



**ST HILDA'S SCHOOL
AND
BLUEBIRD NURSERY**

**Relationship and Sex
Education Policy**

Revised September 2024

By the PSHE Coordinator and Senior Leadership Team

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Background

Current regulation and guidance from the Department for Education states that from 2020, it is statutory for primary schools to deliver Relationships Education. This also applies to independent schools therefore this is delivered as part of our PSHE programme at St. Hilda's.

Whilst sex education is not compulsory, the Department of Education encourages it to be delivered in primary schools. At St Hilda's sex education is taught as part of Relationships Education in PSHE and is also covered in Science.

Whilst health education is not statutory in independent schools, it has been part of our PSHE teaching up until now and is something that we will continue to cover.

Introduction

This policy sets out our aims, principles and strategies for Relationships and Sex Education (RSE) and how it will be incorporated into our PSHE curriculum.

At St. Hilda's School we have a responsibility for the care, welfare, safety and learning environment of all our pupils. We believe that RSE plays a vital role in the development process of the whole child. This supports the aims and ethos of our school. The promotion of these values and beliefs means a pupil centred approach and provides the basis for this policy and our RSE programme at St Hilda's.

Subject Aims

St. Hilda's is committed to the provision of RSE to all its pupils, regardless of language, faith, gender or special educational needs. Equal time and provision will be allocated for all groups but there may be occasions where pupils with specific educational needs are given extra support from SEN staff.

- To support whole school policies.
- To support the school's aims and ethos.
- To provide entitlement of access to a broad and balanced curriculum, including the National Curriculum.
- To work in partnership with parents and pupils.
- To enable the pupil to achieve their potential.
- To create a safe and creative environment: a happy, positive, vibrant, and forward-thinking community where each child and adult is valued and able to learn play and achieve.
- To learn and understand physical development at appropriate stages.
- To understand human sexuality, sexual health, emotions and relationships.
- To learn the importance of values and individual conscience and moral considerations.
- To learn the value of family life, marriage and stable and loving relationships for the nurture of children.
- To learn the value of respect, love and care.
- To explore, consider and understand moral dilemmas.
- To develop critical thinking as part of decisions making.

Subject Objectives

At St Hilda's RSE focuses on different relationships and growing up and will address the following key themes:

- Keeping Safe; this will cover themes relating to body image and ownership, staying safe online, safe and unsafe touches and sharing personal information and images,
- Relationships; this will cover themes relating to healthy and unhealthy relationships and safe

- behaviors in relationships,
- Growing and Changing; this will cover themes relating to human reproduction and changes at puberty.

Our Relationships and Sex Education programme is age appropriate and intends to support pupils on their journey through childhood to adolescence.

RSE Scheme of Work

RSE is an integral part of our whole school PSHE education provision. We follow the SCARF resource (provided by Coram Life Education) to plan and deliver our PSHE curriculum, including RSE. As well as following SCARF, other high quality, useful resources such as relevant books on the topic and useful film clips will be used to complement the learning. A variety of teaching methods will be adopted, including interactive activities and class discussions in order to ensure this important subject is taught effectively.

The SCARF six half termly units will be followed by each class in the same order. Aspects of Relationships Education appear in every unit; this subject will therefore appear in several PSHE lessons. Each cohort has a weekly timetabled PSHE lesson led by the Form Teacher.

The Coram Life Education Programme is set out in a way that ensures our Relationships and Sex Education programme is delivered at a level which is appropriate for pupils' age and physical development. There is also the flexibility for staff to adapt their teaching as they deem necessary based upon their knowledge of the cohort or particular individuals. Teaching PSHE as a spiral curriculum with similar themes being covered in each year group at the same time presents an opportunity for topics to be discussed further in form time and assemblies and to be promoted around the school.

The content of sex education lessons will ensure that pupils are prepared for any changes in adolescence and will build upon knowledge they have acquired relating to the human life cycle in science by learning how a baby is conceived and born. Health education will cover key facts about puberty and the changing adolescent body. Some of the concepts will link to topics covered in Science. Form Teachers will liaise with the Science Coordinator to ensure the two subjects complement one another regarding when new concepts are introduced. This has also been taken into consideration in medium term planning.

The Relationships Education Lesson Plan Grid (see Appendix 1) outlines the lessons containing a strong theme of RSE. The grid sets out an overview of how the Primary Relationships Education curriculum is covered in each year group from EYFS up to the end of Key Stage 2. We do follow a spiral curriculum, which builds year on year therefore some lessons where we lay the foundations for key RSE themes as per the statutory guidance, may not appear in this grid.

Staff will use the assessment resources on SCARF to differentiate and accommodate pupils' needs. There is also the opportunity for staff and pupils to reflect on the learning by tracking their progress against key objectives within each of the core themes covered. Pre and post unit assessments are also available.

Teaching Strategies

The following strategies will be used to support the teaching of RSE:

- Knowledge given by the teacher
- Storytelling
- Assemblies
- Questions and answers
- Individual and group work
- Role Play

- Presentations from pupil
- Use of television, radio, tape, video, wikis, film and safe web-based sites
- Creative activities
- Circle Time
- Visits

During the sessions, staff will employ various strategies to create a safe learning environment including clear expectations, a group agreement and the use of distancing techniques.

Dealing with Questions (ground rules)

Any discussion arising from pupils' questions is appropriate according to the age and maturity of the pupil concerned. Our RSE lessons reflect the school values and aims promoted in our mission statement in a way that pupils feel respected and have the confidence to speak out and ask questions.

No one (teacher or pupil) should be expected to answer a personal question or will be forced to take part in a discussion. Questions do not have to be answered directly and can be addressed later. If a verbal question is too personal, the teacher should remind the pupils of the ground rules. Pupils should be encouraged to write down questions anonymously and post them in a question box; the teacher will have the time to prepare answers to all questions before the next session and will choose not to respond to any questions that are inappropriate. Members of staff will have access to the SCARF resource, which will support them in answering questions.

Only the correct names for body parts will be used. Meanings of words will be explained in a sensible and factual way.

Distancing techniques

Distancing techniques will often be adopted to depersonalise the situation under discussion. This may involve taking on a certain role, empathising with a character, discussing different scenarios or responding to the actions of others. In this way, pupils feel more confident to explore their feelings in a safe environment where they are not speaking or acting on behalf of themselves.

Pupils can learn from this by reflecting on how the particular issue applies to them. This technique also reduces the possibility of pupils becoming upset or making any inappropriate comments.

Dealing with bullying

Bullying commonly includes inappropriate and hurtful comments and behaviours concerning racism, sexism, homophobia, appearance and other sex/relationship issues.

The school takes the issue of bullying very seriously and this is reflected in the school's anti-bullying policy which supports staff in managing any difficult situations whereby a pupil may cause offence to another pupil. Any form of bullying or discrimination will be challenged and discouraged through the teaching of RSE.

Safeguarding

At St. Hilda's we believe that Relationships and Sex Education is an essential part of safeguarding and recognise that the teaching of RSE could lead to a disclosure of a child protection issue. In such circumstances, the relevant member of staff would consult the DSL, and in their absence the deputy DSL, who would then take the necessary action (see Safeguarding Policy).

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. Staff must use their skill and discretion at all times; if they are concerned and believe that the child is at risk or in danger, they must talk to the Designated Safeguarding Lead who may confer with the Headmaster before any decision is made. The child concerned will be informed that confidentiality is being breached and reasons why and will be supported by the teacher throughout the process.

We intend for our programme to equip pupils with the skills to recognise their own rights and responsibilities as individuals and how to keep themselves safe and healthy. We also aim to establish a safe learning environment for both pupils and teachers in the following ways:

- All staff have received up to date safeguarding training,
- School policies and procedures relating to child protection, safeguarding and confidentiality are regularly reviewed and updated as necessary,
- Any visitors or external agencies supporting the school to deliver this programme will be required to read the Visitors into School Safeguarding Leaflet ahead of their visit so that they have an understanding of the school's procedures and the protocol to follow should a situation arise. This will also present an opportunity for them to understand the schools' values and ethos which they can then incorporate into their session.

Parental involvement

At St. Hilda's we recognise the importance of effective communication with regard to RSE so that parents and carers develop their confidence in the new curriculum. Part of our whole school approach to RSE will involve working in partnership with parents and carers to ensure they understand the purpose and content of what is being taught.

There are Parent Information Sessions and opportunities for parents and carers to view the materials and resources to support them to understand the content of the curriculum. They are also made aware of the RSE policy and programme of study which they will be able to access. There are also opportunities for parents and/or carers to ask questions and gain ideas on how they could support their child; useful resources and further information that could be used to build upon the learning covered at school will also be provided.

We will always notify parents and carers when RSE is being taught. Whilst parents and carers are not able to withdraw their child from Relationships Education, they do have the right to withdraw their child from all elements of sex education delivered as part of statutory RSE other than what is required as part of the Science curriculum. They will therefore be informed of upcoming sessions on sex education and asked to confirm their consent for their child to attend the session(s).

If a parent wishes to withdraw their child, they will need to have a discussion with the Headmaster, so that he can be made aware of the reasons and provide alternative arrangements. The Form Tutor and/or a member of the Senior Leadership Team will contact parents or carers who do not wish for their child to engage in these sessions. This will be an opportunity for them to discuss the benefits of attending the sessions and will highlight any detrimental effects withdrawal may have on the child in case this clarifies any queries with regard to the nature and purpose of the curriculum. If the parent or carer still wishes to proceed and requests to withdraw their child from the sessions after this conversation, the school would support them by providing some useful resources that the parents could use at home to help their child understand the content covered. This would ensure the pupil receives the same level of education as their peers who are attending the sessions. There would also be arrangements made for children not

attending the relevant lessons to be supervised during this time.

Subject Organisation and Responsibilities

RSE is embedded in all curriculum areas and will not always be delivered in isolation.

Active learning methods such as quizzes, case studies, role-play, video, and small group discussions will be used to ensure pupil participation. Teaching is conducted in a safe learning environment through the use of ground rules and distancing techniques, so that pupils and teachers are not put on the spot or expected to discuss their own personal issues in class. Teaching resources are selected on the basis of their appropriateness to pupils.

The RSE programme at St Hilda's reflects the school ethos and demonstrates and encourages the following values:

- Respect for self and others,
- Responsibility for their own actions,
- Responsibility for their family, friends, school and wider community.

RSE involves consideration of a number of sensitive issues about which different people may hold strong and varying views. The school's approach will be balanced and take into account of, and be sensitive to, different viewpoints but will not be based on personal bias. The school aims to educate effectively so that pupils are able to form their own informed opinions but respect others who may have a different opinion.

EYFS pupils begin to explore relationships, friendship and family. They learn the importance of personal privacy and how to respect others. In Key Stage 1, pupils learn about people who are special and important to them, friendship and fairness, cooperation and teamwork skills, feelings and emotions, effective communication, consent, acceptable and unacceptable behaviors and different families. In Key Stage 2, pupils build upon the learning covered in Key Stage 1. They explore different types of loving relationships, identify healthy and unhealthy relationships, personal boundaries and identify how to resolve disputes and the consequences of their own actions.

Personalised Learning

The pupils at St. Hilda's school are taught in mixed ability classes. Staff delivering the RSE curriculum have the responsibility for meeting the needs of all pupils and thus need a range of teaching and learning strategies that can build on the interests, abilities and experiences of **ALL** the pupils in the class. Differentiation requires the RSE teachers to link planning, teaching and learning, assessment and evaluation in a cycle to identify and match tasks to needs.

We believe effective learning is most likely to occur when:

- Teachers create a safe environment in which pupils can share their feelings, explore their values and attitudes, express their opinions and consider those of others. Discussion takes place in a climate of trust, cooperation and support,
- Pupils have the opportunity to clarify tasks and have a clear purpose: Must, Should and Could should be an integral part of every lesson,
- Pupils have the opportunity to work collaboratively, contributing their strengths and seeking support where necessary,
- Teachers listen and talk to pupils questioning, clarifying and extending the pupils' thinking and planning. Some pupils will need more teacher intervention and support than others. This intervention may mean identifying alternative resources or tasks, or it might be an extension question to develop the child's thinking or line of enquiry,
- Progression is built into our topic and subject themes. Concepts and important skills are

introduced appropriately and are then revisited in different contexts. Pupils build upon their knowledge, understanding and skills year on year.

Inclusion and Equal Opportunities

At St. Hilda's we will ensure that our RSE programme is inclusive and meets the needs of all pupils, with their diverse experiences, including those with special educational needs and disabilities (SEND). The delivery of the content will be made accessible to all pupils. Staff will consistently convey such important messages relating to equality (see Equal Opportunities Policy; reference can also be made to the Equality Act 2010).

Our teaching will ensure that scientific information we provide on matters such as the changes of puberty, abortion and assisted conception, as well as covering the law in relation to, for example, forced-marriage and female genital mutilation (FGM) is clear and impartial.

We will also ensure RSE fosters gender equality and LGBTQ+ equality. We will be respectful of how pupils choose to identify themselves, understanding that their sexual orientation and gender identity may be 'emerging'. We also recognise that pupils may have gay, lesbian or bi-sexual members of the family and have an awareness of different family situations and home backgrounds. This is something which will be acknowledged in the teaching resources used. Teaching related to LGBTQ+ is covered in the CORAM SCARF Schemes of Work from Form 3 to Form 6. With regard to Reception, Form 1 or Form 2, teachers cover this area of the curriculum sensitively and age appropriately, using alternative resources and schemes of work.

Teachers will ensure that all pupils are able to access the content of the RSE curriculum by using a range of effective teaching methods and resources. Teachers will accommodate any additional learning needs to ensure everyone has the opportunity to grasp the key concepts. Staff are also aware that certain pupils will require pastoral support and this will also be arranged.

Pupils Showing Exceptional Ability

Provision needs to be made for pupils showing exceptional ability, both in terms of identification and supplying an appropriate curriculum. It is recognised that pupils who are gifted / talented have a special educational need which must be met. These children may be able to work at a much higher level than most of us are aware and we recognise that they will not be stimulated by extra quantities of work pitched at the same intellectual level as their peers. These children need a radical improvement in the quality of their work, rather than the quantity.

The use of interactive teaching styles will ensure that the programme extends knowledge and information by exploring attitudes, cultural values and differences and will therefore develop emotional intelligence. Pupils should have opportunities to research and investigate problems and issues, and to communicate their views and opinions to their peers and adults in the school and wider community.

Assessment and target setting

Evaluation of the RSE programme will be conducted using a variety of informal activities, which will be built into the programme. This follows the whole school policy for assessment and marking including target setting. Teachers will be required to keep their own personal evaluation of lessons, which will be used by the Subject Coordinator to inform future planning. Staff will make use of the different assessment opportunities on SCARF for pre and post assessment, summative assessment and reflections on learning.

Health and Safety

The PSHE Coordinator and staff teaching RSE will risk assess annually all aspects of teaching RSE.

Subject Development and Monitoring

The RSE programme will be led by the PSHE Coordinator and delivered by Form Teachers who receive training on its content and gain access to various RSE resources. The coordinator will meet with the school's Senior Leadership Team for professional discussion aimed at fully understanding how the revised subject policy supports whole school policies and to clarify how the subject policy supports the teaching of the subject across the whole school in providing individualized learning objectives and positive learning outcomes. They will also be responsible for developing and reviewing the RSE policy, particularly in light of any statutory changes. The SCARF programme followed at the school is also regularly reviewed and updated according to any government changes and new legislation. They are also constantly seeking to improve the quality of their provision.

The SLT will monitor the subject through work scrutiny, lesson observations and discussions with teachers and children. This will then feed into professional discussions supporting the review of schemes of work and subject policy. Inset and professional development is then linked to subject development.

The Headmaster, alongside the governing body will be involved in consultation of the policy. The governors who will have a key role in the design, implementation and review of the RSE policy will be kept up to date with new developments in the RSE policy and curriculum in governor meetings.

Form times and School Council meetings will also provide an opportunity for pupils to voice any queries, questions or issues they have relating to the new RSE curriculum. Any feedback will be shared with the PSHE Coordinator as part of reviewing the subject which may involve tailoring the curriculum to match the different needs of pupils.

This Relationships Education Policy supports/complements the following policies:

- Anti-Bullying Policy
- Safeguarding Policy
- Equal Opportunities Policy
- E-safety Policy.

Documents that inform the school's RSE policy include:

- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Education Act (2011)
- Supplementary Guidance SRE for the 21st century (2014)
- Children and Social Work Act (2017)
- Relationships education, relationships and sex education (RSE) and health education (2019)
- Keeping Children Safe in Education (2024).

Appendix 1

SCARF units	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Me and My Relationships (DfE category: Families and people who care for me, Respectful relationships, Caring friendships, Mental wellbeing)	Thinking about feelings	How are you feeling today?	My special pet	Ok or not ok (1) Ok or not ok (2)	How good a friend are you?	Solve the friendship problem
	Our feelings	Being a good friend	Looking after our special people	When feelings change	Relationship cake recipe	Assertiveness Don't force me
	Feelings and bodies	Let's all be happy	Friends are special	Under pressure		Acting appropriately
	Our special people balloons					
	Good friends					
Valuing Difference (DfE category: Respectful relationships, Mental wellbeing)	Same or different? Who are our special people?	What makes us who we are? How do we make others feel? My special people	Family and friends Let's celebrate our differences Zeb	Islands Friend or Acquaintance That is such a stereotype	Qualities of friendship Happy being me Is it true?	Ok to be different We have more in common than not Advertising friendships! Boys will be boys? - challenging stereotypes
Keeping Myself Safe (DfE category: Being safe, Respectful relationships, Online relationships, Mental wellbeing, Internet safety and harms)	Who can help? (1)	How safe would you feel?	None of your business!	Keeping ourselves safe Raisin Challenge (2)	Decision dilemmas Would you...?	Traffic lights To share or not share?
	Harold loses Geoffrey	What should Harold say?	Raisin Challenge (1)			Joe's story (part 2)
	Good or bad touches	I don't like that! Fun or not? Should I tell? Some secrets should never be kept				
Rights and responsibilities (DfE category: Being safe, Internet safety and harms, Mental wellbeing)		Feeling safe		Who helps us keep healthy and safe?		<i>Fakebook Friends</i>
Being my best (DfE category: Being safe, Respectful Relationships)			I am fantastic!	What makes me ME!	Independence and Responsibility Star qualities	What's the risk (2)
Growing and changing (DfE categories: Respectful relationships, Online relationships, Being safe, Mental wellbeing Health and prevention, Changing adolescent body)	Taking care of a baby Then and now Surprises and secrets Keeping privates private	Haven't you grown! My body, your body Respecting privacy	Relationship Tree Body Space Secret or surprise? My changing body	My feelings are all over the place! All change! Period positive Secret or surprise Together	How are they feeling? Taking notice of our feelings Growing up and changing bodies Changing bodies and feelings Help I'm a teenager, get me out of here! Stop, start stereotypes	I look great! Media Manipulation Is this normal? Making babies What is HIV?