

**Downsell**  
PRIMARY SCHOOL



*Learning Today, Leading Tomorrow*

# Health, Relationships and Sex Education policy

<b>Date Adopted by GB:</b>	11 March 2024
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## Contents

1. Aims	2
2. Statutory requirements	3
3. Policy development	3
4. Definition	3
5. Curriculum	4
6. Delivery of HRSE	4
7. Roles and responsibilities	6
8. Parents' right to withdraw	7
9. Dealing with difficult questions	7
10. Training	7
11. Monitoring arrangements	7
Appendix 1: Curriculum map	8
Appendix 2: By the end of primary school pupils should know	15
Appendix 3: Parent form: withdrawal from sex education within HRSE	18

## 1. Aims

The aims of health, relationships and sex education (HRSE) at our school are to:

- Help children to keep themselves safe and understand what is age-appropriate or not – both on and off-line
- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development
- Ensure children know how to keep themselves healthy including exercise, hygiene, diet and mental health
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- To encourage resilience, self-respect and responsibility in relation to health, relationships and sex education

## 2. Statutory requirements

As a maintained primary school the school must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

The school is not required to provide sex education but the school does need to teach the elements of sex education contained in the science curriculum. However, Downsell believes that in Year 5 and 6, children have the right to be prepared to live a healthy, safe, fulfilled and balanced life and so the school will be teaching some aspects of sex education.

In teaching HRSE, the school must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#) and as endorsed by the Local Authority.

This policy has also been informed by section 149 of the [Equality Act 2010](#) which sets out the public sector equality duty and applies to all state funded schools.

Downsell Primary School teaches HRSE as set out in this policy.

## 3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a working group pulled together all relevant information including relevant national and local guidance to revise our current policy
2. Governing Body Consultation - were given the opportunity to look at the policy and make recommendations
3. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
4. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy

5. Ratification – once amendments were made, the policy was shared with the Governing Body and ratified

#### **4. Definition**

HRSE is about the emotional, social and cultural development of pupils, and involves learning about different family structures, healthy relationships, personal hygiene including in puberty, healthy lifestyles, diversity and personal identity.

HRSE involves a combination of sharing information, and exploring issues and values.

#### **5. Curriculum**

Our curriculum is set out as per Appendix 1 but the school may need to adapt it as and when necessary.

The school has developed the curriculum in consultation with parents, and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Having considered various resources, Downsell Primary School believes that the resources provided by 1Decision best reflect our school ethos and meet the needs of our children, context and wider school community.

Primary sex education will focus on:

- Using the correct anatomical language for genitalia
- How the body changes and grows during puberty

For more information about our curriculum, see our curriculum map in Appendix 1.

### **1. Delivery of HRSE**

HRSE is taught within the Personal, Health, Social, Economic (PHSE) education curriculum. Biological aspects of HRSE are taught within the science curriculum and during sex education lessons (Year 5). Aspects of the HRSE curriculum, in relation to online relationships, are also taught within computing lessons.

Teachers will continue to differentiate lessons based on pupils' understanding and needs in order to support pupils with achieving the learning objectives for each lesson.

In Year 5 boys and girls will be taught separately for some aspects of the HRSE curriculum.

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

- Inclusion and acceptance
- Being responsible

In terms of sex education in year 5, the children will focus on the changes experienced within their own body through puberty.

Health education focuses on:

- Mental well-being
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

For more information about our HRSE curriculum, see Appendices 1 and 2.

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

All types of relationships will be taught in a sensitive and age-appropriate way, recognising that not all sectors of our community are in agreement with all of these types of relationship or family structures. Teachers may acknowledge this using the following script:

The law in this country allows and respects the right of people to live in different types of family structure. For example, you may come across families where two men or two women have chosen to live together or marry and bring up children together or where there is only one parent. These families are allowed under the law in this country and the school respects the rights of people to live in different families. If the school meets children who live in different sorts of families to those the school is familiar with, it is wrong to say bad things about them or to bully them. Like their parents and their families, they are entitled to the same respect as everyone else.

## **7. Roles and responsibilities**

### **7.1 The Governing Body**

The Governing Body will approve the HRSE policy, and hold the Headteacher to account for its implementation.

### **7.2 The Headteacher**

The Headteacher is responsible for ensuring that HRSE is taught consistently across the school, and for managing requests to withdraw pupils from specific sex education (Year 5) lessons.

### **7.3 Staff**

Staff are responsible for:

- Delivering HRSE in a sensitive way
- Modelling positive attitudes to HRSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish to withdraw them from specific sex education (Year 5) lessons.
- Staff do not have the right to opt out of teaching HRSE. Staff who have concerns about teaching specific sex education lessons (Year 5) are encouraged to discuss this with the headteacher.
- The school's PHSE education lead is Lauren Byrne.
- The school's SENDco is Frank Crawford.
- The school's Well-being Lead is Deena Chetty.

#### **7.4 Pupils**

Pupils are expected to engage fully in HRSE and, when discussing issues related to HRSE, treat others with respect and sensitivity.

#### **8. Parents' right to withdraw**

Parents do not have the right to withdraw their children from relationships and health education during PSHE lessons. They are also not able to withdraw their child from any parts of the Science Curriculum.

Parents have the right to withdraw their children from the specific sex education lessons taught in Year 5 during PSHE, but only following a conversation with the headteacher/PHSE Lead.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher/PHSE Lead.

Alternative work will be given to pupils who are withdrawn from specific sex education lessons in Year 5.

#### **9. Dealing with difficult questions**

Primary aged pupils will often ask their teachers or other adults questions pertaining to health, relationships and sex which go beyond what is set out in the curriculum. Children whose questions go unanswered may turn to inappropriate sources of information, including the internet and other children. Children will, therefore, need a graduated age-appropriate response.

However, the focus for teachers should be on the subject matter planned. Questions of this nature should not generally be answered in front of the whole class. Strategies include offering a 1:1 session outside of the lesson, referring to another more senior member of staff, offering a simple holding answer or mentioning the question to the parents at the end of the day.

Teachers should be aware that such questions may raise a safeguarding concern at which point the school's Safeguarding Policy will apply.

#### **10. Training**

Staff will be trained on the delivery of HRSE as part of a planned programme of professional development.

The headteacher may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching HRSE.

### **11. Monitoring arrangements**

The delivery of HRSE is monitored by SLT, curriculum team and Lauren Byrne (PSHE lead) through:

- Lesson observations
- Learning walks
- Classroom environment check
- Book looks
- Team Teach sessions
- Staff meetings
- Pupil voice

Pupils' development in HRSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Lauren Byrne (PSHE lead) annually. At every review, the policy will be approved by the governing board/the headteacher.

Appendix 1: Curriculum map

**Health, Relationships and Sex Education curriculum map**

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
1	Autumn	<b>Keeping Healthy</b> To understand why we need to wash our hands To know how germs are spread and how they can affect our health To be able to practise washing your hands	1Decision unit and workbook
	Spring	To know the differences between healthy and unhealthy choices  <b>Friendship</b> Understand how to be a good friend Be able to recognise kind and thoughtful behaviour To understand the importance of caring about other people's feelings	
	Summer	To be able to see a situation from another person's point of view  <b>Online Bullying</b> To understand how your online activity can affect others To be able to identify the positives and negatives of using technology To know who and how to ask for help To be able to recognise kind and unkind comments	
		<b>Science Curriculum - Animals and Humans</b> To identify and name a variety of common animals that are birds, fish, amphibians, reptiles and mammals	







	Summer	<p>To be able to name human body parts</p> <p><b>Making friends online</b></p> <p>To be able to identify possible dangers and consequences of talking to strangers online</p> <p>To know how to keep safe in online chatrooms</p> <p>To be able to name the positives and negatives of using technology</p> <p>To understand the difference between safe and risky choices online</p> <p><b>Science Curriculum - Animals and Humans</b></p> <p>To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>To identify that humans and some animals have skeletons and muscles for support, protection and movement.</p>	
4	Autumn	<p><b>Healthy Living</b></p> <p>To explain what is meant by a balanced diet and plan a balanced meal</p> <p>To recognise how too much sugar, salt, and saturated fat in our food and drink can affect us now and when we are older</p> <p>To understand nutritional information on packaged food and explain what it means</p> <p>To describe different ways to maintain a healthy lifestyle</p>	1Decision unit and workbook
	Spring	<p><b>Appropriate Touch</b></p> <p>To identify the different types of relationships we can have and describe how these can change as we grow</p> <p>To explain how our families support us and how we can support our families</p> <p>To identify how relationships can be healthy or unhealthy</p>	

	Summer	<p>To explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable</p> <p><b>Online bullying</b></p> <p>To recognise the key values that are important in positive online relationships</p> <p>To identify the feelings and emotions that may arise from online bullying</p> <p>To develop coping strategies to use if we or someone we know is being bullied online</p> <p>To identify how and who to ask for help</p> <p><b>Science Curriculum - Animals and Humans</b></p> <p>To describe the simple functions of the basic parts of the digestive system in humans</p> <p>To identify the different types of teeth in humans and their simple functions</p>	
5	Autumn	<p><b>Drugs, alcohol and tobacco</b></p> <p>To explain some of the risks associated with smoking (physical, social, and legal) and name the addictive ingredient found in cigarettes, e-cigs, etc.</p> <p>To describe how smoking can affect your immediate and future health and wellbeing</p> <p>To give reasons why someone might start and continue to smoke</p> <p>To identify and use skills and strategies to resist any pressure to smoke</p>	1 Decision unit and workbook
	Summer	<p><b>Puberty (optional unit)</b></p> <p>To explain what puberty means</p> <p>To describe the changes that boys and girls may go through during puberty</p> <p>To identify why our bodies go through puberty</p> <p>To develop coping strategies to help with the different stages of puberty</p> <p>To identify who and what can help us during puberty</p>	

	Summer	<p><b>Image sharing</b></p> <p>To list reasons for sharing images online</p> <p>To identify rules to follow when sharing images online</p> <p>To describe the positive and negative consequences of sharing images online</p> <p>To recognise possible influences and pressures to share images online</p> <p><b>Science Curriculum - Animals and Humans</b></p> <p>To describe the changes as humans develop from birth to old age.</p>	
6	Autumn	<p><b>Drugs, alcohol and tobacco</b></p> <p>To identify what is a risky choice</p> <p>To identify the risks associated with alcohol</p> <p>To describe how alcohol can affect your immediate and future health</p> <p>To develop and recognise skills and strategies to keep safe</p> <p><b>Drug extension:</b></p> <p>To understand the difference between ‘legal’ and ‘illegal’ drugs</p> <p>To carry out research around cannabis</p> <p>To identify the risks associated with using cannabis</p> <p><b>Making Friends Online</b></p> <p>To list the key applications that we may use now and in the future</p> <p>To know and understand why some applications have age restrictions</p> <p>To identify ways to keep yourself and others safe in a range of situations online and offline</p> <p>To recognise that people may not always be who they say they are online</p>	1Decision unit and workbook
	Summer		

		<p><b>Science Curriculum - Animals and Humans</b></p> <p>To identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood</p> <p>To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>To describe the ways in which nutrients and water are transported within animals, including humans.</p>	
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Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<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>
Caring friendships	<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>Respectful relationships</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>Online relationships</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>Being safe</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> </ul>



- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><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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Appendix 3: Parent form: withdrawal from sex education within HRSE

**DOWNSELL PRIMARY SCHOOL**

**TO BE COMPLETED BY PARENTS**

Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

**TO BE COMPLETED BY THE SCHOOL**

Agreed actions from discussion with parents	