



**“Let your light shine” Matthew 5:16**

## ***Governor Policy 18 – Relationships and Sex Education Policy***

### **POLICY AND TERMS OF REFERENCE DATES:**

- **Policy first agreed September 2020**
- **Agreed by: SDG**
- **Policy Review Period: biennially**
- **This revision: September 2020**

### **Aims**

As a Church of England School, we are committed to the spiritual, moral, social and cultural development of all children, as well as having a robust approach to safeguarding. High-quality RSE is crucial to both of these. Through RSE, children will learn a moral code which they can use as they grow and develop through puberty, and they will also be able to think critically about safe and unsafe relationships and experiences, empowering them to take action when needed.

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

### **Statutory requirements**

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. However, 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. At All Saints CE Primary School, we teach RSE as set out in this policy

## **Definition**

**Mandatory Subjects** - Our definitions of Relationship Education (RE) is as follows:

Relationships Education is learning about the emotional, social and physical aspects of growing up. It is inclusive of all types of families, to help children understand about loving and caring relationships of all types. It should equip children with the information, skills and positive values to have safe relationships, to understand their bodies and to empower them to know they have choice. This subject can support children to develop resilience and to know how and when to ask for help.

**Non-Mandatory Subjects** - Our definitions of Sex Education (SE) is as follows:

Sex Education (SE) provides a safe environment for children to have a factual, age appropriate introduction to human reproduction and to ask questions related to this topic. It should enable children to access a safe source of information. Sex Education in this school will always form part of a broader scheme of work presented in conjunction with RE above, therefore will be referred to as Relationship and Sex Education (RSE).

RSE is not about the promotion of sexual activity.

## **Curriculum**

All content in the RSE curriculum supports the wider work of school in helping to foster pupil wellbeing and develop resilience and values that we know are fundamental to pupils being happy, successful and productive members of society.

Outcomes for pupils include:

- Pupils should be able to form a strong early understanding of the features of relationships that are likely to lead to happiness and security.
- Pupils should be able to recognise any less positive relationships when they encounter them.
- RSE should create the opportunity to teach pupils about positive emotional and mental wellbeing, including how friendships can support our mental wellbeing.
- RSE should contribute to the prevention of abuse and protection of children, by teaching the knowledge they need to be safe and to report abuse, including emotional, physical and sexual abuse.
- Children should be prepared for the physiological and emotional changes they will go through during puberty, where possible before these occur, understanding that these are natural and normal changes.

Our curriculum is set out below, but we may need to adapt it as and when necessary.

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

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.

Special note: Within our school we use the scientific language for the genitals from the outset. It is usual that boys have a penis and girls have a vagina, the children will be taught that whilst they may call these areas something else at home, at school we use the proper scientific words.

## **Delivery of RSE**

RSE is taught within the PSHE 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 relationships

Online relationships

Being safe

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

## **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/non-science components of sex education within RSE. Requests for withdrawal should be put in writing and addressed to the headteacher.

## **Sex Education - Curriculum Teaching and Learning Intent (includes key vocabulary and relationship aspects of learning)**

## **Year 1**

There are three sessions lead by teachers who focus on:

Keeping clean – basic washing and cleanliness

Growing and changing – to know that people change and grow, to understand that babies become children and then adults.

Relationships: Families and care – to know which people to ask for help, to know there are different types of families (i.e. single parenting, co-parenting etc)

Year 1 vocabulary includes: Clean, Similar, different, Family, boy, girl, male, female,

Body parts – arms, hands, feet, legs, back, chest, hands, private parts

## **Year 2**

There are three sessions lead by teachers who focus on:

Differences between boys and girls – describe the differences between boy and girl babies, to talk about similarities and differences between boys and girls in relation to gender stereotypes

Relationships: Families and care – to know which people to ask for help, to know there are different types of families

Year 2 vocabulary includes: Similar, different Sex, gender roles, stereotypes, boy, girl, male, female, Body parts – arms, hands, feet, legs, back, chest, hands, private parts

## **Year 3**

There are three sessions lead by teachers who focus on:

Name body parts and discuss similarities and differences

Personal space – to talk about appropriate and inappropriate touch and to learn about personal space

Relationships: Family differences – to understand who to go to for support, to understand that families are different and have different members; family, fostering, adoption, relationships

Year 3 vocabulary includes: Stereotypes, gender roles, similar, different, male, female, body parts - arms, hands, feet, legs, back, chest, hands, private parts, penis, vagina

## **Year 4**

There are three sessions lead by teachers who focus on:

Growing and changing – to understand the human lifecycle and to describe the body changes that happens when a child grows up

Body changes and reproduction – comparison to animal life cycles, pregnancy (human and animals/gestation periods)

Relationships: friendship, love, consent, intimacy, twins, fostering, adoption

Year 4 vocabulary includes: egg, babies, embryo, birth, pregnancy, male, and female, body parts - arms, hands, feet, legs, back, chest, hands, penis, vagina

## **Year 5**

- Talking about puberty – to discuss the main physical and emotional changes that occur during puberty
- Male and female changes – to describe how to manage physical and emotional change
- Puberty and hygiene – to explain how to keep clean and to know how to get help and support during puberty
- Relationships: friendship, love, consent, intimacy

Year 5 vocabulary includes: Puberty, physical changes, emotional changes, moods, menstruation, periods, tampons, sanitary towels, wet dreams, sweat, breasts, spots, pubic hair, facial hair, underarm hair, vagina, penis, testicles, sex hormones

## Year 6

- Changes: puberty and reproduction for females - to describe how and why the body changes
- Changes: puberty for males - to describe how and why the body changes
- How babies are made and born
- Puberty in preparation for reproduction
- Relationships: Managing relationships, Relationships and reproduction, Relationships: friendship, love, consent, intimacy

Year 6 vocabulary includes: womb, egg, sperm, discharge, contraception, pregnancy, adult sexual intercourse, consent, Twins, fostering, adoption, babies, testicles, sex hormones

## Useful Websites that Support Curriculum Delivery, Teaching and Learning:

Wired for Health [www.wiredforhealth.gov.uk](http://www.wiredforhealth.gov.uk)

National Grid for learning [www.ngfl.gov.uk](http://www.ngfl.gov.uk)

DfES PSHE and Citizenship [www.teachernet.gov.uk/pshe](http://www.teachernet.gov.uk/pshe)

Sex Education Forum [www.ncb.org.uk/se](http://www.ncb.org.uk/se)

Association for Citizenship Teaching

## Summary Intent

References to SRE DfE (2019) Guidance Requirements for Primary Schools:

- schools should have an SRE programme tailored to the age and the physical and emotional maturity of children and that all children should learn about the emotional and physical changes of puberty before onset;
- schools to make a statement describing SRE both within the National Curriculum and outside it; States that SRE at primary level should contribute to the foundation of PSHE and Citizenship by ensuring that:
  - all children develop confidence in talking, listening and thinking about feelings and relationships,
  - are able to name parts of the body and describe how their bodies work,
  - can protect themselves and ask for help and support
  - are prepared for puberty

With this foundation it is expected that children and young people will develop skills and confidence to enable positive discussion about sexuality and sex and relationships, as they get older.

## **MAIN TEACHING AND LEARNING RESOURCES**

\* DVD Channel 4 Living and Growing Units

Picture books:

### **YEARS 1 & 2**

The Family Book, Todd Parr

Who's in a Family? Robert Skutch

Nutmeg Gets a Little Sister, Judith Foxon

### **YEARS 3 & 4**

Happy Families, Allan Ahlberg

Spark Learns to Fly, Judith Foxon

Mummy Laid an Egg! Babette Cole

### **YEARS 5 & 6**

Hair in Funny Places, Babette Cole

'Amazing You! Getting Smart with your Private Parts,' Saltz & Cavath

'What's happening to me?' Peter Mayl

Jigsaw resources can be found on All Saints Curriculum area of Staff Common