

**Outcomes
First
Group.**

OptionsAutism



RSE Primary Policy

Hillingdon Manor School

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1.0 HOW THIS POLICY WAS DEVELOPED

At Hillingdon Manor Schools, we aim to equip our children with the knowledge, skills and confidence required for them to grow and be prepared for their future life. This aim is integrated across the curriculum, including Relationship and Sex Education (RSE).

The Personal Development Lead researched and drafted the policy. Consultation took place with parents, staff and school governors.

2.0 REQUIREMENTS OF SCHOOLS IN LAW

RSE became statutory in all schools from September 2020. The law requires that Relationships and Sex Education (RSE) is to be taught in all secondary schools in England and that Relationships Education is to be taught in all primary schools across England (section 34 of the Children and Social Work Act 2017).

Primary schools are also required to teach the elements of sex education contained in the science curriculum although Health Education is mandatory in all Government- funded schools, which includes content on puberty. This is not a mandatory part of the curriculum for our students, however we will teach this when age appropriate to ensure our students are prepared for the changes which occur.

In teaching RSE, we must have regard to guidance issued by the secretary of state outlines in Section 403 of the Education Act 1996.

At Hillingdon Manor School primary sites (Yiewsley, Upton and Syon), we teach RSE as set out in this policy.

3.0 WHAT IS RELATIONSHIPS AND SEX EDUCATION?

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships (between friends, family, peers, other adults, committed relationships and those online). Sex health, sexuality, healthy lifestyles, diversity and personal identity. Relationships Education will put into place the building blocks need for positive and safe relationships. RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

Health Education aims to give children the necessary information they need to make good decisions about their own health and wellbeing as well as recognising issues in themselves and others. It gives them opportunities to seek support as early as possible when issues arise.

4.0 CURRICULUM

RSE is taught within the person, social, health and economic (PSHE) education curriculum. We are using the scheme developed by the PSHE Association to develop a curriculum which is appropriate for our children and contains six half termly units.

An overview is available in the appendices below.

Teachers conduct sex education lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate, but will immediately inform the named person for child protection issues about their concerns. The school Safeguarding Officers will then deal with the matter in consultation with health care professionals (see also our policy on Child Protection). Pupils are made aware of this when ground rules are set at the start of the RSE lessons.

Biological aspects of RSE are taught within the science curriculum, and some other aspects are included in religious education.

5.0 HOW RELATIONSHIPS AND SEX EDUCATION IS MONITORED AND EVALUATED

The Senior Leadership Team monitor the delivery of RSE through:-

- Ensuring the planning is available for all class teachers to access
- Planned book scrutinies, learning walks and observations of children in classes.
- Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

6.0 COMMUNITY COHESION

The Education Act 2002 outlines a duty on the Governing Body of schools to promote Community Cohesion. At Hillingdon Manor Schools we recognise our responsibility for educating pupils from diverse backgrounds, in terms of culture, religion and beliefs, ethnicities, family make-up, gender identity and socio-economic status. We aim to promote good relationships between all these families.

The planning has opportunities for class teachers to assess the children's understanding at both the beginning and end of the topic.

7.0 HOW THE DELIVERY OF THE CONTENT WILL BE MAKE ACCESSIBLE TO ALL

Our school aims to create an atmosphere in which children are able to develop and learn confidently. We promote safe and healthy lifestyles. RSE is part of a carefully planned element of PSHE and Citizenship Education. Effective RSE needs to be taught in an atmosphere of trust, responsibility and respect where sensitive issues can be discussed without embarrassment or threat.

Our curriculum has pathways, which means that children will revisit many of the outcomes in more detail as the years go by in further detail as it becomes more appropriate for their level of understanding and learning. It allows the children to access the lessons we feel are appropriate for them at a particular age. At the primary schools, PSHE is embedded within the curriculum developed by the PSHE Association which allows overall coverage of the topics within PSHE. Care is taken to present information impartially, in a factual way, with the aim of reassuring pupils and addressing misconceptions in a sensitive and respectful manner.

It is essential that lessons are sensitive to a range of views but we must ensure that pupils always have access to the learning they need to stay safe, healthy and understand their rights as individuals.

As part of preparing the children for the world in which they live, we are willing to answer honestly and carefully any questions as they arise. This includes clear, impartial scientific information as well as covering the law. Some questions naturally arise in discussion with the class teacher, e.g. when a new baby is expected within a family, when parents get remarried, when there is a new adult in the family, when a baby is born and when children have new brothers and sisters, in all discussions, correct terminology is encouraged when dealing with, or describing any aspect of RSE.

Care is taken to present information impartially, with the aim of reassuring pupils and countering ignorance, in such a way that both sexes have access to knowledge about themselves and the opposite sex. We aim to ensure that information is appropriate to the age of the pupils, with due regard to any religious or cultural factors expressed by the parents.

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

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 include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers and blended families amongst other structure along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Primary sex education will focus on:

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

Staff training

Staff receive training on RSE in group meetings and through peer observation, shadowing and team teaching. They will also receive specific, appropriate training to ensure confident and sensitive delivery of the topics. Observations of these lessons are undertaken by senior staff.

Visiting Health Professionals are involved in the implementation of the Sex Education policy only after detailed consultation concerning lesson content and method of teaching. The class teacher remains in the lesson throughout. The visitor is made aware of school policies relevant to their visit.

Hillingdon Manor Schools seek to work in partnership with parents through consultation and support. Parents are vital in teaching children about relationships and sex, maintaining the culture and ethos of the family, helping children to cope with the emotional and physical aspects of changes to their bodies and personalities.

The school is to provide support to parents in helping children learn the accepted names of the body, talking with the children about their feelings and relationships, and answering questions about growing up, having babies and relationships.

8.0 PARENTAL CONCERNS AND WITHDRAWAL OF STUDENTS

Parents are to be consulted after the review of the assessed lessons has taken place. The policy is available in school for all parents to inspect and details of the policy are published in the School Prospectus, so that parents of potential pupils are fully aware of the school's policy in this matter.

Parents will be asked for their contributions during the consultation period. This will be done in consultation where parents will be able to ask questions and also voice concerns. In the event that a concern cannot be resolved by the head teacher or the staff team through the consultation the governors can be contacted.

Parents of children in KS1 and KS2 can request the RSE policy, the taught programme, resources used and discuss any issues which may arise.

Lessons should be differentiated to take account of the SEN of the pupils. However, in line with research about Sex and Relationships education we teach students topics based on their physical age appropriate to the body they have to ensure they are safe in potentially vulnerable situations.

Parents have the right to withdraw their children from all or part of the relationships and sex education at Hillingdon Manor Schools.

Parents should be aware that children cannot be withdrawn from those parts included in the statutory National Curriculum Science lessons or any part of Relationships Education as this forms part of the statutory National Curriculum since September 2020.

Requests to withdraw your child should be made in writing and addressed to the head teacher.

In the event of a child being withdrawn from a lesson, alternative arrangements will be made i.e. that child is provided with appropriate, challenging work until the sex education lesson is over.

Parents will be offered support to avoid this or alternatively given guidance to assist parents to teach their own children.

The policy is available to all parents and guardians though the relevant page on the school website (translations of this are available via this website.) A copy is sent to those parents and guardians who request one. The policy is made available to all staff via the school database.

9.0 POLICY REVIEW AND DEVELOPMENT PLAN

This policy will be reviewed by the Personal Development Lead every two years. At every review, the policy will be approved by the Person Development Lead and Head Teacher.

10.0 SOURCES OF FURTHER INFORMATION

This policy has drawn on:

- DfES – Sex and Relationships Education Guidance (2000)
- Brook, Sex Education Forum and PSHE Association ‘Sex and Relationships Education (SRE) for the 21st Century’ – Supplementary advice to the Sex and Relationship Guidance DfEE (0116/2000) (2011)
- DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Draft Guidance (July 2018)

Appendix 1

RSE Expectations: Primary

Here are the expectations of what all pupils should know by the end of primary school. These are the expectations set by the Department for Education.

FAMILIES AND PEOPLE WHO CARE FOR ME

- That families are important for children growing up because they can give love, security and stability
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- That other people's families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- That marriage represents a formal and legally recognised commitment between two people to each other which is intended to be lifelong
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

CARING FRIENDSHIPS

- How important friendship are in making us feel happy and secure, and how people choose and make friends
-
- That characteristics of friendships, including mutual respect, honesty, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties
- That healthy friendships are positive and welcoming towards others, and do not make other feel lonely or excluded
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others if needed.

RESPECTFUL RELATIONSHIPS

- The importance of respecting others, even when they're very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- Practical steps they can take in a range of different contexts to improve or support respectful relationships
- The conventions of courtesy and manners
- The importance of self-respect and how this links to their own happiness
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- About different types of bullying (including cyber bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- What a stereotype is, and how stereotypes can be unfair, negative and destructive
- The importance of permission-seeking and giving in relationships with friends, peers and adults

ONLINE RELATIONSHIPS

- That people sometimes behave differently online, including by pretending to be someone they're not
- That the same principles apply to online relationships as face to face relationships, including the importance of respect for others online (even when they're anonymous)
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they've never met
- How information and data is shared and used online

BEING SAFE

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- About the concept of privacy and the implication of it for both children and adults (including that it's not always right to keep secrets if they relate to being safe)
- That a person's body belongs to them, and the difference between appropriate and inappropriate/ unsafe physical and other contact

- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they don't know
- How to recognise and report feelings of being unsafe or feeling bad about an adult
- How to ask for advice or help for themselves or others, and to keep trying until they've heard
- How to report concerns or abuse, and the vocabulary and confidence they need to do so
- Where to get advice (e.g. family, school, other sources)

Source:

This Policy has drawn on:

- DfES Relationship and Sex Education Guidance (Circular 0116/2000)

[Sex and Relationships Education Guidance DfE 2000 | www.pshe-association.org.uk](http://www.pshe-association.org.uk)

- DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Draft Guidance (July 2018)

[Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

- DfES National Healthy Schools Standards Guidance 1999
- QCA The National Curriculum Handbook 2014 for Secondary Teachers in England
- OfSTED
- Sex and relationships HMI 433

Useful Resources

PSHE Association RSE Policy Guidance

[Writing your RSE policy: guidance from the PSHE Association \(pshe-association.org.uk\)](http://pshe-association.org.uk)
(members only)

The Sex Education Forum RSE Policy Guidance

[SRE policy guidance | sexeducationforum.org.uk](http://sexeducationforum.org.uk)

The Sex Education Forum have also provided a free resource to assist you in consulting pupils, parents and staff to inform you about what changes need to be made to your RSE policy and practice. 'Activities for consulting about your school sex and relationship policy.'

[Consultation activities - SRE policy - Sept 2014.pdf \(sexeducationforum.org.uk\)](http://sexeducationforum.org.uk)

Q: Is Relationship Education and Sex Education compulsory in schools?

The Department for Education is introducing compulsory relationships education and RSE from September 2020

Q: Will my child's school have to consult with me before teaching these subjects?

A: Schools will be required to consult with parents when developing and reviewing their policies for Relationships Education and RSE, which will inform schools' decisions on when and how certain content is covered. Effective consultation gives the space and time for parents to input, ask questions, share concerns and for the school to decide the way forward. Schools will listen to parent's views, and then make a reasonable decision as to how they wish to proceed. What is taught, and how, is ultimately a decision for the school and consultation does not provide a parental veto on curriculum content.

A school's policies for these subjects must be published online, and must be available to any individual free of charge. Schools should also ensure that, when they consult parents, they provide examples of the resources they plan to use, for example the books they will use in lessons.

Q: Does the new Relationships Education and Sex Education curriculum take account of my faith?

A: The subjects are designed to help children from all backgrounds to build positive and safe relationships, and to thrive in modern Britain.

In all schools, when teaching these subjects, the religious background of pupils must be taken into account when planning teaching, so that topics are appropriately handled. Schools with a religious character can build on the core content by reflecting on their beliefs when teaching.

Q: Do I have a right to withdraw my child from Relationships and Sex Education?

A: Parents will have a right to withdraw their child from sex education delivered as part of RSE in secondary schools which, unless there are exceptional circumstances, should be granted up to three terms before their child turns 16. At this point, if the child themselves wishes to receive sex education rather than be withdrawn, the school should make arrangements for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent.

There is no right to withdraw from Relationships Education at primary or secondary as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

Q: Has the government listened to the views of my community in introducing these subjects?

A: A thorough engagement process, involving a public call for evidence and discussions with over 90 organisations, as well as the public consultation on the draft regulations and guidance, has informed the key decisions on these subjects. The consultation received over 11,000 responses from teachers, schools, expert organisations, young people and parents – these responses have helped finalise the statutory guidance as well as the regulations that have been laid in Parliament.

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Q: Will these subjects promote LGBTQIA+ relationships?


A: No, these subjects don't 'promote' anything, they educate.

Pupils should be taught about the society in which they are growing up. These subjects are designed to foster respect for others and for difference, and educate pupils about healthy relationships. RSE should meet the needs of all pupils, whatever their developing sexuality or identity – this should include age appropriate teaching about different types of relationships in the context of the law. Pupils should receive teaching on LGBT relationships during their school years - we expect secondary schools to include LGBT content. Primary schools are enabled and encouraged to cover LGBT content if they consider it age appropriate to do so, but there is no specific requirement for this. This could be delivered, for example, through teaching about different types of family, including those with same sex parents.

In addition, we are encouraging schools to act as early adopters for this curriculum and to start teaching the subjects from September 2019. To help early adopter schools, we will provide further advice on how they can improve their practice. Lessons learned from the early adopters and best practice from schools will be shared with all schools from September 2020.

Q: Will teachers receive training before delivering these subjects?

A: The Department for Education is committed to supporting schools to deliver these subjects to a high standard. We know that training is a priority for teachers and we will be consulting with teachers, trade unions and other key stakeholders over the coming months on how we structure the training.



**We are part of the Outcomes First Group
Family, by working together we will build
incredible futures by empowering vulnerable
children, young people and adults in the UK
to be happy and make their way in the world**