



Hillcross Primary School

Relationship, Sex and Health Education Policy

Mission, Vision and Culture

Nurturing our children to think critically and creatively within a collaborative community.

Our outstanding practice ensures our children meet their full potential, both personally and academically, and provides opportunities for them to develop their unique talents and skills. As a nationally recognized Thinking School, we nurture an empathetic community of creative and critical thinkers. We achieve success for all through our dynamic and ambitious curriculum, inclusive learning, promoting fairness and celebrating diversity.

Our vision is to enable a resilient (mental health and well-being) school community of compassionate (fairness) global citizens (environmental sustainability).

The Hillcross values are: aspiration, challenge, compassion, responsibility and respect.

Introduction

This policy has been developed to ensure that staff and families are clear about the statutory requirements regarding Relationship, Sex and Health Education (RSHE), and so that all children receive their educational entitlement. Through the implementation of this policy, the school will meet specific aspects of the legal and statutory requirements including those set out in the '[Relationships and Sex Education, and Health Education \(England\) Regulations 2019](#) (which was most recently updated on 13th September 2021 which are made under sections 34 and 35 of the Children and Social Work Act 2017'.

Relationship, Sex and Health Education (RSHE) is learning about the emotional, social and physical aspects of growing up, keeping safe, relationships, human sexuality, families, health, puberty and conception. Every child is entitled to receive Relationship, Sex and Health Education (RSHE) and at Hillcross we teach all of the aspects of it.

RSHE needs to be taught from the very beginning of primary school so that children learn about their bodies, can recognise if other people make them feel uncomfortable or unsafe and can report abuse and get help. It is a significant element of the teaching of safeguarding and is crucial in ensuring children know how to keep themselves and others safe. Knowledge is power; without knowledge our children will be more susceptible to anxiety, low self esteem, unhealthy relationships and possible abuse.

Relationships and Sex Education(RSE) focuses on:

- the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves:

- a combination of sharing information, and exploring issues and values.

It is important to note that SRE is not just about physical education but also about emotional intelligence and developing empathy in relationships.

Our policy is updated yearly to reflect evolving social, cultural, and educational needs. This year, the policy has taken into account advancements in technology, shifts in societal understanding of gender and sexuality, and broader educational priorities.

RSE is not about the promotion of sexual activity.



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Many children start puberty before they leave primary school, so it is important that all pupils know what to expect before it happens in order to minimise potential anxiety and upset. As detailed in the [Relationships and Sex Education \(RSE\) and Health Education \(Statutory guidance on relationships education, relationships and sex education \(RSE\) and health education\)](#). 'teaching about mental well-being is central to these subjects, especially as a priority for parents is their children's happiness. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely.' As such, it is our intention that all children have the opportunity to experience a programme of Relationship, Sex and Health Education at a level which is appropriate for their age and physical development with differentiated provision, if required.

RSHE at Hillcross is mostly taught within the PSHE curriculum, but it is also linked to other curriculum subjects such as science and P4C. The purpose of RSHE is to support children and young people to develop self-confidence in preparing for the physical and emotional changes they will experience as they move into adulthood. It promotes an understanding of the range of family types and other people who contribute to providing children with the care, love and support they need to grow and develop. The purpose is to promote equality and respect for all.

Since RSHE incorporates the development of self-esteem and relationships, pupils' learning does not solely take place through the taught curriculum, but through all aspects of school life. Children will often ask questions outside of lessons in order to make sense of their learning. Therefore, it is important that all staff take responsibility for understanding and implementing this policy and the RSHE curriculum. Teaching about healthy relationships should be a key focus, helping children understand what a respectful, non-abusive relationship looks like from an early age. This will empower children to speak up if they feel uncomfortable or unsafe and teach them about resources and people they can turn to for help.

At Hillcross we believe that the teaching of RSHE should be shared with parents and be mutually supportive and complementary. To ensure our families are fully informed, our RSHE curriculum is featured on the [school website](#), and we hold annual workshops at the start of the school year (targeted at different age groups across the school to share what will, and won't, be taught during lessons) and inform parents prior to teaching SRE (Sex and Relationships Education) specific lessons. An email detailing this information is sent out at least two weeks prior to lessons being taught, and includes a detailed synopsis of the content that will be covered within these lessons. This ensures that parents are given enough notice to discuss any concerns they might have, or seek advice on how to best support their child/ren with questions raised, with the class teacher (or in some instances a member of the Senior Leadership Team).

Aims

Taking account of the age, maturity and needs of the children, our Sex and Relationships Education aims to:

- **provide a framework in which sensitive discussions can take place**
- **create a positive culture around issues of sexuality and relationships and develop skills to maintain positive, healthy relationships**
- **teach children the correct vocabulary to describe themselves and their bodies (which further supports safeguarding)**
- **prepare children for puberty (with regards to the physical and emotional changes), and give them an understanding of sexual development and the importance of health and hygiene**
- **provide an understanding of reproduction and the life cycle**
- **develop children's skills to cope with the influences of their peers and the media and to dispel myths and misinformation**
- **protect, safeguard and promote the wellbeing of all children, including empowering children to protect themselves and to know where to go for help and support.**



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It also helps children to:

- develop positive attitudes and values and respect differences in opinion (this is further developed through P4C)
- help children to develop feelings of self-respect, confidence, sympathy and empathy
- develop children's ability to use communication skills and to develop assertiveness skills
- prepare children for taking responsibility for their own actions
- challenge and prevent prejudice and be upstanders and allies to others
- provide children with the confidence to be participating members of society and to value themselves and others.

Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum. In teaching RSE, we must have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

At Hillcross Primary, we teach RSE as set out in this policy.

Curriculum Planning and Delivery

PSHE (which includes RSHE and SRE) is taught weekly through a planned programme of work that is based on the PSHE Association Programme of Study. It has been adapted to meet the needs of the children at Hillcross and brings consistency and progression to our children's learning in this vital curriculum area.

SRE specific lessons (generally 3 lessons per year group) are delivered through the use of the **Christopher Winter Project (CWP) 'Confidence in Primary Schools' programme**, and are interwoven within the school's **bespoke** PSHE curriculum and taught explicitly according to the PSHE Progression of Skills grid. Biological aspects of RSE are also taught within the science curriculum. Although the CWP project is what we specifically use to teach the Sex Education element of RSHE, these lessons are mostly Health Education based.

It is also supported by sometimes inviting experts into school to teach about topics such as Female Genital Mutilation (FGM) and about how to protect themselves against peer on peer abuse (in Year 6 children as part of preparation for the transition to secondary school). Also, our Year 5 and 6 children are also visited by **GAV** (Growth Against Violence) to further develop their understanding of a range of topics. In Year 5, children are exposed to a **'So Social Media'** workshop which explores how digital technology has changed the way people communicate and the relationship young people have with social media. It also examines the dangers of communicating with people who pretend to be someone else online and how young people can remain safe online -making links to grooming. Our Year 6 children attend a **'Friend v Friendly'** interactive workshop which teaches refusal skills and builds awareness of negative peer pressure. They look at how certain "friends", especially those in negative peer groups



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like gangs, are nothing of the sort and will only attract trouble. During this, they demonstrate how older peers groom and coerce young people. The aim is to help young people read the signs of gang membership, recognise how gangs recruit, and understand the manipulative and coercive nature of gangs and gang members.

We developed the curriculum in consultation with parents, pupils, governors and staff, and took into account the age, developmental stage, needs and feelings of our pupils. However, if pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online or from alternative sources which are not safe or appropriate. In such cases, staff will share this information with parents if it is deemed necessary.

Our RSHE curriculum is set out below, but we may need to adapt it as and when necessary. The overview of the programme can be seen on the school website. This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children

Primary sex education at Hillcross will focus on:

- **preparing boys and girls for the changes that adolescence brings**
- **how a baby is conceived and born**
- **safeguarding our children against abuse and harm**

In the **Early Years Foundations Stage (EYFS)**, children learn about the concept of male and female and about how young animals grow and develop. They will also discuss how to keep themselves clean and healthy, in addition they will be taught how to keep themselves safe by understanding appropriate body boundaries (like closing doors when going to the toilet, keeping their private areas private etc). To support staff when teaching children about body boundaries, they use the [NSPCC](#) materials which explain which parts are private and should not be touched without consent. During their time in the EYFS children will develop skills to form positive relationships and think about relationships with others. This will link to different types of families and how we should respect each other. PSED is a prime area in EYFS; it focuses on these 3 areas: self regulation, managing self and managing relations.

For the rest of the school, it is per the [PSHE Curriculum Intent](#) (Progression of Skills). Specific Relationship and Sex (RSE) lessons are identified within the PSHE Curriculum Intent grids in yellow highlighting. There is growing awareness of the importance of teaching about **consent** from a young age, not just in the context of sexual activity, but also in all relationships and interactions. This is taught from the Early Years (in an age appropriate manner and links to personal space) all the way through to Year 6. The [NSPCC](#) has helpful advice about this important issue too.

In addition to the curriculum we provide, we will also teach children about sexism, stereo typing and sexual harassment as these can limit the development of childrens' natural talents and abilities of boys and girls, women and men, their educational and professional experiences as well as life opportunities in general. Reducing sexism and harassment has the capacity to provide safer environments for everyone, be better for mental health, and produce more diverse opportunities. Whole school collective worship sessions are led by DSLs to teach children about these topics (at an age appropriate level) and to promote a zero tolerance approach to sexism, stereotyping and sexual harassment. See refer to the [Behaviour Policy](#) for further information.

How and by whom will RSHE be taught?

Our RSE lessons will be delivered in an age appropriate and sensitive manner and will always be delivered in the context of our school values: aspiration, challenge, compassion, respect and responsibility. We aim to provide a learning atmosphere where children feel safe and relaxed, and where they feel confident to engage in discussions around potentially sensitive subjects. In order to facilitate this, class teachers (who are most familiar to the children and who they feel most safe to share their thoughts, feelings and questions with) deliver these sessions as they know their children best.



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The teaching of RSE is taught in mixed gender groups, so that children learn to communicate with each other and develop an understanding of the changes the opposite sex experience and to build empathy for one another. Clear ground rules in class, and across the school, are essential when discussing sensitive subject matter and teaching RSHE. These are established in partnership with the class, then reinforced at the start of each relevant lesson. We also encourage open discussions about how to be a good friend, how to ask for help when feeling upset or confused, and how to recognise when a relationship is negatively affecting mental health as relationships have a huge impact on our wellbeing. It is also important to provide children with strategies on how to deal with negative relationships.

As a minimum, ground rules are likely to include the following basic guidelines:

- **Listen politely to each other**
- **Everyone gets a turn to speak, if they want to**
- **Everyone has a right not to speak**
- **Everyone's contribution is respected**
- **We don't ask or have to answer any personal questions**
- **We use anatomically correct language when we have learnt it**

As a nationally accredited Thinking School, we actively encourage our children and staff to make use of the thinking tools when learning about sex and relationships in order to organise and record facts and ideas. These include the use of thinking tools such as: thinking maps, thinking hats, thinker's keys, Habits of Mind and Philosophy for Children (P4C). P4C is a great platform for children to express their opinions, challenge one another's ideas (in a respectful manner) and also provide a forum where it is acceptable to agree or disagree with what is being said. This is done within a safe and controlled environment which allows children to ask questions and take more risks than they would ordinarily.

Pupil's questions will be dealt with honestly and sensitively and in an age appropriate way. However, if staff are faced with a question they do not feel comfortable answering within the classroom, techniques such as: distancing, the use of a question box, or making time to talk to a child individually will be used. Children may also be signposted back to parents/ carers (if the content is not deemed age appropriate) and in such instances, the teacher will contact the parents/carers to give a context to the conversations that have been held in class. Where needed, staff can support families on how best to answer and approach the concern or question at home.

It is also important to note that misconceptions and myths will be addressed as we want children to be white hat thinkers who are equipped with facts. For example, we will address misconceptions children have such as: 'All young people go through puberty at the same time.' or 'It's not okay to swim during your period'.

If any questions or comments raise safeguarding concerns, teachers will refer these to a Designated Safeguarding Lead and follow the school's safeguarding procedures.

Inclusion

At Hillcross Primary School we are committed to ensuring that the needs of all pupils are met. We carefully consider how we will 'adapt' the delivery to support children with specific needs (including those who might have experienced trauma or abuse), rather than change the content. However, if necessary, the content will be adapted accordingly. We carefully consider how a diverse range of pupils will relate to lessons taught and are sensitive to all pupils' experiences. To support children, they will be made to feel safe and supported and are able to engage with the key messages.

SEND and vulnerable children will have access to the same topics as every other child, but learning will be adapted to cater for their:

- Cognitive ability
- Age and stage of life
- Maturity
- Experience



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- Social understanding
- Interest and understanding

The mantra of, ‘**Supporting learners to... rather than protecting learners from**’ is one we adopt. This may mean adapting resources to enable access, changing where the lesson takes place (for example in a nurture room) additional teaching sessions to ensure that children with additional education needs (or other needs linked to previous experiences, trauma or emotional regulation) fully understand the concepts in the RSHE curriculum. Alternatively, it may require additional support within lessons, working in a smaller group or on a 1:1 basis. Certain children would also benefit from seeing the information digitally or having their own set of slide notes. Learners with SEND might need more: time, overlearning, sensory engagement, real life examples, emphasis on life skills, transition time in and out, question opportunities after the lesson or to recap and connect with previous learning.

It is also important to consider our increasingly multicultural society, and that families, cultures, and religions may have different perspectives on sex and relationships education. Our policy is flexible enough to accommodate diverse cultural and religious values, while also promoting inclusivity and respect for all pupil’s identities. Parents have the option to opt their children out of certain SRE lessons based on cultural or religious grounds, but we will ensure they still receive a broad, inclusive education in relationships and safety.

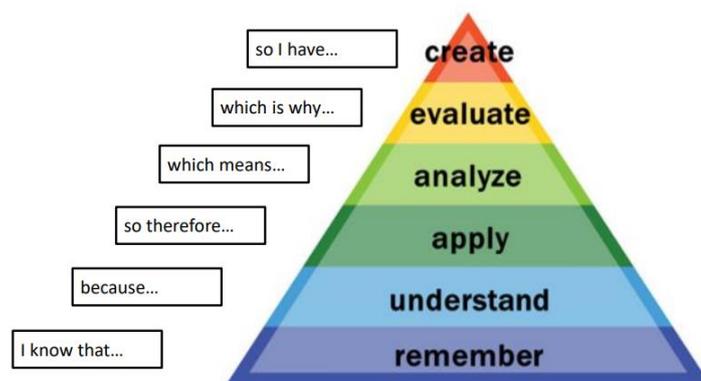
Assessment

“It is important for pupils to have opportunities to reflect on their learning, especially when that learning relates directly to the individual’s identity – their personal qualities, attitudes, skills, attributes, achievements and influences. It is important for teachers to feel confident that learning has taken place, to be able to demonstrate progress, and to identify future learning needs. Assessment increases pupils’ motivation and improves learning, as their increased awareness of their own progress and development illustrates the value of their learning.”

PSHE Association (2020)

Children’s understanding, knowledge and skills are assessed through observation, discussion, questioning and group participation. Staff will do this in creative ways such as: filming pupils speaking or completing group activities, capturing sound bites from class discussions, photocopying collaborative work for individual books, writing thought bubbles reflecting on what has been learnt, role play scenarios, writing a blog, creating a comic strip etc. These are not lessons for which we will often have formal written feedback. Questioning is also used to assess RSHE throughout, and at the end of sessions, to gain a deeper understanding of what children have learnt, understood and applied. Higher order thinking is developed, and children are encouraged to develop answers in response to: why, how and what if questions. Using Blooms Taxonomy is a successful technique as it encourages children to develop their higher order questioning and thinking skills. General comments about PSHE will be included in annual reports to parents.

Using Blooms taxonomy in RSE





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Assessment must be meaningful, inform future planning and learning and must be built into all RSE lessons. When assessing, staff will consider the skills learnt (whether the learning objective and success criteria have been met), the children's attitudes as well as knowledge acquired.

RSE and safeguarding

A comprehensive SRE curriculum is imperative in keeping children safe. In line with ['Relationships and Sex Education \(RSE\) and Health Education Guidance \(Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers\)'](#), grooming, sexual exploitation and domestic abuse including coercive and controlling behaviour, is addressed sensitively and clearly.

As previously mentioned, Year 5 we address the physical and emotional damage caused by female genital mutilation (FGM), explain where support can be found and explain that it is a criminal offence to perform (or assist in the performance) of FGM and/or fail to protect a person for whom you are responsible from FGM. As well as addressing this in the context of the law, children are supported in recognising when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence and strategies to manage this or access support for oneself or others at risk. This will be done in an age appropriate manner and where it is deemed appropriate workshops will be run by specialists in this area in conjunction with school staff.

With the increased use of the internet and digital devices in young people's lives, it's crucial that we address online safety and the impact of digital relationships and so this is addressed during these lessons (and the workshops previously mentioned) so children are given the knowledge and tools which will hopefully protect them from these threats, This is why we teach about: cyberbullying, grooming, sexting, and how to maintain privacy and consent when interacting with others digitally. During lessons, staff also address body image, peer relationships, and privacy in the digital age. The school also teaches the importance of keeping personal information private and how to recognise inappropriate content or behavior online and what to do if they encounter this.

Diversity and Inclusion

At Hillcross Primary School we pride ourselves on being an educationally inclusive school. We fully uphold our duty under the [Equality Act 2010](#) to ensure that teaching is accessible to all children, including those who are and/or have family members or friends who are lesbian, gay, bisexual or transgender (LGBT+). Inclusive SRE fosters good relations between children and tackles all types of prejudice – including homophobia – and promotes understanding and respect. This enables Hillcross Primary School to meet the requirements and live the intended spirit of the Equality Act 2010 and uphold the British Values of Individual Liberty and Mutual Respect and Tolerance for Different Faiths and Beliefs.

All children – whatever their experience, background and identity – are entitled to a high quality RSHE curriculum that helps build confidence, a positive sense of self and the knowledge they need to stay safe and healthy. All classes include pupils with different abilities and disabilities, experiences and backgrounds, gender and sexual identities. Staff ensure that content, approach and the use of inclusive language reflect the diversity of the school community and help each and every pupil to feel valued and included in the classroom. We have regular discussions about different types of families and relationships, ensuring children understand that families can be diverse and that same-sex couples, gender fluidity, and transgender identities are valid. We also share a range of books and texts which represent our diversity.

Links to Spiritual, Moral, Social and Cultural Development including British Values

All schools in England must show how well their children develop in the areas of Spiritual, Moral, Social and Cultural development (SMSC), which also encompasses the promotion of fundamental British Values. The Hillcross planning structure requires teachers to consider, and make links to, all aspects of SMSC throughout the curriculum and this applies to RSHE in varying ways according to the topics being taught. Links are made in most collective worship sessions, as well as in many teaching sessions.



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The contribution of RSHE to other curriculum areas and the school community

RSHE forms part of our school Curriculum Intent to provide a broad and balanced education to all children. The RSHE curriculum is part of the Personal Social Health Education curriculum and is linked to the curriculum in relevant subjects such as: Science (human growth and reproduction); ICT/Computing (online safety); RE and History (learning from past experiences and the impact this has had on people).

With regard to the wider school community, the teaching of RSHE contributes to:

- safeguarding children
- helping children keep themselves safe from harm both on and offline
- enjoying their relationships and building confidence in accessing services if they need help and advice
- promoting their emotional wellbeing and improving their ability to achieve in school
- creating a positive ethos and environment for learning
- promoting a better understanding of diversity and inclusion,
- reducing bullying and gender-based and homophobic prejudice, and
- a deeper understanding of what positive relationships look like.

Roles and responsibilities

The governing board approves the RSE policy, and holds the headteacher and senior leadership team to account for its implementation. The policy is reviewed annually by the PSHE/ RSHE lead (who is also a DSL).

The Senior Leadership Team (SLT)

The Senior Leadership Team is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to remove pupils from non-statutory components of RSHE. They are also responsible for ensuring that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity. If staff are less confident in leading sessions (especially SE lessons), another staff member can team teach or model how to teach a given lesson.

The PSHE Lead monitors and reviews the RSHE Curriculum Intent and Implementation and updates this policy annually and reports to governors on the effectiveness of the policy. Monitoring and evaluation enables us to:

- identify strengths
- identify areas for development and take appropriate actions
- ensure consistency in continuity and progression
- provide appropriate support and resources
- ensure needs of children are being met
- share good practice

- monitor whether educational resources used in SRE lessons are current, accurate and inclusive.

Staff are responsible for:

- delivering RSHE in a sensitive manner
- modelling positive attitudes to RSHE
- responding to the needs of individual pupils
- liaising with parents and informing them of upcoming sex education lessons
- responding appropriately to pupils whose parents wish them to be removed from the non-statutory



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components of RSE and then referring these families to the SLT to engage in further discussions

- assessing the progress of children within the curriculum

Parents

At Hillcross Primary School we are aware that the primary role in children's RSHE lies with parents and carers. This is summarised in the Department for Education, *Relationships Education, Relationships and Sex Education (RSE) and Health Education – Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers*, which states that 'parents and carers are the prime educators for children on many of these matters. Schools complement and reinforce this role and have told us that they see building on what pupils learn at home as an important part of delivering a good education'.

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:

- inform parents about the school's RSHE Policy and Curriculum via our school website, [emails or notifications](#) (ahead of teaching lessons) and annual workshops
- inform parents when the Sex and Relationships element of the curriculum is being taught (with two weeks notice)
- answer any questions that parents may have about the RSHE curriculum
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for Sex and Relationships Education in the school.

Pupils

Pupils

are expected to engage fully in RSHE lessons and, when discussing issues related to RSE, treat others with respect and sensitivity.

Parents' right to remove their children from lessons

The RSHE curriculum consists of both statutory and non-statutory elements. As per the Department for Education, *Relationships Education, Relationships and Sex Education (RSE) and Health Education – Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers*:

- parents **do have the right** to remove their children from the **non-statutory/non-science components of sex education within Relationships and Sex Education (RSE)**. This is mainly related to how a baby is conceived and born and that pregnancy can be prevented (at a very basic level).
- parents **do not have the right** to remove their children from **statutory Relationships Education, Health Education or the science curriculum**.

It is compulsory for all maintained schools to teach the parts of sex education that fall under National Curriculum Science which must be taught to all pupils of primary and secondary age e.g. the biological aspects of puberty and reproduction (Education Act 1996, National Curriculum 2014).

Parents wanting to remove their children from the non-statutory/non-science components of sex education within RSE are, in the first instance, invited to speak to the class teacher or RSHE lead (Tanja Doig) to share their concerns and to discuss the potential impact that removal may have on their child, as this could support them understanding the importance of the content being delivered and answer any concerns they may have.

At Hillcross, we believe all children, irrespective of their religious denomination, have a right to receive all aspects of the RSHE curriculum and therefore strongly encourage parents to consider the detrimental effects that removal



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might have on their child. This could include the social and emotional effects of feeling excluded, as well as confusion caused by the likelihood of the excluded child hearing their peers' version of the curriculum content, rather than what is actually covered. Furthermore, given the ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information to find out about the aspects of RSE being discussed by their peers or that they hear about in other forums.

It is important for parents to recognise that since many aspects of the RSHE filter into other lessons either as part of our planned cross curricular approach to the curriculum, or incidentally through the comments and questions of other children, we cannot guarantee that appropriate references will not be made outside of planned lessons - once again this could cause confusion and a feeling of isolation for those children who have been removed from the elements of RSE lessons.

Most importantly, RSHE learning safeguards children from potential harm and also prepares them for the changes that they will experience, both physically (like the growth of pubic hair, menstruation etc.) and emotionally.

If the parent still wishes to remove the child from the non-statutory/non-science components of sex education within RSE, requests for removal should be put in writing and addressed to the RSHE Lead or Headteacher (please see the Parent Form: Withdrawal from Sex Education on page 15) or they can email info@hillcross.merton.sch.uk and their names will be added to a list of children who should be withdrawn from specific lessons/ parts of lessons. All staff have access to this form and should check it before teaching the SRE lessons.

Records will be kept of all correspondence in relation to this process. Once a child has been removed, they cannot take part in the non-statutory/non-science components of sex education within RSE until the request for removal has been removed in writing.

Alternative work will be given to pupils who are removed from Sex Education and that child will go to another class for the duration of the lesson.

This process is the same for pupils with SEND. However, there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision.

Confidentiality

RSHE lessons are delivered in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, or indicates that they may have been a victim of abuse, this will be dealt with in line with our Safeguarding and Child Protection Policy and how further lessons with them are taught will be negotiated very carefully and with their best interest in mind.

The classroom is never a confidential place to talk and that remains true in sex and relationship education. At the beginning of RSHE lessons, children are reminded that the classroom is not necessarily the most appropriate place to discuss their personal experiences and issues – or to ask others to do so – through the establishment of ground rules set and agreed by the class. This is essentially to protect a child's dignity and ensure other children are not aware of their abuse which could lead to them being treated badly.

If a pupil tells a member of staff something personal, on a one-to-one basis outside of the classroom, staff let the child know that they may not be able to keep that information confidential. As such, they must explain that they may need to get help or advice from a Designated Safeguarding Lead or Senior Leader. Children are always kept informed about how any information they have disclosed will be treated by the school, and who will have access to it.

Specific Issues within RSHE

Language



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During all RSHE lessons, the correct terms for all body parts and functions will be used. For example, vulva, vagina, penis and testicles will be used rather than 'minnie', 'willy' and 'balls'. Sex-related slang words will be clarified in a factual way and it is made clear to pupils which words are potentially offensive and that from this point onwards, it is expected that the correct terms will be used. This aims to prevent bullying of children for not knowing definitions and points out the offensive nature of some words.

Challenging Bias

The content of the RSHE curriculum may be perceived by some as controversial. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias when evaluating the source of their information.

Answering Difficult Questions

Both formal and informal RSHE Education arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned. Staff can also tell children they need time to reflect on how to best answer a question if they are unsure of the most appropriate response, and seek advice and guidance before responding.

Sexual Identity and Sexual Orientation

Hillcross Primary believes that RSHE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly, yet sensitively in line with our Anti-Bullying Policy.

Pupils' Access to Help and Support

At Hillcross we share and display information about external agencies that support the welfare of children, such as Childline, throughout the school and it is also available on our school website. If children or families have specific concerns, the School Nurse can offer confidential advice.

Girls who start their periods at school are given confidential advice and support by members of staff and where appropriate, are given the opportunity to keep a bag with sanitary towels or spare clothes in designated toilets so that they are able to maintain their privacy.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. We are committed to treating all members of the school community fairly and challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any member of the school community and it helps to promote equality and accessibility at our school. The curriculum is planned to be inclusive and meet the needs and interests of a full range of learners. Activities and resources will be differentiated and adult support used to ensure that children access the curriculum and make the best possible progress.

Safeguarding Commitment

The school is committed to safeguarding and promoting the welfare of children, in line with the most recent version of Keeping Children Safe in Education, and expects all staff and volunteers to share this commitment. We take seriously our duty of care to our pupils and staff which includes safeguarding them from the risk of being drawn into terrorism - this includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. We work closely with social care, the police, health services and other services to promote the welfare of children and protect them from harm.



Hillcross Primary School

Radicalisation is recognised as a specific safeguarding issue and is addressed in line with the Government Prevent Strategy and The Counter-Terrorism and Security Act 2015.

Privacy Policy

Hillcross School is committed to ensuring protection of all personal information that we hold. We recognise our obligations under the GDPR and Data Protection act 2018. Our practice is documented in our Data Protection Policy.

Monitoring and Evaluation

Written: October 2017

Reviewed: September 2020, July 2021, July 2022, April 2023, April 2024, April 2025

Date of next review: April 2026

Click [this link](#) to access 'Parent Form: Withdrawal from Sex Education within RSE':