



THE HERMITAGE SCHOOLS

Relationships and Sex Education Policy

Person Responsible:	The Executive Headteacher
Date Adopted:	Summer Term 2023
Date of last review:	Summer Term 2026
Date of next review:	Summer Term 2029

1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- 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

The Hermitage Schools Relationships and Sex Education (RSE) Policy is based on the latest guidance from the DfE. Our Relationship and Sex Education Policy forms part of Life Skills (PSHE) teaching within the schools ensuring that our children develop an understanding of loving and caring relationships, and are provided with the skills to make good decisions about their own physical health and mental wellbeing, are informed about and comfortable with the changes during puberty and supported to be emotionally healthy and sexually.

Our approach to the teaching and learning of RSE is that it should be:

- Factually accurate, evidence-based and age-appropriate.
- Be sensitive to faith and cultural perspectives.
- Promote equality, inclusion and acceptance of diversity.
- Promote strong and stable relationships and friendships.
- Provide children and young people with a clear sense of rights and responsibilities.

The Hermitage Schools offer a broad and balanced curriculum that aims to meet the needs of every child and provides the opportunities for children to 'be the best they can be' in all areas of their development. This includes promoting the lifelong learning of our children, beginning in early years and continuing into adult life. Children are given the opportunities, responsibilities and experiences which will prepare them to be confident individuals and responsible citizens who are able to live a safe, healthy and fulfilling life.

2. Statutory requirements

As a primary academy, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We don't have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

In teaching RSE, we're required by our funding agreements to have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to 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 The Hermitage Schools, we teach RSE 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 member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to view and comment on the policy in advance of the final draft. Parents had the opportunity to meet with the Life Skills Leaders/Executive Headteacher.
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about 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. RSE is not about the promotion of sexual activity.

5. Curriculum

Our RSE curriculum is set out using Coram SCARF's online teaching resources (Appendix 1)

We have developed the curriculum in consultation with parents, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. 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.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1 and 2.

6. Delivery of RSE

RSE is taught within our Life Skills curriculum. Biological aspects of RSE are taught within the Science curriculum, and other aspects are included in religious education (RE).

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, kind relationships

- Online Safety and Awareness
- Being safe

Sex education focuses on teaching children about

- Understanding the human body and how it changes
- Preparing pupils for puberty
- Keeping safe
- Reproduction
- Reinforcing respect and healthy relationships

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

These areas of learning are taught within the context of family life, taking care to make sure 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 and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

ROCK rules will be referred to at the beginning of all Life Skills lessons.

ROCK Rules

- Respectful
- Open
- Confidential
- Kind

How teachers answer children's question that go beyond the planned curriculum.

Teachers have been trained to use a flow chart to support them to answer questions. Children will have the opportunity to ask questions by the use of a question box. Teachers will explain that all questions will be looked at. All questions are answered in a way that is factually correct, age-appropriate, and consistent with the school's RSHE curriculum.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences

During lessons, makes pupils feel:

- Safe and supported
- Able to engage with the key messages

We will also:

Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:

- A whole-class setting
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats

Give careful consideration to the level of differentiation needed, with particular attention to children with additional needs in line with our **Special Education Needs and Disabilities and Inclusion Policy**.

6.2 Use of resources

SCARF Coram Life Education resources are used to teach the RSE curriculum.

We **will** consider whether any other resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

7. Use of external organisations and materials

We will make sure that any agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:

- Are age-appropriate
- Are in line with pupils' developmental stage
- Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

8.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

8.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the components of RSE
- Prior to lessons being taught, Staff will share the lesson objectives with parents. Resources are available for parents to view ahead of these lessons upon request.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Executive Headteacher.

8.4 Pupils

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

8.5 Parents

Parents are offered the opportunity to view materials prior to the teaching of Sex Education via teacher communication. Parents have access to additional reading material in **Appendix 4**.

9. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

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

Alternative school work will be given to pupils who are withdrawn from sex education.

10. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

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

11. Monitoring arrangements

The delivery of RSE is monitored by Life Skills Subject Leaders through monitoring arrangements, such as planning scrutinies, learning walks, etc.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. Knowledge organisers are used in Key Stage 2 to enable children to reflect on their learning.

Appendix 1: Relationships and sex education curriculum map

Reception content • Life stages in plants, animals and humans • Where do babies come from? • Getting bigger • Me and my body • Looking after my special people • Looking after my friends • Keeping safe online	Sample Learning Activities • Role-play how you can help your special people at home • Read a book together about getting bigger • Using the pairs cards, match up the baby animal with its adult equivalent • Draw pictures of a friend. Write how they look after that friend or how their friend looks after them • Write some safety rules about being online
Year 1 content Ending learning from Reception New content includes: • Our special people • Caring behaviour • Respecting others • Safe touch • Unsafe secrets • Friendship • Communication • Bullying (inc. online) • Boundaries • Privacy including naming genitals • Feelings	Sample Learning Outcomes • Recognise and name some of the qualities that make a person special to them • Identify simple qualities of friendship • Identify things they could do as a baby, a toddler and can do now • Explain the difference between appropriate and inappropriate touch • Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep • Identify parts of the body that are private
Year 2 content Extending learning in Y1 • New content includes: • How my behaviour (positive or negative) affects others • Becoming more independent • Keeping themselves and others safe • Growing from young to old and how people's needs change	Sample Learning Outcomes • Identify some of the ways that good friends care for each other, both online and in real life (IRL) • Know and use words and phrases that show respect for other people • Explain where someone could get help if they were being upset by someone else's behaviour • Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe. • Identify the types of touch they like and do not like • Explain that our genitals help us make babies when we are older
Year 3 content Extending learning in Y2 • New content to include: • Change including bereavement • Images in the media • Protecting personal information online • Different types of relationships • Healthy and unhealthy relationships (friendships) both online and IRL • Discrimination and its consequences • Understanding risk • Making informed choices • Resisting pressure • Menstruation	Sample Learning Outcomes • Explain some of the feelings someone might have when they lose something important to them • Recognise and describe appropriate behaviour online as well as offline • Identify when it is appropriate or inappropriate to allow someone into their body space • Recognise who they have positive healthy relationships with • Recognise that repeated name calling is a form of bullying • Understand that for girls, periods are a normal part of puberty

Year 4 content Extending learning in Y3 • New content to include: • Body changes in puberty • Conflicting emotions • Good and not so good feelings • Marriage, Civil Partnership and other relationships • Consequences of our actions • Recognise and challenge stereotypes • Pressures to behave in an unacceptable, unhealthy or risky way	Sample Learning Outcomes • Understand and explain why puberty happens • Suggest reasons why young people sometimes fall out with their parents • Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony • Define what is meant by 'being responsible' • Understand and identify stereotypes, including those promoted in the media • Understand that we can be influenced both positively and negatively
Year 5 content Extending learning in Y4 • New content to include: • Body changes and feelings during puberty • Changing feelings and the effect on those we live with • Unhealthy relationships • Risky behaviour • Healthy behaviour online • Types of bullying including homophobic • Keeping personal information private online	Sample Learning Outcomes • Identify some products that they may need during puberty and why • Recognise some of the feelings associated with feeling excluded or 'left out' • Identify what things make a relationship unhealthy • Explore and share their views about decision making when faced with a risky situation • Recognise that people aren't always who they say they are online • Recognise that some people can get bullied because of the way they express their gender • Know how to protect personal information online
Year 6 content Extending learning in Y5 New content to include: • Body image • Sharing images online • Forced marriage • Conception, reproduction & birth	Sample Learning Outcomes • Recognise that photos can be changed to match society's view of perfect • Explore the risks of sharing photos and films of themselves or others online, and without consent • Take a critical approach to what they see and hear online • Describe ways in which people show their commitment to each other • Know a variety of ways in which the sperm can fertilise the egg to create a baby

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	1. That families are important for children growing up safe and happy because they can provide love, security and stability. 2. The characteristics of safe and happy family life, such as 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. 3. That the families of other children, 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. 4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. 5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	1. How important friendships are in making us feel happy and secure, and how people choose and make friends. 2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. 3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. 4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. 5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. 6. How to manage conflict, and that resorting to violence is never right. 7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.
Respectful, kind relationships	1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. 2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. 3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. 4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. 5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. 7. The conventions of courtesy and manners. 8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.

	9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. 10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. 11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.
TOPIC	PUPILS SHOULD KNOW
Online safety and awareness	1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. 2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. 3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. 4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. 5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. 6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.
Being safe	1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. 2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. 5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. 6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. 7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

Appendix 3: Parent form: withdrawal from sex education within RSE

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	

Appendix 4: Suggested books for parents to talk with their children about Sex and Relationships.

EYFS/KS1

- A bad case of stripes by David Shannon
- A kiss like this by L Anholt
- Ada Twist Scientist by A Beaty
- Alien Nation by M Donaldson
- Amazing you by Dr G Saltz
- And tango makes three by J Richardson and P Parnell
- Before you were born by Jennifer Davis
- Dr Dog by B Cole
- Enemy Pie by Derek Munson
- For every child by various (the rights of the child in words and pictures)
- Getting smart about your private parts by Dr Gail Saltz
- Good night stories for rebel girls by W Favilli
- Hair in funny places by B Cole
- How did I begin? by Mick Manning
- How do dinosaurs get well soon? By J Yolen
- How to be a friend by L Brown and M Brown
- If I had a 100 mummies by V Carter
- If big can...I can by B Shoshan
- Introducing Teddy by J Walton
- King & King by Linda de Haan and Stern Nijlan
- Let's talk about where babies come from by R H Harris
- Long live princess smartypants by B Cole
- Made by Raffi by C Pomranz
- Making a baby by Rachel Greener
- Monkey Puzzle by J Donaldson
- Mummy laid an egg by B Cole
- Mummy never told me by B Cole
- My Underpants Rule by Rod Power and Kate Power
- My body! What I say goes! By Jayneen Sanders
- My family, your family by Laura Henry- Allain
- No means no! by J Sanders
- Rosie Revere Engineer by A Beaty
- So much by T Cooke
- Some secrets should never be kept by J Sanders
- Teach your dragon good hygiene by Steve Herman
- The Nanny Goat's Kid by J Willis
- The Paper Bag Princess by R Munsch
- The great big body book by Mary Hoffman
- The great big book of families by Mary Hoffman
- The growing story by R Krauss
- The huge bag of worries by V Ironside
- The princess knight by C Funke
- There is a house inside my mummy by G Andrae and V Cabban
- Topsy and Tim and the new baby by J and G Adamson
- What makes a baby by C Silverberg
- When I grow up by Tim Minchin
- Where did that baby come from by D Gliori
- Where willy went by N Allan
- Who has what? by Robbie H Harris
- Your mummy ate my football by Lynwen Jones

KS2+

- A boys guide to growing up by Anita Ganeri
- A-Z of Growing up, puberty and sex by L De Meza
- Giraffes can't dance by G Andrae
- Girls Only by V Parker
- "Grown" The Black Girls Guide to Growing Up by Melissa Cummings-Quarry & Natalie A Carter
- Help your kids with growing up by Robert Winston (suitable for mature Y6s)
- How to grow up and feel amazing by Dr Ranj Singh
- How to love: A guide to feelings and relationships for everyone by Alex Morris (suitable for mature Y6s)
- How your body works by Judy Hindley
- Kit Kitten and the topsy-turvy feelings by J Evans
- Let's talk about sex by R H Harris
- Living with a willy by N Fisher
- Odd dog out by R Biddulph
- On your marks, get set, grow! by Lynda Madaras
- Puberty in numbers: everything you need to know about growing up by Liz Flavell
- Red -A crayon's story by M Hall
- Respect: Consent, Boundaries and Being in Charge of YOU by Rachel Brian
- Sex is a funny word by C Silverberg and F Smyth
- The Autism-Friendly Guide to Periods by Robyn Steward
- The Boys' Guide to Growing Up: Choices and Changes During Puberty by Terri Couwenhoven
- The Girls' Guide to Growing Up: Choices and Changes in the Tween years by Terri Couwenhoven
- The Growing Up Guide for Girls – What Girls on the Autism Spectrum Need to Know! by Davida Hartman
- The book about periods for all young people by Olivia Brinkley-Green
- The girl's body book by Kelli Dunham
- The period book by K Gravelle
- The puberty book by W Darvill
- Transition From Primary to Secondary School: Key things Parents need to discuss with their children by Trisha M Samuel
- Welcome to your period by Yumi Stynes and Dr Melissa Kang
- What's Happening to Tom? A book about puberty for boys and young men with autism and related conditions by Kate E. Reynolds and Jonathon Powell
- What's Happening to Ellie? A book about puberty for girls and young women with autism and related conditions by Kate E. Reynolds and Jonathon Powell
- What's happening to me? by P Mayl

Books for Parents

- Brilliant questions about growing up by Amy Forbes-Robertson and Alex Fryer
- Can I have babies too? Sexuality and Relationships Education for Children from Infancy up to Age 11 by Sanderijn van der Doef, Clare Bennett, and Arris Lueks
- Questions children ask and how to answer them by Dr M Stoppard
- Sex Ed for Grown-Ups by Jonny Hunt
- Speakeasy: talking with your children about growing up by fpa (Family Planning Association)
- sex ed: how to talk to your kids about sex by Dr Laura Berman