



## Relationships & Health Education (RHE) and Relationships and Sex Education (RSE) Policy

This policy refers to the [Equality Act 2010](#), [Children and Social Work Act 2017](#) with its amendment with regards to the statutory guidance 2019 [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#). First taught from September 2020 and reviewed every 3 years.

The School recognises that parents have the key role in teaching their children about relationships and sexuality. The role of the school is a supportive one. At St. Hugh's we believe that relationships and sex education should be integrated into our teaching at appropriate stages dependent on the maturity of the pupils involved. It is an integral part of the Science, Religious Studies and Personal, Social, Health and Economic Education curriculum and related issues are explored in School Assemblies and Tuesday PSHEE time and Thursday Tutor Periods. Relationships Education is relevant up to and including Year 6. Relationships and Sex Education (RSE) is for Years 7 & 8. Health Education is not compulsory at St. Hugh's as part of the statutory guidance.

### Aims

Relationships and Sex Education aims to enable our pupils to learn about themselves. They need to understand how the reproductive system works and to respect the human body in conjunction with developing self-worth and a personal morality. This should give them the self-confidence to say 'no' to unwanted sexual advances and protect them from abuse and exploitation.

It also aims to enable our pupils to learn about other people and to develop loving, caring relationships as friends, parents, sexual partners and members of a family. It should encourage respect for other people's feelings, having due regard to moral considerations and the value of family life. It should develop an understanding of religious, cultural and moral viewpoints and have particular regards to the protected characteristics under the Equality Act of: Age, Disability, Gender Reassignment, Mixed and Civil Partnerships, Pregnancy and Maternity, Race, Religion or Belief, Sex, Sexual Orientation.

Our aim is to help and support our pupils through their physical, emotional and moral development so that they learn to respect themselves and others and move with confidence from childhood through adolescence.

**R.E. and P.S.H.E.E.** provide numerous opportunities for the study of relationships, social responsibilities and citizenship.

**Science** lessons complement and reinforce the relationship issues raised in RE and PSHEE and include the following aspects of sex education:

**During Key Stage 1 (Pre-Prep) pupils are taught:**

- that animals, including humans, move, feed, grow, use their senses and reproduce;
- to name the main external parts of the human body;
- that humans can produce babies and these babies grow into children and then adults;
- to recognise similarities and differences between themselves and other pupils.

**During Key Stage 2 pupils are taught**

That there are life processes, including nutrition, movement, growth and reproduction common to animals, including humans.

During Year 6, following a letter to parents (see exemplar letter below), there are whole class biology lessons which focus on the changes which take place in both boys and girls during puberty and adolescence. This is linked with the PSHEE curriculum, where changes to do with growing up are also discussed.

By the end of Key Stage 2 (Year 6), pupils should know

<p><b>Families and people who care for me</b></p>	<ul style="list-style-type: none"> <li>● that families are important for children growing up because they can give love, security and stability.</li> <li>● 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.</li> <li>● that others' 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.</li> <li>● 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.</li> <li>● that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>● how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
<p><b>Caring friendships</b></p>	<ul style="list-style-type: none"> <li>● how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>● the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>● that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>● 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.</li> <li>● how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>

<p><b>Respectful relationships</b></p>	<ul style="list-style-type: none"> <li>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• 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.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
<p><b>Online relationships</b></p>	<ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>

<p><b>Being safe</b></p>	<ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>• that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>
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In the Autumn term each year, girls from Years 6, 7 & 8 have an information and discussion session with Matron about changes during puberty where they are shown sanitary items and reassured about the help and facilities available at school.

### **During Years 7 and 8**

As part of the Common Entrance syllabus pupils learn:

- about the physical and emotional changes that take place during adolescence;
- about the human reproductive system, including the menstrual cycle, fertilization and contraception;
- how the foetus develops in the uterus, including the role of the placenta;
- how the growth and reproduction of bacteria and the replication of viruses can affect health.

This topic is covered towards the end of Year 7 or in the first half of Year 8, dependent upon the overall maturity of the year group concerned.

In response to the RSE 2019 statutory guidance we have moved away from a Boardworks curriculum for Year 7 & 8 and are continuing with the Jigsaw scheme. Additional information is in the table below.

<b>Year 7 Relationships</b>	
<b>Positive qualities of healthy relationships</b>	<p>I can identify characteristics and benefits of positive, strong, supportive, relationships.</p> <p>I understand what expectations might be of having a romantic/attraction relationship.</p> <p>I understand what is meant by consent.</p>
<b>My changing supportive relationships</b>	<p>I can identify the supportive relationships in my life.</p> <p>I know that relationships change and suggest how to manage this.</p>
<b>Getting on and falling out</b>	<p>I can identify why people sometimes fall out.</p> <p>I can suggest ways to manage conflict within my friendship group.</p>
<b>Discerning external factors in relationships</b>	<p>I can understand that discernment is an important skill when being a consumer of media.</p>
<b>Assertiveness in relationships</b>	<p>I can recognise when to use assertiveness in some of my relationships.</p> <p>I can understand the personal and legal consequences of sexting.</p> <p>I can understand what it meant by consent.</p>
<b>Year 8 Relationships</b>	
<b>Being in control of... myself</b>	<p>I understand that relationships affect everything we do in our lives and that relationship skills have to be learned and practised.</p> <p>I understand that social media can both positively and negatively affect how I feel about myself.</p>

<p><b>Being in control of... my relationships</b></p>	<p>I understand that relationships can cause strong feelings and emotions.</p> <p>I understand the features of positive and stable relationships.</p> <p>I understand that all relationships have positive and less positive aspects.</p>
<p><b>Being in control of... personal space</b></p>	<p>I can define what is meant by personal space and how this varies across my relationships both online and offline.</p> <p>I can discuss how personal space differs across different cultures.</p>
<p><b>Managing Control and Coercion in Relationships</b></p>	<p>I understand what is meant by control, power balance and coercion in a relationship.</p>
<p><b>Being in control of... social media</b></p>	<p>I understand how to use social media appropriately, safely and legally.</p> <p>I can give examples of how personal safety can be compromised online.</p>
<p><b>Year 7 Sex</b></p>	
<p><b>My changing body</b></p>	<p>I can understand the changes that happen during puberty.</p> <p>I understand that practices such as female genital mutilation and breast ironing are forms of abuse.</p> <p>I know where to access help if I am worried or concerned about puberty or abuse.</p>
<p><b>Having a baby</b></p>	<p>I know how a baby is conceived naturally.</p> <p>I know that there are other ways a baby can be conceived, e.g. IVF.</p> <p>I understand how a baby develops inside the uterus and is born.</p>

<p><b>Types of relationships and their impact</b></p>	<p>I know there are different types of committed stable relationships and that some people may choose to have children or not.</p> <p>I can make links between positive, healthy family relationships and effective parenting.</p> <p>I can identify some of the roles and responsibilities of being a parent.</p>
<p><b>Image and self-esteem</b></p>	<p>I know that the media can have a positive or negative impact on a person's self-esteem or body image.</p> <p>I know where to go for help if I am worried about my body image or self-esteem.</p>
<p><b>My changing feelings</b></p>	<p>I know some of the changes in my brain during puberty.</p> <p>I understand some of the emotional changes during puberty.</p> <p>I know where to access support if I am worried about adolescence.</p>
<p><b>Year 8 Sex</b></p>	
<p><b>Different types of relationship</b></p>	<p>I know different types of close, intimate relationships that people can have.</p> <p>I know what happens physically when individuals experience physical attraction.</p> <p>I know how to discuss the positive aspects of a range of different types of personal relationships that adults may have and the possible impact on children.</p>
<p><b>What's in a relationship?</b></p>	<p>I understand the positive aspects of having a girlfriend or boyfriend.</p> <p>I can describe some of the behaviours you would expect to find in a healthy romantic relationship.</p>

<b>Looks and smiles</b>	<p>I can understand the range of feelings associated with attraction</p> <p>I know where to get information to safely explore feelings about sexuality.</p>
<b>Does watching pornography help people to understand relationships?</b>	<p>I know that pornographic images do not reflect reality.</p> <p>I know how pornography can impact on expectations and self-image.</p>
<b>Alcohol and Risk</b>	<p>I can list some risks associated with drinking too much alcohol, including unprotected sex, non-consensual sex.</p> <p>I know what the law says in relation to sex and alcohol.</p> <p>I can discuss the steps someone could take if they had engaged in risky sexual behaviour as a result of drinking too much alcohol.</p>

### External Providers

Since the introduction of the statutory guidance we have enhanced our provision with additional delivery from Big Talk Education [www.bigtalkeducation.co.uk](http://www.bigtalkeducation.co.uk) This includes

- Yr 6 Girls Growing up Safe
- Yr 6 Boys Growing up Safe
- Yr7 Introduction to RSE
- Yr8 Building on the Basics
- Yr8 Developing Feelings

At all stages we aim to present the facts in an objective, balanced and sensitive manner. Pupils' questions will be answered at an appropriate level and they will be encouraged to discuss the lessons with their parents.

Pupils with Special Educational Needs will find teaching and resources will be differentiated as appropriate to address the needs of the children in order for them to have full access to the content of Relationships and Sex Education.

Differentiation for children with Special Educational Needs should be planned for in terms of:

- Learning objectives
- Activities
- Teaching methods
- Resources Activities should be broken down into small steps, giving children achievable goals and enabling teachers to monitor progress.
- Teaching assistants should support in ways appropriate to the needs of the individual. They should also be aware of the objectives of the lesson and activity.

Parents have the right to withdraw pupils from sex education, but not relationships education and this needs to be done in discussion with the Headmaster.

Relationships Education and Relationships and Sex Education are delivered during designated, timetabled PSHEE slots with the form tutor. It is the responsibility of the form tutor to follow the Jigsaw scheme of learning. This is overseen by the Head of Pastoral Care ensuring that the scheme of learning is followed as well as reviewing the policy.

When the policy has a significant amendment parents are consulted and although all views are listened to, they do not amount to a power of veto over the curriculum.

The policy is approved by the school governors.

Staff Responsible	Head of Pastoral Care in conjunction with the Science department
Last reviewed	Autumn 2021
Date of next review	Autumn 2022



## Relationship & Sex Education to help keep children & young people safer. Information for Parents/Carers of Pupils & Students at St Hugh's School, Woodall Spa.

In response to our changing society and the impact of the Internet, the Government have introduced statutory **Relationship & Sex Education** to all Schools, these lessons are not new and have been delivered in most good Schools since the last guidance in 2000, however some of the content has now been updated to help keep children and young people safer.

School is here to help; we are engaging the support of the specialist organisation BigTalk Education, who are a social enterprise recognised by national leading bodies and government. They work with 3- to 18-year-olds and have been involved in delivering age-appropriate education of this type for over 20 years. They also deliver training for Professionals, Parents & Carers.

Below is some information on the "Growing Up Safe" (Primary) & "Lessons 4 Life" (Secondary) programmes that will be delivered by BigTalk Education, it reflects the recommendations of the new **Government Guidance 2019, Ofsted & SEF** (Sex Education Forum)

### **Year 6 Bodies, Babies & Bellybuttons**

The children will be taught about the emotional and physical changes of growing up, coping strategies for different emotions, as well as looking after their bodies with the onset of puberty. Also covered is reproduction, including conception and birth. We allow time for children to ask questions anonymously, to fill in any gaps in their knowledge or clarify misconceptions. They will often want more details on conception, how babies (including twins) develop and are born. Sometimes they ask how people can get germs from sex and how they can be prevented, or there may be curiosity about feelings or body image – each group is different.

### **Year 7 Bodies Introduction to Secondary RSE**

The basis of knowledge of year 7 pupils can vary considerably dependent on the quality of their primary RSE provision or lack thereof. This lesson is designed to establish knowledge levels, ensure consistent accurate knowledge of core topics and back fill gaps. Themes covered include proactive safeguarding, reproduction, puberty, relationships, body image, gender and reliable sources of information.

**Year 8 RSE Building on The Basics.** In year 8 we address core themes within RSE, myth busting common misconceptions of young people around relationships, risky behaviour, pregnancy, rights and responsibilities, as well as the law. The young people work with the team to clarify definitions of terms they have heard but may not understand, as well as answering questions in a safe confidential environment.

**Year 8 Developing Feelings.** We work with the young people to discuss changes in friendships and relationships as they may begin to develop emotional and romantic attachments. This covers all types of relationships and as with all of our programme, is fully LGBTQ+ inclusive. The workshop covers a range of themes that affect relationships and young people's perception of what constitutes a healthy relationship. We address peer pressure, abusive relationships and gender stereotypes, as well as contemporary issues such as youth generated images (sexting), internet safety and the dangers of inappropriate websites which we demonstrate can warp a young persons' view of social norms.

More information is available on BigTalk's website, [www.bigtalkeducation.co.uk](http://www.bigtalkeducation.co.uk)

## **Exemplar letter to Year 6 Parents before the Reproduction element of the Science Curriculum.**

Dear Parents,

As part of our Science learning, sex education lessons for the current Year 6 will be taught during the week beginning XXXX .

The lessons cover all of the recommended areas for children of this age group. The objectives that will be covered are listed below:

- Know about the human reproductive system
- Understand the process of fertilisation
- Know how a baby starts (e.g. how a foetus grows in the mother's womb)
- Tell you how a baby is born
- Describe the main stages of the human lifecycle
- Tell you some of the physical and emotional changes that take place during puberty
- Explain what a period is

Should you wish to view the resources that we will use within the classes, or should you have any questions regarding the lessons, please contact Mrs Costello as soon as possible. Sex education sessions are taught sensitively as part of the PSHEE and Science curriculum and are very important for pupils of this age group.

Sex and relationship education (SRE) is compulsory from age 11 onwards. It involves teaching children about reproduction, sexuality and sexual health. It doesn't promote early sexual activity or any particular sexual orientation. Some parts of sex and relationship education are compulsory, these are part of the national curriculum for science.

Parents can withdraw their children from all other parts of sex and relationship education if they desire if this is put this in writing to Mr Wyld by XXXX.

The school policy on sex education is available to parents on the school website.

Yours Sincerely

Mrs B Costello

Head of Science