

Central Schools Trust



**INCORPORATING BALSALL COMMON
PRIMARY SCHOOL AND DAMSON WOOD
NURSERY AND INFANT SCHOOL**

Policy for Relationship and Sex Education (RSE)
Balsall Common Primary School
Damson Wood Nursery and Infant School refer to the policy only for
sections relating to EYFS and KS1

Definition

In the document *Sex and Relationship Education Guidance* (ref DfEE 0116/2000), sex education is defined as 'learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health'. Effective sex and relationships education is essential if young people are to make responsible and well informed decisions about their future lives.

Values and RSE

Good RSE education should be integrated as far as possible into good personal and social development. RSE is part of the child's whole development- social, emotional and physical.

We aim to enable children to grow up to:

- **Gain confidence and responsibility**
- **Take active roles as citizens**
- **Lead healthy, safe lifestyles**
- **Have good, caring relationships**
- **Respect others**

RSE is an intrinsic part of this. Effective RSE will lay the foundations for young people to understand their changing bodies, value themselves and others and adopt positive behaviours.

The Department for Education (DfE) states that RSE has three main elements:

1. Attitudes and values
2. Personal and social skills
3. Knowledge and understanding

Parents' Right to Withdraw

The school is well aware of the crucial importance of parents and carers in RSE. The most powerful relationships and sex education is a collaboration between school and home. Parents have the right to withdraw their children from RSE that does not form part of National Curriculum. Parents will be notified when particular aspects of relationships and sex education will be taught and their right to withdraw their children from non-statutory education will be communicated. The school will respect the rights of parents to withdraw their child from any or part of the RSE programme (outside the Science Curriculum) without explanation. We are committed to working with parents and carers and will offer support by offering packs of material to parents to help them provide this learning in a way that they feel comfortable with.

Sex education in the Science National Curriculum covers anatomy, puberty and biological aspects of sexual reproduction. These are mandatory for all pupils. The 2014 Science Curriculum states that pupils should be taught:

In Key Stage 1:

- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene
- To notice that animals, including humans, have offspring which grow into adults

In Key Stage 2:

- To describe the life process of reproduction in some plants and animals
- To explain the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- To describe the changes as humans develop from birth to old age.
- To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

RSE in the Classroom

Creating the right atmosphere for RSE is important. Developing a working agreement with classes will help create a safe environment in which pupils do not feel embarrassed or anxious about questions.

Clear, correct terminology must be used. The language used by children and staff should be consistent, appropriate and fulfil the requirements of the National Curriculum. Agreed vocabulary is given in the appendix *Overview of Relationships and Sex Education for Key Stage 1 and Key Stage 2*.

Children are often keen to talk about themselves and their experiences. Teachers cannot make promises of absolute confidentiality (see Safeguarding Policy). Children should be shown how to give anonymous examples and working agreements might include the right to privacy. Personal examples are rarely appropriate.

Unexpected questions or comments might occur in a whole-class situation. The following may help staff:

- If the question is too personal, draw attention to the working agreement.
- Clarify what the child is really asking by asking a follow-up question.
- If the pupil needs further support, refer him or her to the appropriate person, such as a school counsellor or nurse.
- If the teacher does not know the answer to a question, there is nothing wrong in saying so. The question could be researched by pupils and the teacher together later on if appropriate.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class or raises concerns about sexual abuse, the question should be acknowledged and a promise made to attend to it on an individual basis at a later time. In this way, a pupil will feel that they have been listened to with respect and the rest of the class will not have to listen to inappropriate information. It is essential that this is followed up with the pupil later on.
- Teachers who are concerned in any way that a pupil is at risk of sexual or any other kind of abuse must follow the school's Safeguarding policies and procedures.

Diversity

We teach in one of the most ethnically diverse countries in the world. In a class we may have pupils from a wide variety of cultures and with a wide variety of faiths. These cultures and faiths often hold views, perhaps strong views, about sexual behaviour. It is essential that any school policy is sensitive to these views but must ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

It is important that RSE caters for all pupils and is respectful of how pupils choose to identify themselves, understanding that depending on their age and maturity, their sexual orientation and gender identity may be 'emerging'. This means that sex and relationships education must be sensitive to the different needs of individual pupils and may need to evolve and adapt over time.

(PSHE Association)

Family/home life

The DfE's *Sex and Relationship Guidance (2000)*, to which schools, including academies must have regard, stresses the need for the value of family life to be emphasised in RSE. The experience of family life is amazingly diverse. Children will have a broad range of experiences and these should all be valued.

Gender

RSE should be taught in both single and mixed sex groups. For some content it is appropriate to work in mixed sex groups, for the details of physical changes and for sexual reproduction it might be deemed more appropriate for pupils to be taught in single sex groups. This can be decided by the children's teachers and the PSHE subject leader in order to best meet the specific needs of girls and boys.

Sexual Orientation

If appropriate, teachers can discuss different sexual orientation and sexualities, but cannot promote any in particular. All children and young people have an entitlement to good and relevant RSE. If a child asks a question about sexual orientation this should be answered honestly and in terms appropriate for their level. They should not be ignored or made to feel consciously or subconsciously that it was 'bad' to ask the question or discuss the topic. As in **RSE in the Classroom**, the question could be answered on an individual basis if inappropriate for the whole class.

Special educational needs

The Education Act 1996 ensures that children with special educational needs have the same entitlement to sex education as their peers. Timing, methods and learning process will differ according to their needs. It is important to differentiate materials accordingly.

Programme of Study for RSE

Each year-group has planning for learning objectives, learning outcomes and suggested teaching activities for three RSE lessons centrally saved onto the school network.

Staff may decide to use additional, similar age-appropriate resources in teaching these lessons, in order to best engage children and ensure they meet the objectives, but new resources should be approved by the PSHE subject leader prior to their use.

Year Group	Topic	Comments
Foundation Stage	Caring for ourselves	Visit by school nurse to discuss hand-washing.
Year 1	Growing and caring for ourselves.	This could link with Science and cross-curricular work on healthy living, which takes place in the Summer term.
Year 2	Differences.	Lesson 1 could link with Our World: then and now, which takes place in the Spring term. (<i>How were people treated in the past? How do they treat each other now?</i>) Lessons 2 and 3 link with Science and cross-curricular work on life processes, which takes place in the Summer term.
Year 3	Valuing differences and keeping safe.	Summer term Lesson 1 – difference between boys and girls. Lesson 2 – male and female body parts. Lesson 3 – Discussion of appropriate personal spaces.
Year 4	Growing up.	Summer term Introduction to puberty.
Year 5	Puberty.	Spring term Linked to Science work on how humans change.
Year 6	Puberty and reproduction.	Lessons to revise puberty and build on relationships and sexual intercourse, should take place in the Summer term. This is complemented by other teaching using Real Love Rocks (relationships and grooming).

Resources

A range of teaching resources is used to assist in the teaching of RSE. Staff select resources according to the needs of their children with regard to the following points:

- The school's values and moral framework

- Appropriateness in terms of language, images, attitude, maturity and understanding
- Factual accuracy
- The range of children and families it reflects
- The needs of boys and girls
- Purpose – skills development, development of attitudes, discussion of values, providing information
- Encouraging active participation and enjoyment in learning

All resources used in the teaching of RSE should be approved by the subject leader. Members of the RSE working party have watched the films shown to pupils. Parents are invited to view these at evenings led by class teachers and PSHE subject leader.

Monitoring and evaluating.

This policy has been formulated in discussion with all the school stakeholders. Children were consulted through questionnaires appropriate to their levels; staff were consulted through working parties and questionnaires and parents were consulted through a workshop and a questionnaire. The policy will be monitored by the Curriculum Committee of the governing body on an annual basis. This committee will report its' findings to the full governing committee when and as necessary if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about our sex and relationship education and will make a record of all such comments. Within school, the PSD co-ordinator will monitor the practice through discussions with members of staff and monitoring plans for PSHE.

APPENDIX

Overview of Relationships and Sex Education for Key Stage 1 and Key Stage 2

<u>Year 1</u> Growing and Caring For Ourselves	<i>Key vocabulary: clean, similar, different, family, boy, girl, male, female, body parts, penis, vagina.</i>	
Lesson 1	Keeping Clean	*Know how to keep clean and look after oneself
Lesson 2	Growing and Changing	*Know how people grow and change *Understand that babies become children and then adults *Know the differences between boy and girl babies
Lesson 3	Families and Care	*Know there are different types of families *Know which people we can ask for help
<u>Year 2</u> Differences	<i>Key vocabulary: similar, different, gender, gender roles, stereotypes, male, female, body parts, penis, vagina.</i>	
Lesson 1	Differences: Boys and Girls	*Talk about the ways boys and girls can be the same and different *Understands that some people have fixed ideas about what boys and girls can do *Describe the differences between male and female babies
Lesson 2	Differences: Males and Females	*Describe some differences between male and female animals

		<p>*Describe some differences between boys and girls</p> <p>*Understand that making a new life needs a male and a female</p>
Lesson 3	Naming The Body Parts	<p>*Describe the physical differences between males and females</p> <p>*Name the male and female body parts</p>
Year 3 Valuing Differences and Keeping Safe	<i>Key vocabulary: stereotypes, gender roles, similar, different, male, female, body parts, penis, vagina, family, fostering, adoption, relationship</i>	
Lesson 1	Differences: Males and Females	<p>*Know some differences and similarities between males and females</p> <p>*Name male and female body parts using agreed words</p>
Lesson 2	Personal Space	<p>*Identify different types of touch that people like and do not like</p> <p>*Understand personal space</p> <p>*Talk about ways of dealing with unwanted touch</p>
Lesson 3	Family Differences	<p>*Understand that all families are different and have different family members</p> <p>*Identify who to go to for help and support</p>
Year 4 Growing Up	<p><i>Key vocabulary: puberty, lifecycle, reproduction, physical, pregnancy, breasts, sperm, egg, pubic hair, emotions, feelings.</i></p> <p>Film:</p> <ul style="list-style-type: none"> • How does my body change at puberty? 	

Lesson 1	Growing and Changing	<p>*Describe the main stages of the human lifecycle</p> <p>*Describe the body changes that happen when a child grows up</p>
Lesson 2	Body Changes and Reproduction	<p>*Know that during puberty the body changes from a child into a young adult</p> <p>*Understand why the body changes during puberty</p> <p>*Identify some basic facts about pregnancy</p>
Lesson 3	What is Puberty?	<p>*Know about the physical and emotional changes that happen in puberty</p> <p>*Know that each person experiences puberty differently</p>
Year 5 Puberty	<p><i>Key vocabulary: puberty, physical changes, emotional changes, moods, menstruation periods, periods, tampons, sanitary towels, wet dreams, semen, erections, sweat, breasts, spots, pubic hair, facial hair, underarm hair, sexual feelings.</i></p> <p>Film:</p> <ul style="list-style-type: none"> • How does my body change at puberty? • Men and Women’s Bodies. • Puberty: the inside story 	
Lesson 1	Talking about Puberty	<p>*Explain the main physical and emotional changes that happen during puberty</p> <p>*Ask questions about puberty with confidence</p>
Lesson 2	Male and Female Changes	<p>*Understand how puberty affects the body and the emotions</p> <p>*Describe how to manage physical and emotional changes</p>

Lesson 3	Puberty and Hygiene	<p>*Explain how to stay clean during puberty</p> <p>*Describe how emotions change during puberty</p> <p>*Know how to get help and support during puberty</p>
Year 6 Puberty and Reproduction	<p><i>Key vocabulary: womb, sperm, egg, conception, fertilisation, pregnancy, sexual intercourse, twins, fostering, adoption, relationship, friendship, love, intimacy.</i></p> <p>Film:</p> <ul style="list-style-type: none"> • How does my body change at puberty? • Men and Women’s Bodies. • Puberty: the inside story • Puberty and Sex (NB: discuss lack of gender distinction in the law on age of consent) • Sexual Intercourse 	
Lesson 1	Puberty and Reproduction	<p>*Describe how and why the body changes during puberty in preparation for reproduction</p> <p>*Talk about puberty and reproduction with confidence</p>
Lesson 2	Relationships and Reproduction	<p>*Discuss different types of adult relationships with confidence</p> <p>*Explain how babies are made</p>
Lesson 3	Conception and Pregnancy	<p>*Describe the decisions that have to be made before having a baby</p> <p>*Know some basic facts about pregnancy and conception</p>