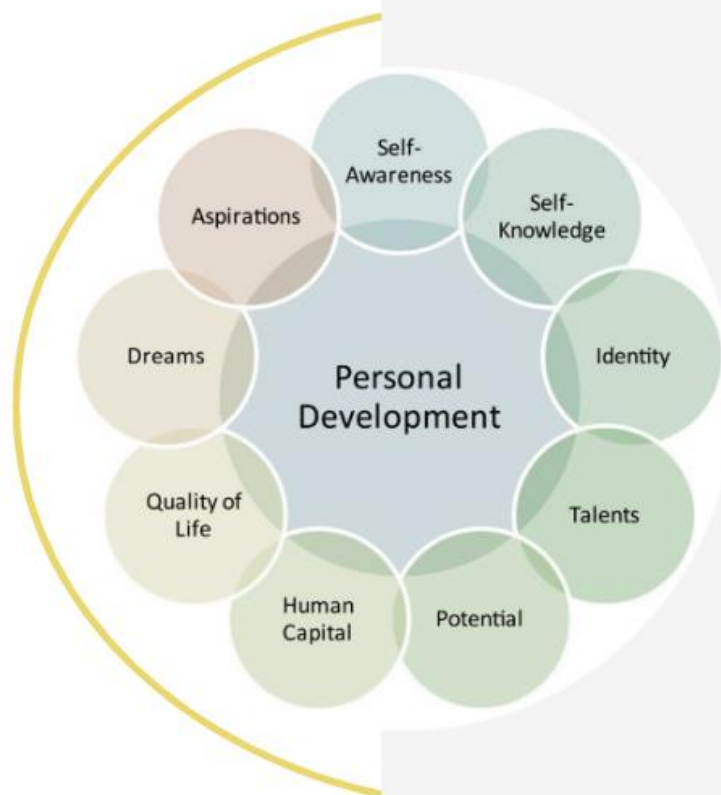


# HILL TOP ACADEMY



'Every child, Every chance, Every day!'

## Relationships and Sex Education Policy (RSE) 2023



**HILL TOP ACADEMY**

DATED: JANUARY 2023

(REVIEWED: ANNUALLY)

COMPILED BY: MRS M HODGSON - VICE PRINCIPAL

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## ❖ Aims

This policy covers our academy's approach to Relationships and Sex Education (RSE). The policy will be available to parents through the school website. A paper copy can be made available by written request. At Hilltop Academy, we are committed to promoting a safe and healthy lifestyle. Relationships and Sex Education is not regarded as a subject in its own right, but it is part of a carefully planned element in PSHCE and Citizenship Education. Effective Relationships and Sex Education needs to be taught in an atmosphere of trust, responsibility and respect where sensitive issues can be discussed without embarrassment or threat.

### **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

## ❖ Statutory Requirements

### **DFE POLICY STATEMENT: RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION, AND PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION March 2017**

Given the increasing concerns around child sexual abuse and exploitation and the growing risks associated with growing up in a digital world, there is a particularly compelling case to act in relation to pupil safety. That is why the amendment places a duty now on the Secretary of State to make Relationships Education and RSE statutory through regulations. This approach will allow us time to properly and thoroughly engage with a wide range of interests and expertise. The outcomes of this engagement will then feed into the development of both the regulations making the subjects statutory, and the guidance that will support schools in delivering high quality Relationships Education and RSE.

### **The new statutory guidance (from 2020)**

Relationships Education has been made statutory by the Government.

### **Statutory consists of the following elements at primary level:**

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

## Sex Education

**Parents have the right to withdraw their child from Sex Education although we do recommend that all children experience this education as part of their personal development.**

As an Academy we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. We are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum. In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Hilltop Academy we teach RSE as set out in this policy. Should you like to see the guidance from the government please visit:

[HTTPS://ASSETS.PUBLISHING.SERVICE.GOV.UK/GOVERNMENT/UPLOADS/SYSTEM/UPLOADS/ATTACHMENT\\_DATA/FILE/1090195/RELATIONSHIPS EDUCATION RSE AND HEALTH EDUCATION.PDF](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1090195/relationships_education_rse_and_health_education.pdf)

### ❖ Definition

At Hilltop, we teach sex education that is in addition to what is covered in the science curriculum. We use the primary scheme of work 'Jigsaw' to support the planning and teaching of Relationships and Sex Education.

This high quality, age appropriate RSE programme is designed to keep children safe, healthy and happy.

- 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.

### ❖ Curriculum

We have developed the curriculum 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 age appropriate manner so they are fully informed and don't seek answers online.

#### **Primary sex education at our school will focus on:**

- Sexual difference and naming body parts
- Preparing boys and girls for the changes that adolescence brings
- Exploring the impact of puberty on the body and the importance of physical hygiene
- Understanding that menstruation and wet dreams are a normal part of growing up
- How a baby is conceived and born, considered in the context of relationships
- Answering each other's questions about sex and relationships with confidence and knowing where to find support and advice

### ❖ Delivery of RSE

We provide PSHE and Citizenship education through our PSHCE Curriculum. Our PSHCE teaching is adapted from a scheme called 'Jigsaw'. Our curriculum map gradually expands and enriches key concepts, increases knowledge, deepens understanding, and rehearses and develops key skills through a thematic approach.

**For more information about our curriculum including each year groups overviews, please see our curriculum map in Appendix 1.**

As part of RSE, pupils will be taught about the nature and importance of marriage for family life and bringing up children. They also need to understand that there are strong and mutually supportive relationships outside of marriage. Either of these can include heterosexual or same-sex relationships. We ensure that no stigma is placed on children based on their home circumstances. We aim to provide accurate information and to help to develop skills to enable them to understand differences and respect themselves and others. We hope to prevent and remove prejudice. RSE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and within society, thus preparing them for the responsibilities and experiences of adult life. We will work towards this aim in partnership with parents and carers.

We carry out the main RSE curriculum in PSHE lessons (see appendix 1 for further details), however we also teach RSE through other subject areas e.g. Science, PE and RE, where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. Linked with RE, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. Linked with PE, children learn about healthy lifestyles and the importance of exercise.

Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life, including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children. RSE is taught within the personal, social, health and economic (PSHCE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). Pupils also receive stand-alone sex education sessions delivered by a trained health professionals.

### **Teaching and Learning including delivery of the RSE curriculum**

In Key Stage 2 (years 3 - 6) we acknowledge that many children will begin to experience puberty at this age. We teach the children about the parts of the body and how they work. We also explain what will happen to their bodies during puberty. We encourage the children to ask for help if they need it and there are opportunities for single-sex question sessions. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, and what menstruation is and how it affects women. We always teach this with due regard for the emotional development of the children.

### **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

### **Science Curriculum**

Early Years Foundation Stage children learn about life cycles as well as watching chicks hatch. Through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others.

### **In Key Stage 1 (yrs 1 – 2) children learn:**

- To identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense
- To notice that animals, including humans, have offspring which grow into adults

- To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

**In Key Stage 2** (yrs 3 – 6) children learn:

- To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- To identify that humans and some other animals have skeletons and muscles for support, protection and movement
- To describe the simple functions of the basic parts of the digestive system in humans
- To identify the different types of teeth in humans and their simple functions
- To describe the life process of reproduction in some plants and animals
- To describe the changes as humans develop to old age
- To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- To describe the way nutrients and water are transported within animals, including humans
- To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

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).

## ❖ Roles and Responsibilities

### **The Governing Body**

The governing body has delegated the approval of this policy to the Children and Learning Committee.

### **The Principal**

The Principal 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.

### **The Principal also:**

- Ensures that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity
- Monitors this policy on a regular basis and reports to governors on the effectiveness of the policy.

### **Staff**

All 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
- Class teachers are responsible for teaching RSE at Hilltop Academy.

Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions. Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.

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 headteacher. Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.

### **Pupils**

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

### **Parents**

The school is well aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and cooperation.

In promoting this objective we:

- Inform parents about the school's RSE policy and practice; this includes informing parents by letter or email before beginning to teach a unit of RSE
- Answer any questions that parents may have about the RSE of their child; this includes providing opportunities for parents to view the resources that are used in lessons
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school
- Parents have the right to withdraw their children from the non-statutory components of sex education within RSE. However, this rarely happens as, by working in partnership with parents, they recognise the importance of this aspect of their child's education
- A register of any pupils who are removed from lessons will be kept and distributed to all teacher involves.

### **❖ Parents' right to withdraw**

Parents do not have the right to withdraw their children from Relationships Education as it is statutory. However, parents do have the right to withdraw their children from the non-statutory components of Sex Education within RSE. Alternative work will be given to pupils who are withdrawn from sex education and that child will go to another class for the duration of the lesson.

The science curriculum in all maintained schools also includes content on human development, life cycles, health & hygiene, human development, reproduction and puberty and is therefore part of the normal cycle of teaching. Additional information will be shared with parents prior to teaching to allow for informed decisions to be made regarding whether you choose to opt out - which must be done in writing. Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the Principal.

### **❖ Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. The Principal 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.

### ❖ **Confidentiality**

Teachers conduct sex education lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as outlined in the Child Protection and Safeguarding Policy.

Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse or exploitation. If the teacher has concerns, they will draw these to the attention of the designated person responsible for child protection or the headteacher as a matter of urgency. Disclosure of female genital mutilation must be reported to the police (either by the teacher to whom it is disclosed or by the DSL).

Legally, the school cannot offer or guarantee absolute confidentiality. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support. If confidentiality has to be broken, pupils are informed first and then supported by the designated teacher throughout the whole process.

### ❖ **Special Educational Needs**

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated program will be provided where necessary, to ensure that all pupils gain a full understanding.

### ❖ **Equal Opportunities**

RSE will be given to ensure quality of access for all pupils, regardless of gender, race or disability, so giving equal opportunities and avoiding discrimination.

### ❖ **Complaints Procedure**

Any complaints or concerns about the Relationships and Sex Education programme should be made to the class teacher in the first instance. Parents can choose to follow the Willow complaints procedure if they feel things are not resolved.

### ❖ **Monitoring arrangements**

The delivery of RSE is monitored by SLT through, for example, planning scrutinies, learning walks and lesson observations. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Michelle Hodgson (Personal Development and PSHCE Subject Lead) annually. At every review, the policy will be approved by the staff, governing body and the parents or carers.

### ❖ **Policy Links**

This policy is linked to:

- Safeguarding
- Behaviour
- Anti-Bullying
- Equality Policy
- Inclusion
- SEND
- Online Safety





## Appendix 1 Curriculum Map

### Early Years

	<b>Being Me In My World</b>	<b>Celebrating Differences</b>	<b>Dreams and Goals</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing Me</b>
<b>F1 &amp; F2</b>	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations

**Key Stage 1**

	<b>Being Me In My World</b>	<b>Celebrating Differences</b>	<b>Dreams and Goals</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing Me</b>
<b>Year 1</b>	<p>Feeling special and safe</p> <p>Being part of a class</p> <p>Rights and responsibilities</p> <p>Rewards and feeling proud</p> <p>Consequences</p> <p>Owning the Learning Charter</p>	<p>Similarities and differences</p> <p>Understanding bullying and knowing how to deal with it</p> <p>Making new friends</p> <p>Celebrating the differences in everyone</p>	<p>Setting goals</p> <p>Identifying successes and achievements</p> <p>Learning styles</p> <p>Working well and celebrating achievement with a partner</p> <p>Tackling new challenges</p> <p>Identifying and overcoming obstacles</p> <p>Feelings of success</p>	<p>Keeping myself healthy</p> <p>Healthier lifestyle choices</p> <p>Keeping clean</p> <p>Being safe</p> <p>Medicine safety/safety with household items</p> <p>Road safety</p> <p>Linking health and happiness</p>	<p>Belonging to a family</p> <p>Making friends/being a good friend</p> <p>Physical contact preferences</p> <p>People who help us</p> <p>Qualities as a friend and person</p> <p>Self-acknowledgement</p> <p>Being a good friend to myself</p> <p>Celebrating special relationships</p>	<p>Life cycles – animal and human</p> <p>Changes in me</p> <p>Changes since being a baby</p> <p>Differences between female and male bodies (correct terminology)</p> <p>Linking growing and learning</p> <p>Coping with change</p> <p>Transition</p>
<b>Year 2</b>	<p>Hopes and fears for the year</p> <p>Rights and responsibilities</p> <p>Rewards and consequences</p> <p>Safe and fair learning environment</p>	<p>Assumptions and stereotypes about gender</p> <p>Understanding bullying</p> <p>Standing up for self and others</p> <p>Making new friends</p>	<p>Achieving realistic goals</p> <p>Perseverance</p> <p>Learning strengths</p> <p>Learning with others</p> <p>Group co-operation</p>	<p>Motivation</p> <p>Healthier choices</p> <p>Relaxation</p> <p>Healthy eating and nutrition</p> <p>Healthier snacks and sharing food</p>	<p>Different types of family</p> <p>Physical contact boundaries</p> <p>Friendship and conflict</p> <p>Secrets</p>	<p>Life cycles in nature</p> <p>Growing from young to old</p> <p>Increasing independence</p> <p>Differences in female and male bodies (correct terminology)</p>

	<b>Being Me In My World</b>	<b>Celebrating Differences</b>	<b>Dreams and Goals</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing Me</b>
	Valuing contributions Choices Recognising feelings	Gender diversity Celebrating difference and remaining friends	Contributing to and sharing success		Trust and appreciation Expressing appreciation for special relationships	Assertiveness Preparing for transition

Lower Key Stage 2

	<b>Being Me In My World</b>	<b>Celebrating Differences</b>	<b>Dreams and Goals</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing Me</b>
<b>Year 3</b>	<p>Setting personal goals</p> <p>Self-identity and worth</p> <p>Positivity in challenges</p> <p>Rules, rights and responsibilities</p> <p>Rewards and consequences</p> <p>Responsible choices</p> <p>Seeing things from others' perspectives</p>	<p>Families and their differences</p> <p>Family conflict and how to manage it (child-centred)</p> <p>Witnessing bullying and how to solve it</p> <p>Recognising how words can be hurtful</p> <p>Giving and receiving compliments</p>	<p>Difficult challenges and achieving success</p> <p>Dreams and ambitions</p> <p>New challenges</p> <p>Motivation and enthusiasm</p> <p>Recognising and trying to overcome obstacles</p> <p>Evaluating learning processes</p> <p>Managing feelings</p> <p>Simple budgeting</p>	<p>Exercise</p> <p>Fitness challenges</p> <p>Food labelling and healthy swaps</p> <p>Attitudes towards drugs</p> <p>Keeping safe and why it's important online and offline scenarios</p> <p>Respect for myself and others</p> <p>Healthy and safe choices</p>	<p>Family roles and responsibilities</p> <p>Friendship and negotiation</p> <p>Keeping safe online and who to go to for help</p> <p>Being a global citizen</p> <p>Being aware of how my choices affect others</p> <p>Awareness of how other children have different lives</p> <p>Expressing appreciation for family and friends</p>	<p>How babies grow</p> <p>Understanding a baby's needs</p> <p>Outside body changes</p> <p>Inside body changes</p> <p>Family stereotypes</p> <p>Challenging my ideas</p> <p>Preparing for transition</p>
<b>Year 4</b>	<p>Being part of a class team</p> <p>Being a school citizen</p> <p>Rights, responsibilities and</p>	<p>Challenging assumptions</p> <p>Judging by appearance</p> <p>Accepting self and others</p>	<p>Hopes and dreams</p> <p>Overcoming disappointment</p> <p>Creating new, realistic dreams</p>	<p>Healthier friendships</p> <p>Group dynamics</p> <p>Smoking</p> <p>Alcohol</p>	<p>Jealousy</p> <p>Love and loss</p> <p>Memories of loved ones</p>	<p>Being unique</p> <p>Having a baby</p> <p>Girls and puberty</p> <p>Confidence in change</p>

	<b>Being Me In My World</b>	<b>Celebrating Differences</b>	<b>Dreams and Goals</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing Me</b>
	<p>democracy (school council)</p> <p>Rewards and consequences</p> <p>Group decision-making</p> <p>Having a voice</p> <p>What motivates behaviour</p>	<p>Understanding influences</p> <p>Understanding bullying</p> <p>Problem-solving</p> <p>Identifying how special and unique everyone is</p> <p>First impressions</p>	<p>Achieving goals</p> <p>Working in a group</p> <p>Celebrating contributions</p> <p>Resilience</p> <p>Positive attitudes</p>	<p>Assertiveness</p> <p>Peer pressure</p> <p>Celebrating inner strength</p>	<p>Getting on and Falling Out</p> <p>Girlfriends and boyfriends</p> <p>Showing appreciation to people and animals</p>	<p>Accepting change</p> <p>Preparing for transition</p> <p>Environmental change</p>

Upper Key Stage 2

	<b>Being Me In My World</b>	<b>Celebrating Differences</b>	<b>Dreams and Goals</b>	<b>Healthy me</b>	<b>Relationships</b>	<b>Changing Me</b>
<b>Year 5</b>	<p>Planning the forthcoming year</p> <p>Being a citizen</p> <p>Rights and responsibilities</p> <p>Rewards and consequences</p> <p>How behaviour affects groups</p> <p>Democracy, having a voice, participating</p>	<p>Cultural differences and how they can cause conflict</p> <p>Racism</p> <p>Rumours and name-calling</p> <p>Types of bullying</p> <p>Material wealth and happiness</p> <p>Enjoying and respecting other cultures</p>	<p>Future dreams</p> <p>The importance of money</p> <p>Jobs and careers</p> <p>Dream job and how to get there</p> <p>Goals in different cultures</p> <p>Supporting others (charity)</p> <p>Motivation</p>	<p>Smoking, including vaping</p> <p>Alcohol</p> <p>Alcohol and anti-social behaviour</p> <p>Emergency aid</p> <p>Body image</p> <p>Relationships with food</p> <p>Healthy choices</p> <p>Motivation and behaviour</p>	<p>Self-recognition and self-worth</p> <p>Building self-esteem</p> <p>Safer online communities</p> <p>Rights and responsibilities online</p> <p>Online gaming and gambling</p> <p>Reducing screen time</p> <p>Dangers of online grooming</p> <p>SMARRT internet safety rules</p>	<p>Self- and body image</p> <p>Influence of online and media on body image</p> <p>Puberty for girls</p> <p>Puberty for boys</p> <p>Conception (including IVF)</p> <p>Growing responsibility</p> <p>Coping with change</p> <p>Preparing for transition</p>
<b>Year 6</b>	<p>Identifying goals for the year</p> <p>Global citizenship</p> <p>Children’s universal rights</p>	<p>Perceptions of normality</p> <p>Understanding disability</p> <p>Power struggles</p>	<p>Personal learning goals, in and out of school</p> <p>Success criteria</p> <p>Emotions in success</p> <p>Making a difference in the world</p>	<p>Taking personal responsibility</p> <p>How substances affect the body</p> <p>Exploitation, including ‘county</p>	<p>Mental health</p> <p>Identifying mental health worries and sources of support</p> <p>Love and loss</p> <p>Managing feelings</p>	<p>Self-image</p> <p>Body image</p> <p>Puberty and feelings</p> <p>Conception to birth</p> <p>Reflections about change</p>

	<b>Being Me In My World</b>	<b>Celebrating Differences</b>	<b>Dreams and Goals</b>	<b>Healthy me</b>	<b>Relationships</b>	<b>Changing Me</b>
	Feeling welcome and valued  Choices, consequences and rewards  Group dynamics  Democracy, having a voice  Anti-social behaviour  Role-modelling	Understanding bullying  Inclusion/exclusion  Differences as conflict, difference as celebration  Empathy	Motivation  Recognising achievements  Compliments	lines' and gang culture  Emotional and mental health  Managing stress	Power and control  Assertiveness  Technology safety  Take responsibility with technology use	Physical attraction  Respect and consent  Boyfriends/girlfriends  Sexting  Transition



**Appendix 2: Parent form: withdrawal from sex education within RSE**

TO BE COMPLETE BY PARENTS			
Name of child		Class	
Name of Parent		Date	
Reasons for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			