This Policy was approved by the Governors January 2019 and will be reviewed on a bi-annual basis

“Hinguar Primary School is committed to safeguarding and promoting the welfare of children and expects all staff, governors and volunteers to share this commitment”.

Responsible members of Staff

Mrs. F. Willis (Acting Headteacher)
Mrs. D. MacKay (RSE Leader)
School Mission Statement: We have collaborated as a school community because at Hinguar we firmly believe that children need a good Relationship and Sex Education as part of the curriculum. This will promote health and well-being and will be key in preparing our learners for life in the 21st century.

Introduction
We have based our school’s sex and relationship education policy on the DFE guidance document Sex and Relationship Education Guidance (ref DFE 0116/2000). In this document, sex education is defined as ‘learning about physical, moral and emotional development. It is about understanding the importance of stable and loving relationships, marriage and family life, respect, love and care. Sex and relationship education is part of the personal, social and health education and citizenship curriculum in our school’.

While we use sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use sex education as a means of promoting any form of sexual orientation.

What does RSE mean in our school and for learners of this age?
As a school we use Southend Borough’s resource ‘Growing up with Yasmin and Tom’ (provided by the FPA.org.uk) as are 41 other Primary schools in the borough. It will cover topics including the body, feelings, relationships, family life and online safety.

We believe it is important to teach RSE to this age group because children and young people want to learn about issues such as body confidence, love and sexual attraction, how to respond to peer pressure and how to behave in a relationship.

Ofsted ‘Better Inspection for All’ document highlights that a greater emphasis will be put on: Safeguarding, preparation for life and work in Britain today. In key stage 1 it will be layering the foundations of understanding about growth and respect for one another. In key stage 2 it prepares learners for the changes experienced during puberty.

The role of parents
The school is conscious of the fact that the primary role in children’s sex and relationship education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and cooperation. In promoting this objective we:

- Consult and inform parents about the school’s sex education policy and practice;
- Answer any questions that parents may have about the sex education of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school;
- Inform parents about the best practice known with regard to sex education, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.
Parents have the right to withdraw their child from all or part of the sex and relationship education programme that we teach in our school. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard.

Confidentiality
Teachers conduct sex and relationship education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. If the teacher has concerns, they will draw their concerns to the attention of the headteacher, the designated person or in her absence deputy designated persons (Mrs. F. Willis or Mrs. K. Sheern) who will then deal with the matter in consultation with health care professionals. (See also Child Protection Policy.)

Who will be teaching the programme?
The programme will be led by Deborah Mackay
It will be taught by class teachers
It will be supported by Deborah Mackay and senior staff.

Aims and objectives
We teach children about:
- The physical development of their bodies as they grow into adults;
- The way human’s reproduce;
- Respecting their own bodies and the importance of sexual activity as part of a committed, long-term, and healthy and loving relationship;
- The importance of family life;
- Moral questions;
- Relationship issues;
- Respect for the views of other people;
- Sex abuse and what they should do if they are worried about any sexual matters.
- The issue of consent

Contexts
We teach sex and relationship education in the context of the school’s aims and values. While sex education in our school means that we give children information about relationships and sexual behaviour, we do this with an awareness of the moral code and values which underpin all our work in school. In particular, we teach sex education in the belief that:
- Sex education should be taught in the context of a loving relationship and family life;
- Sex education is part of a wider social, personal, spiritual and moral education process;
- Children should be taught to have respect for their own bodies;
- Children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- It is important to build positive relationships with others, involving trust and respect;

The National Healthy School Standard
We participate in the National Healthy School Standard scheme, which promotes health education. As participants in this scheme we:
- Consult with parents on matters of health education policy;
- Listen to the views of the children in our school regarding sex education;
• Look positively at any local initiatives that support us in providing the best sex education teaching programme that we can devise. The school is now supported by Southend Council and the Yasmin and Tom resource.

**Organisation- (Please see attached Curriculum Map)**

We teach relationship and sex education through different aspects of the curriculum. While we carry out the main sex education teaching in our personal, social and health education (PSHE) curriculum, we also teach some sex education through other subject areas (e.g. science), where we feel that they contribute significantly to a child’s knowledge and understanding of his or her own body, and how it is changing and developing.

In science lessons in Year 5 and 6, teachers inform children about puberty and how a baby is born. For this aspect of the school’s teaching, we follow the guidance material in the national scheme of work for science. In Foundation and Key Stage 1 we teach children that animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.

By the end of Key Stage 2, we ensure that both boys and girls know how babies are conceived, born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children.

Parents are informed when discrete puberty or sex education lessons will take place and are given the option to view resources or discuss the content before their child participates in the lesson.

**Monitoring and review**

The PHSE leader monitors our sex and relationship education policy on an annual basis. They then report their findings and recommendations to the full governing body, as necessary, if the policy needs modification. The PHSE Leader gives serious consideration to any comments from parents about the sex education programme.

This policy will be reviewed every two years or earlier if necessary.
## Curriculum Map for 'Growing up with Yasmine and Tom'

### Module 1 (5-7) Lessons Taught

<table>
<thead>
<tr>
<th>Year 1</th>
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| **Autumn**      | • Introducing Yasmine and Tom  
|                 | • Relationships: Friends  
|                 | • Feelings: different emotions  |
| **Spring**      | • Keeping safe: People who can help me  
|                 | • Keeping safe in the house  
|                 | • Online Technology Safety: Taking Care online  |
| **Summer**      | • My body: Keeping Clean  
|                 | • My Body: External Body Parts  
|                 | • My Body: Internal body Parts  
|                 | • Gender Stereotypes: Similar and Different  |

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<tr>
<th>Year 2</th>
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| **Autumn**      | • Introducing Yasmine and Tom  
|                 | • Relationships: Different families  
|                 | • Feelings: What to do when we feel sad  |
| **Spring**      | • Keeping safe: Out and about  
|                 | • Online Technology Safety: Who can help us  |
| **Summer**      | • Gender Stereotypes: Toys  
|                 | • Life Cycles: Different Ages  
<p>|                 | • Life Cycles: Looking after babies  |</p>
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<td><strong>Year 3</strong></td>
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| **Autumn**     | • Introducing Yasmine and Tom  
|                | • Feelings: Expressing our feelings  
|                | • Relationships: What makes a good friend? |
| **Spring**     | • Keeping safe: People who can help me  
|                | • Online Technology safety: Taking care online- who can help us? |
| **Summer**     | • Life Cycles: Me, myself and I  
|                | • Life Cycles: Growing up and getting older  
|                | • My Body: Keeping clean and not spreading germs  
|                | • Gender Stereotypes: Jobs we do |
| **Year 4**     |                |
| **Autumn**     | • Introducing Yasmine and Tom  
|                | • Feelings: Managing our feelings  
|                | • Relationships: Getting on with your family |
| **Spring**     | • Keeping safe: Personal Space  
|                | • Keeping safe: Identifying risk  
|                | • Online Technology safety: Photos of myself online |
| **Summer**     | • My Body-Sexual body parts- male  
|                | • My Body- Sexual body parts-female  
|                | • Gender Stereotypes: Mothers and Fathers |

**Curriculum Map for ‘Growing up with Yasmine and Tom’**
<table>
<thead>
<tr>
<th>Module 3 (9-11)</th>
<th>Lessons Taught</th>
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<tr>
<td><strong>Year 5</strong></td>
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| **Autumn**      | • Introducing Yasmine and Tom  
                  | • Relationships: Trust  
                  | • Feelings: How easy is it to talk about... |
| **Spring**      | • Keeping safe: Saying no  
                  | • Keeping safe: People who can help me  
                  | • Online Technology safety: Cyberbullying |
| **Summer**      | • My body: Puberty  
                  | • My body: Periods  
                  | • My body: Wet dreams  
                  | • Gender Stereotypes – Discrimination and equal opportunities |
| **Year 6**      |                |
| **Autumn**      | • Introducing Yasmine and Tom  
                  | • Relationships: Peer pressure  
                  | • Feelings: Talking to people about how we feel |
| **Spring**      | • Keeping safe: Good touch and bad touch  
                  | • Online Technology safety: Social Networking and sending pictures  
                  | • Gender Stereotypes- Sexual orientation |
| **Summer**      | • Life cycles: How babies are made-sexual intercourse  
                  | • Life cycles: How babies are made- assisted fertility  
                  | • Life cycles: How babies are born  
                  | • Life cycles: Multiple births |