



RSE Website Statement

At Hazelwood School, we aim to ensure that children grow up able to enjoy the positive benefits of loving, rewarding and responsible relationships through our up-to-date and clear Relationship Education (Years 1-5) or Relationship and Sex Education (Years 6-8) Programmes.

We are committed to our pupils being informed and comfortable with this subject and their own bodies. A comprehensive programme of RE/RSE, as documented in our RSE Policy, provides age-appropriate building blocks of accurate information about the body, reproduction, sex and sexual health. It also gives children and young people essential skills for building healthy, positive, enjoyable, respectful and non-exploitative relationships. Pupils learn what healthy relationships look like as well as how to respect themselves and others. They realise that family units might look different to their own and the importance of treating everyone with courtesy. They consider the impact of bullying both online and offline and how to manage friendships and peer pressure. They discuss consent, boundaries and what to do if they feel unsafe in any type of relationship. It is inclusive of all, including those with a special educational need or disability while fostering a culture of gender equality and inclusivity across the whole LGBTQ+ community.

Each year builds upon previous learning. For a general overview of what is taught at Hazelwood in each year group, please see below:

Year 1	• how people make friends and recognise if someone is lonely • identify people we love and the roles different people play (e.g. friends/relatives) • recognise that some things are private and how to respond if physical contact makes us feel unsafe • that we do not keep adults' secrets, including techniques for resisting pressure and what to do if we feel unsafe • what is kind and unkind behaviour, and that hurtful behaviour is unacceptable
Year 2	• how to listen to others and share opinions • understand that families may look different to our own and how we may be the same and different to others • know there are situations where we should ask for permission • recognise and use the correct names for the main parts of the body, including external genitalia (<i>forms part of Health Education and is also taught in Year 1</i>) • recognise that some parts of the body are private and how to respond if someone makes us feel uncomfortable • that hurtful behaviour is unacceptable and basic techniques for resisting pressure

Year 3	• recognise the different types of relationships that might be important to people • the importance of friendship and strategies for building positive friendships • listen and respond respectfully to those with different opinions • recognise if a friendship (online or offline) is making us feel unsafe • the impact of bullying, including offline and online, and the consequences of hurtful behaviour demonstrate strategies for solving arguments with peers
Year 4	• to recognise the importance of self-respect and how this can affect our thoughts and feelings about themselves • that people may be attracted to someone emotionally and romantically of the same sex or different sex to them • to recognise if a friendship (online or offline) is making us feel unsafe or uncomfortable • recognise what puberty is, including when and why it happens (<i>also forms part of Health Education</i>) • identify some of the physical changes that happen to bodies during puberty • use scientific vocabulary for external male and female body parts, including genitalia (<i>also forms part of Health Education</i>)
Year 5	• strategies to respond to hurtful behaviour, what discrimination is and how to challenge it • about privacy and personal boundaries, recognise different types of physical contact and what is acceptable and unacceptable • about seeking and giving permission (consent) in different situations, about keeping something confidential or secret • identify some of the feelings experienced during puberty and why emotions can change (<i>also forms part of Health Education</i>) • explain where to get help and support for managing puberty (<i>also forms part of Health Education</i>) • use scientific vocabulary to describe body parts, including genitalia (<i>also forms part of Health Education</i>) • explain what happens during menstruation (periods) and what is meant by a wet dream (<i>also forms part of Health Education</i>) • identify body parts or areas to keep clean during puberty and how to keep them clean (<i>also forms part of Health Education</i>) • describe ways of managing physical changes during puberty, including the use of products (<i>also forms part of Health Education</i>)

Year 6	• What constitutes a positive friendship • respect the differences and similarities between people • explain the importance of mutual respect in a close relationship • describe some of the features of loving relationships • to listen and respond respectfully to a wide range of people • describe how a baby is made and what is meant by consent • describe the physical and emotional changes that occur during puberty • (<i>also forms part of Health Education</i>)
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Year 7	• about different types of relationships and the qualities of positive, healthy and unhealthy ones • how the media portrays relationships and the impact of this on people's expectations • about the law relating to sexual consent • that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent • develop conflict management skills and strategies to reconcile after disagreements • to recognise bullying and its impact, and about the unacceptability of prejudice-based language and behaviour • strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing (also forms part of Health Education)
Year 8	• how to manage the breakdown of a relationship • that marriage is something that should be entered into freely • the characteristics of abusive behaviours, such as grooming, and about the unacceptability of prejudice-based language and behaviour • recognise that sexual attraction and sexuality are diverse • the impact of sharing sexual images without consent • how to seek and withdraw consent, and if consent is not given, that decision must be respected • the purpose and different forms of contraception, how and where to access contraception and an introduction to the risks related to unprotected sex