



Eaton Square School

Eaton Square School Relationships and Sex Education Policy 2022

This policy is for the whole school, including EYFS

Reviewed: Miss Lucy Kroll – Head of PSHE	4.9.22
Approved by: Mrs Trish Watt Headmistress	07.09.22
Next review: September 2023	

Introduction

At Eaton Square School, we believe that Relationships and Sex Education (RSE) is vital for the personal, social and emotional development of our pupils. It equips children and young people with the information, skills, and values they need to have safe, respectful and enjoyable relationships and empowers them to take responsibility for their wellbeing. Eaton Square School believes that all children and young people have a right to holistic, inclusive, and needs-led RSE. We believe that through providing high quality RSE, we are upholding the ethos and values of our school and its commitment to equity and celebration of difference. We will ensure the policy is effectively communicated to staff and parents, including through publishing the policy on our school website and sharing it with a forum of parents who opted in to responding to our Spring Term 2022 RSE Parent Questionnaire. The information below complies with our statutory obligations to deliver RSE under sections 34 & 35 of the Children and Social Work Act 2017. It will have due regard for the DfE's statutory Relationships Education, Relationships and Sex Education and Health Education Guidance and other relevant guidance.

What is Relationships Education?

We define Relationships Education as learning about the social, legal and emotional aspects of human relationships including friendships and family life. We define Sex Education as learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including the scientific aspects of human reproduction and the scientific and emotional aspects of puberty. We take the approach that Relationships and Sex Education are best approached in an integrated way that is respectful of gender equity and human rights. We will seek to nurture children's curiosity about the world around them, supporting their development and their respect for themselves and each other. We will focus on consent, and how children need to seek consent in all aspects of life. In successive pieces of legislation since the 1992 Education Reform Act, the development of pupils' spiritual, moral, social and cultural development has been a focus of attention. An implication of this Act is that adults and young people alike should show, and be entitled to expect from others, good standards of behaviour, marked by respect, courtesy, and freedom from harassment. All staff have a responsibility to make a positive contribution to pupils' personal development.

Aims At Eaton Square School

We aim to not only cover the curriculum content outlined in the RSE Guidance, but to equip our pupils with the necessary knowledge and skills to build positive and respectful relationships online and in person. We seek to ensure that our curriculum gives pupils the knowledge, skills, attitudes, and values that will help them to:

- maintain their health and wellbeing
- build self-esteem and self-worth
- explore and value their personal and identity and the personal identities of others
- understand family structures, committed relationships and the legal status of different types of long-term relationships
- understand and make sense of the real-life issues they are experiencing in the world around them
- manage and explore challenging feelings and emotions
- consider how their choices affect their own wellbeing and that of others
- develop as informed and responsible citizens
- understand and ensure the protection of their rights throughout their lives.

Curriculum RSE is delivered through a range of assemblies and curriculum areas but is specifically addressed through the school's Personal, Social and Health Education

(PSHE) curriculum. This curriculum is developed by the Head of PSHE in conjunction with the views of teachers, pupils, and parents. In School, we will meet the learning objectives and content outlined in the Relationships Education, Relationships & Sex Education and Health Education Guidance from the Department for Education. All content will be delivered through a range of subjects including Science and PSHE in a timely way and will be age and developmentally appropriate to meet the needs of our pupils, including those pupils with SEND.

Delivery

Relationships Education will be delivered by the Head of PSHE and class teachers in the first half of the Summer Term of Years 2, 4 and 5 with the Sex Education element (including puberty) taught in Years 4 and 5 at the same time. Parents/carers will be written to, with half a term's notice, outlining which aspects of the subject will be covered, how the subject matter will be taught, examples of materials that will be used, and the option for them to opt their child out of the Sex Education aspects of the lessons (please note, reproduction is not taught to the Year 2 children and so therefore parents cannot opt their children out of any aspects of their curriculum). Please see Appendix 1 for the curriculum map for Years 2, 4 and 5. The lessons that parents can opt their children out of are highlighted in yellow. The PSHE team will work closely with specialist colleagues in related curriculum areas (Science, Computing, PE) to ensure a holistic and joined up approach to what is taught in RSE. We also supplement learning through using a whole school approach and utilising time outside of the classroom, such as topics explored in school assemblies, through art and drama, school celebrations or events. RSE will address aspects of relationships and sex in an integrated way within a single topic. We also use external agencies where appropriate to deliver aspects of Relationships and Sex Education (see section below). The programme will be delivered in a non-judgemental, factual way, using the correct medical terms where appropriate (for example when teaching about external body parts). School staff are expected to always behave professionally and are not expected to express their personal views or beliefs when teaching RSE.

Pupil voice

'Listening and responding to the views of young people will strengthen the policy, ensuring that it meets the needs of all pupils.' (DfE Guidance, p12)

Pupil voice is central to the culture and ethos of Eaton Square School. We use pupil voice to evaluate how relevant and engaging RSE is to children's lives. Throughout our RSE scheme of work we embed pupil voice practices to enable students to express their views on the range of topics and issues that RSE covers and to ensure that they listen to other opinions and evidence, reflect on their own perspectives, and take a broad and balanced view. We do this through responding to each lesson within class scrapbooks, which are displayed in each classroom on the PSHE Working Walls. We want to ensure that all pupil voices are heard but that those views that are hurtful, offensive, or exclusionary do not dominate and are addressed. We want to ensure a culture where human rights, social justice, inclusion, and diversity are promoted and our teachers will use a range of strategies to promote open thought and dialogue such as the use of in-class PSHE Working Walls, where children can pose their Big Questions in a safe environment. Classrooms will also have a Questions Box, where questions can be submitted anonymously.

Answering pupil questions

'The school's policy should cover how the school handles [difficult] questions. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.' (RSHE Guidance, p23)

RSE explores a range of issues that may provoke questions from pupils. We view questions as a positive sign that pupils are engaged with what is being taught and feel able to express natural curiosities about themselves, their bodies, and relationships with others. As much as possible, where a question is relevant to the whole class, we will answer it to the whole group. There may occasionally be the need to deal with a question outside of the classroom if it is not suitable for the entire class. Questions will always be answered in an age and developmentally appropriate way and consider whether a parent/carer has requested their child to be removed from the Sex Education aspects of the lessons. School staff will not be expected to answer personal questions about themselves or to ask direct personal questions of their students that could make either party vulnerable. School staff are authorised to refer the child to their parents/carers to explore their questions, where necessary. We believe that an open approach to answering questions prevents pupils from learning inaccurate or harmful information online or from peers and older pupils. We believe that children are better protected from harm and abuse when they can discuss issues openly with trained professionals and in a safe environment.

Working with parents/carers

'All schools should work closely with parents when planning and delivering these subjects. Schools should ensure that parents know what will be taught and when.' (RSHE Guidance, p17)

'All schools must have in place a written policy for [...] RSE. Schools must consult parents in developing and reviewing their policy.' (RSHE Guidance, p11)

We believe that the successful teaching of RSE involves parents/carers and schools working together. We also believe that parents/carers can play an important role in the RSE of their children through exploring discussions at home that have taken place in school. Our RSE policy has been developed through consulting parents and carers in the form of an online questionnaire in the Spring Term 2022. We work with parents/carers to ensure that they are aware of what we teach and when through the following methods:

- presentations and open meetings with parents to outline the different aspects of the curriculum.
- parent Questionnaires are carried out to identify what are the best ways to engage with parents/carers and highlight where there is misinformation/ lack of clarity/ questions about the curriculum as well as to identify barriers to engagement.
- curriculum guides

We will share examples of the key resources we use with parents/carers to reassure them of the content and to enable them to continue the conversations started in class at home (in the Spring Term prior to the teaching in the Summer Term).

The right to withdraw from RSE

'All schools should work closely with parents [...] and clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.' (RSHE Guidance, p17)

As outlined within the Statutory Guidance, parents/carers have the right to request their child be withdrawn from all or part of sex education lessons that are delivered as part of PSHE. However, parents/carers do not have a right to withdraw their child from Relationships Education or Health Education, delivered during PSHE lessons. Parents/carers also do not have the right to withdraw their child from any sex education delivered as part of the Science curriculum (please see the Science Curriculum policy). Although parents/carers have the right to request to withdraw

their child from any or all of sex education as part of Relationships Education in the PSHE lessons, it is our aim to encourage parents to see the value of RSE learning and its contribution to keeping children safe, developing their emotional, social, and physical wellbeing and for promoting equality and social justice. Should a parent decide that they do not wish their child to take part in any of these lessons, we would ask that they first speak to the headteacher to discuss their concerns. The headteacher will discuss the request with the parent/carer to fully understand and address any concerns/objections to the content of the curriculum. If parents/carers do decide to withdraw their child, they should inform the headteacher in writing and the school will keep a record of this.

Working with visitors and external agencies

'Working with external organisations can enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with young people [...] It is important to agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with school policy.' (RSHE Guidance, p18)

From time-to-time the school may invite external experts and visitors to deliver parts of our RSE scheme of work. External visitors will be selected to enrich and supplement our RSE by bringing skills, methods and expertise to the classroom and the whole school. External visitors may include: first aid trainers, representatives of charities and support bodies and other experts. A teacher will always be present throughout these lessons to build on the pupil's learning after the session/s as well as to answer any questions the pupils may subsequently have. Any external visitor will be expected to comply with this policy and other related policies, including the school's Safeguarding and child protection policy. We will also ensure that:

- there is appropriate planning, preparatory and follow up work for the session.
- the visitor understands the cohort of children involved, including the different ability levels and diversities in identities across protected characteristics.
- they will also be made aware of any specific issues relating to child protection.

'At the heart of these subjects there is a focus on keeping children safe, and schools can play an important role in preventative education [...] Good practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports.' (RSHE Guidance, p42)

Eaton Square School acknowledges that RSE is crucial for creating a culture of safeguarding within the school and for meeting our statutory obligations as outlined in Keeping Children Safe in Education. RSE helps children to understand the difference between healthy and unhealthy relationships and to understand how to get help if they are experiencing abuse, or have experienced, abuse. We recognise that when discussing some of the issues RSE covers, some pupils could disclose abuse or other harmful experiences. In cases of a disclosure, all staff have statutory training around child protection and will follow the school's safeguarding policy and procedures. We also recognise that some children may be vulnerable to some of the content delivered in RSE due to a previous safeguarding concern, ongoing concerns, or changes to their personal life. For those children, additional support will be given to prevent them being affected by the scenarios or topics in their planned lessons.

Appendix 1 – curriculum map for Years 2, 4 and 5 RSE lessons in PSHE that take place in the first half of the Summer Term.

Some of these lessons (highlighted) can be opted out of by parents/carers, as they cover the non-statutory Sex Education objectives. Please speak to the Headmistress to discuss any of these topics further, or if you have any concerns. As they are non-statutory, these lessons may be cut due to time constraints within the curriculum.

Year	<u>Lesson 1: Our Bodies</u>
2	<p><i>H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</i></p> <p><i>H26. about growing and changing from young to old and how people's needs change</i></p> <p><i>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</i></p> <p><u>Lesson 2: Is It OK?</u></p> <p><i>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</i></p> <p><i>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</i></p> <p><i>R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</i></p> <p><i>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</i></p> <p><i>R22. about how to treat themselves and others with respect; how to be polite and courteous</i></p> <p><u>Lesson 3: Pink and Blue</u></p>

H22. to recognise the ways in which we are all unique
R23. to recognise the ways in which they are the same and different to others

Lesson 4: Your Family, My Family

R3. about different types of families including those that may be different to their own
R4. to identify common features of family life
R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried

Lesson 5: Getting Older

H26. about growing and changing from young to old and how people's needs change
H27. about preparing to move to a new class/year group

Lesson 6: Changes

H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better
H27. about preparing to move to a new class/year group

Year
4

Lesson 1: Human Reproduction

H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for

Lesson 2: Changes in Boys

H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction
H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)
H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene
H34. about where to get more information, help and advice about growing and changing, especially about puberty

Lesson 3: Changes in Girls

H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction
H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)
H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene
Changing Adolescent Body: key facts about puberty and the

changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes Changing Adolescent Body: about menstrual wellbeing including the key facts about the menstrual cycle Being Safe: where to get advice, for example family, school or other sources Page 1 of 3 PSHE and Citizenship Relationships and Health Education Mapping Document H34. about where to get more information, help and advice about growing and changing, especially about puberty

Lesson 4: Changing Emotions

H17. to recognise that feelings can change over time and range in intensity

H18. about everyday things that affect feelings and the importance of expressing feelings

H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways

H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations

H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)

H34. about where to get more information, help and advice about growing and changing, especially about puberty

Lesson 5: Relationships and Families

R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R2. that people may be attracted to someone emotionally, romantically, and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different

R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong

R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others Families and People Who Care for

Me: that families are important for children growing up because they can give love, security and stability Families and People Who Care for Me: 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

Families and People Who Care for Me: 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 Families and People Who Care for Me: 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 Page 2 of 3
PSHE and Citizenship Relationships and Health Education Mapping Document

R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart

R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability
R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty

Lesson 6: Where Do I Come From?

H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for

Year

Lesson 1: Changing Bodies

5

H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction

H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)

H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene

H34. about where to get more information, help and advice about growing and changing, especially about puberty

R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact

Lesson 2: Changing Emotions

H17. to recognise that feelings can change over time and range in intensity

H18. about everyday things that affect feelings and the importance of expressing feelings

H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways

H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations

H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)

Lesson 3: Just The Way You Are

H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)

H27. to recognise their individuality and personal qualities

H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth

L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes

L11. recognise ways in which the internet and social media can be used both positively and negatively

L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation

Lesson 4: Relationships

R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)

R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different

R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong

R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others

R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart

R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability

Lesson 5: Let's Talk About Sex

H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it

H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction

H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for

R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact

Lesson 6: Human Reproduction

H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for