

Relationship and Sex Education

(RSE) POLICY



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RELATIONSHIP AND SEX EDUCATION (RSE) POLICY

POLICY DEVELOPMENT AND CONSULTATION

This policy has been reviewed and amended with due regard to the new National Curriculum for Science, guidance for SRE and PSHE. Consultations with all stakeholders including staff, parents, careers and governors have been held and the content and delivery of RSE has been taken into account.

WHAT IS RELATIONSHIPS AND SEX EDUCATION?

It is lifelong learning about physical, moral and emotional development. It is about the understanding and nature of healthy relationships and the importance for family life. It is the inclusive teaching of sex, sexuality and sexual health while dispelling prejudices. It should also help children understand the difference between safe and abusive relationships. It is not about the promotion of sexual orientation or sexual activity, this would be inappropriate teaching. (DFES and SRE policy Guidance)

AIMS AND OBJECTIVES OF THE SCHOOLS RELATIONSHIP AND SEX POLICY

Our aims and intentions for RSE are to inspire and equip our learners so that they can change the world! We want to equip them with knowledge, skills and understanding to be positive members of our diverse community.

- To promote the spiritual, moral, cultural, mental and physical development of the pupils at the school.
- To learn about their bodies and to recognise if other people make them feel uncomfortable or unsafe and can report abuse and get help (see Underwear Rule a Childline initiative).
- To ensure teaching and learning of RSE is in line with the National Curriculum.
- To help and support children with the physical and emotional challenges of growing up before they experience the onset of physical changes.
- To help young people to respect themselves and others.
- To ensure children learn 'how a baby is conceived and develops' before leaving primary school.
- To teach correct terminology for the human body and for children to be given the opportunity to draw and label them.
- To ensure that all questions asked by the pupils will be answered sensitively according to the maturity and chronological age of the children. For some questions we will have a standardised answer. (see Year 5)
- To understand that Relationship and Sex Education is a gradual development process, that is supported by a partnership between home and school, and that it will be a foundation for further work at secondary school.
- To develop skills and understanding to enable pupils to make healthy, responsible choices about their health and well being.
- To encourage the acquisition of knowledge, understanding, skills, attitudes and values which will allow pupils to manage their personal development and relationships from birth to adulthood in a responsible and healthy manner.
- To ensure that LGBTQ+ families and populations are 'usualised' in learning opportunities and opportunities to actualise are given.

This schools approach to Relationships and Sex education links to PSHE, Science, R.E and Equal Opportunity Policies.

MORAL AND VALUES FRAMEWORK

The Relationship and Sex Education programme will reflect the school philosophy and ethos.

The school rules will also help underpin the RSE provision:

Be ready

Be safe

Be respectful

Belle Vue Primary School strives to achieve equality of opportunity for all pupils regardless of sex, age, religion, cultural or social background, physical or mental ability.

CONTENT FOR BELLE VUE SCHOOL RSE PROGRAMME

The Relationship and Sex Education program will primarily be delivered in Science and PSHE lessons by class teachers.

Whole School

As a whole school we will be following the DFE approved PSHE Association questioned based program of study, which includes the teaching of RSE.

In addition to this the children will be introduced to the 'Underwear rule', a Childline initiative to help them recognise, if other people make them feel uncomfortable or unsafe and can report abuse and get help. This will be initially delivered through phase assemblies and followed through, throughout the year by the class teacher. See appendix 1

Coverage Years Nursery – Year 3

During the course of the year, each year group will cover RSE through PSHE and Science, this may include discussions based around families, relationships, our bodies, keeping clean, staying safe and healthy. On occasions throughout the year there may be situations where toileting needs to be discussed. On a day to day basis, problems or issues concerning the children will be discussed at the discretion of the member of staff in line with the safeguarding and RSE policy.

On entry to Nursery children will be encouraged to use the correct terminology for genitalia. It is important for younger children to know how to name their body parts correctly as this contributes to safeguarding – helping them to take care of their bodies and keep themselves safe.

As part of the topic 'What is the same and different about us?' Year 1 children will label a girl and boy drawing using the correct terminology (Vulva, nipples, penis and testicles). They also will be thinking about 'who is special to us?'

In Year 2 children explore 'what makes a good friend?' and 'what is bullying?'

Year 3 children will focus on 'How we can be a good friend?' and 'What are families like?' where children will explore the different structures of families.

Coverage – Year 4

During Year 4 children will continue to develop their knowledge of relationships through the topic 'how we

treat and respect each other?’

Later in the year the topics ‘how can we manage our feelings?’ and ‘how will we grow and change?’ will be studied through puberty.

Puberty ‘Growing Up’

Primary schools must have regard to the Department for Education statutory guidance on preparing pupils for the physical and emotional changes of puberty before they experience them. For this reason, we recommend that teaching about puberty should begin in Year 4.

- Children will learn about puberty and the changes that will take place. (Statutory requirements of the RSE guidance.) Describe the changes as humans develop to old age (statutory science 2013).

Delivery

Children will learn about puberty through the use of a PowerPoint presentation outlining changes in puberty; labeling diagrams and group talks with the class teacher. The children will be taught about changes for both males and females and will be given an opportunity for further discussion in male and female only groups (in which the girls will be told about the location of sanitary wear in the classroom and sanitary bins in the toilets, if ever needed). Prior to the session, as an ice – breaker, children will be allowed to play the name game; they will be able to voice different names of penis, scrotum, testis, vagina and breasts. Also children will be able to anonymously record questions before the teacher guided session. A letter will be sent to parents informing them when the session will take place. Before the session is delivered, the parents will be invited to view the contents of the resources and have the opportunity to ask questions.

Year 5

Reproduction - Animals including Humans

The target of this unit, as stated by the statutory Primary Science Curriculum is to ‘describe the changes as humans develop to old age’. The puberty talk given by the previous class teacher has formed the basis of this unit and will be built upon, in addition to examining a human’s life cycle. We will also be learning more about a foetus’s development and pregnancy. Lessons will be completed on the following areas:

- Human life cycle
 - This session will consider how we develop and how our needs change as we grow (foetus, baby, toddler, child, adolescent, adult, old age).
- The changes they have already experienced
 - This session will look at the children’s own growth and the changes that they can see with the use of photos. (baby to the age of 10, growth)
- Puberty (physical changes)
 - This will essentially recap that which was covered in the growing up session and will allow the children to consider the advice that could be given to other children going through puberty.
 - We may read a book called ‘Hair in Funny Places’ by Babette Cole (Amazon £6.55) which looks at the physical and emotional changes caused by our hormones and changing feelings towards boys and girls.
- Puberty (emotional changes - PSHE)
 - This will go into greater detail and will consider various situations, which the children will discuss or act out how they would handle it.
- Pregnancy
 - This session will compare the period of gestation of different animals. The children will learn about fertilisation and consider the similarities and differences between them and

their siblings and discuss why this might be. It will consider what a woman should do while pregnant to ensure the well being of Mom and baby and how a woman's body adapts for pregnancy and labour.

- We will look at pictures and watch videos of a foetus in the womb and sonograms.
- We will talk to children about the sperm meeting the egg and how following this, cells begin to divide, causing a baby to grow.
- We will read a book called 'Where Willy Went' about a sperm cell and the development of a baby, by Nicholas Allan.
- We will also use a book called 'The World is Full of Babies' by Mick Manning and Brita Granstrom and 'The Usborne Flip-Flap Body Book' which includes a section on 'How are babies made?'

Living Things and their Habitats

The target of this unit, as stated by the Primary Science Curriculum is to 'describe the life process of reproduction in some plants and animals'. The guidance for this unit then goes on to suggest that 'Pupils should find out about different types of reproduction, including ... sexual reproduction in animals.'

The majority of lessons in this unit will focus on plants and animals with one session on mammals, reproduction and their life cycles. This lesson will be taught as part of the 'Animals including Humans' unit alongside the pregnancy session, covering fertilisation and the growth of a baby.

Year 6

Children will revise previous learning on growing up and the human life cycle. However, in these lessons we will answer the question *What is sex? This is when a penis enters the vagina and may result in pregnancy, it happens between 2 consenting people over the age of 16.* In this lesson an image will be shown illustrating sex - cartoon image of the cross section of a penis inside a vagina only.

RESOURCES

All of the resources used will be carefully considered. Images of people will be cartoons, though those of a foetus in sonograms and videos will be real pictures.

Yasmine and Tom <https://www.fpa.org.uk/e-learning/growing-yasmine-and-tom>
interactive resources KS 1 and 2.

Ask Lara BBC

<https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2--ks3-ask-lara/zmc3jhw>

Some of the books that we will be using are stated above.

We will also use 'It's So Amazing!' and 'It's Not the Stork' by Robbie Harris and Michael Emberley, this book includes lots of information on the topic and cartoon diagrams to show much of what we will be discussing e.g. pregnancy and birth.

SEND

Teaching staff will have a good understanding of the needs of the pupils in their class. They will use the SEN/EHCP plans, internal and external support agencies that have been put in place, to ensure informed, reasonable adjustments and appropriate resources, pre learning etc is available prior the sessions commencing. Staff can also seek support from the SEND coordinator. They will also liaise with the child's parents/carers with SEND as they can provide invaluable insight into the most appropriate approach to

working with their child. Their unique and special knowledge on how their children best communicate and understand information should provide a core platform to enhance their child's learning experience. This would be best organised after the group parent session where resources are available for them to view.

SAFEGUARDING

Teachers are aware that sometimes a disclosure may be made, in which case the safeguarding policy will be taken into consideration. At times it is clear that some children will need one to one support after the session to talk further. We will allow the time and staffing for this to happen.

Sometimes an individual child may ask an explicit or difficult question in the classroom. Questions do not have to be answered directly, and can be addressed individually later. This school believes that individual teachers must use their skill and discretion in these situations and refer to the co-coordinator for PSHE if they are concerned.

USE OF OUTSIDE VISITORS:

Child Line will be invited in to deliver a Safe Relationship session throughout the school year. School will follow LA guidelines and will contact the LA/HES team if in doubt about the suitability of any programs.

WORKING WITH PARENTS:

The school is committed to working in partnership with parents as we understand the key role they play in all aspects of their children's education. We will ensure parents are aware of what will be taught and when, for each year group. This will also include the weeks of each session to make parents aware that children may have questions regarding what they have learnt. Parents will also be given the opportunity to view the resources to be used during the sessions and have a chance to ask any questions. This will enable them to fully encourage and engage with their children when openly, honestly and factually discussing matters of RSE.

Right to withdraw;

You cannot withdraw your child from Relationships Education (Statutory) because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

The Science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.

Please note the Science Curriculum does not include the teaching of sexual intercourse. Parents wanting to exercise their right to withdraw are invited to discuss with the Head Teacher.

She/he will explore the concerns of parents and the possibilities of adjusting the programme or approach and will discuss any impact that withdrawal may have on the child.

Resources are available for parents to view on request. However, relationship and sex topics can arise incidentally in other subjects and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

Under the 1996 Education Act, the policy will be made available to parents.

PROVISION FOR PUBERTAL PUPILS:

Sanitary protection is available from any of the Key Stage 2 classroom staff. Sanitary disposal units are situated in the Key Stage 2 girls' toilets. Children will be informed of this during SRE sessions or the transition period for Year 5 and 6.

CHILD SEXUAL ABUSE:

The school has a Child Protection Policy and procedure that is available on request.

To aid in the children's awareness, years 5 and 6 will be visited by Childline, who will run a workshop on different kinds of abuse, this will include sexual abuse.

Throughout the school, through assemblies, we will launch Childline's Underwear Rule. This will be delivered to phases to ensure that they are at an appropriate level of understanding for the children. To support this, PANTS posters will be displayed in main areas, including classrooms and children will be made aware of whom they can contact if concerned. This rule will be reinforced through PSHE lessons and in class assembly.

BELLE VUE'S DEFINED STATEMENTS:

What is masturbation? Some people may touch themselves for pleasure.

What is sex? This is when a penis enters the vagina and may result in pregnancy, it happens between 2 consenting people over the age of 16.

How is a human reproduced? This is when a sperm travels into an egg and the cells begin to divide causing a baby to develop and grow.

How are twins produced? There are two different ways: either one sperm and one egg will join before splitting into two beginning cells of identical twins (two girls or two boys). On the other hand, two eggs will have been released at the same time and each will be fertilized by a sperm and again two babies will grow into fraternal twins (not-identical, this can be any combination of girls and boys).

'We could have babies in a couple of years couldn't we?' – Child aged 10 (Year 5)

'You don't have to be adults to have babies my mom was 16 when she had my sister.'

'You can have sex without getting pregnant though can't you?' – Child aged 10 (Year 5)

- The law states both parties must consent and be at least 16 years old before engaging in sex.
- There can be health risks for girls whose bodies are not fully developed and their babies.
- There are a lot of social, mental, emotional and economic issues that surround pregnancy and bringing up a baby, which adolescents are often not ready for.

DISSEMINATION OF THE POLICY:

This policy is available for parents, staff and governors to view. Any questions will be answered by the PSHE lead and Head Teacher.

EQUAL OPPORTUNITIES/INCLUSIVITY:

The school's RSE policy and programme reflects the ethos of Belle Vue School, by providing a secure, non-judgmental environment in which to learn. All pupils will be treated equally regardless of gender, race, disability and social background. We ensure RSE fosters gender equality and LGBT+ equality by ensuring when teaching RSE, that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. We will ensure that teaching is sensitive and age appropriate in approach and content. Belle Vue will ensure that LGBT+ content is fully integrated into our programmes of study for this area of the curriculum rather than delivered as a standalone unit or lesson. This may be through usualisation (having diversity in pictures/scenarios and resources used) and actualisation (discussing how even though gay marriage is legal how some gay couples may still find this a difficult topic to talk about with others).

MONITORING EVALUATION OF RELATIONSHIP AND SEX EDUCATION:

A variety of informal assessment and evaluation activities have been built into the programme to monitor its effectiveness. Teachers will evaluate feedback from the children. The PSHE lead will monitor evidence gathered from lessons, including assessment, and through pupil voice. The lead will also complete lesson observations. This information will then inform further planning, delivery, training opportunities and policies.

“open, honest and factual approach”

LEARN THE UNDERWEAR RULE

TALK PANTS AND YOU'VE GOT IT COVERED!

P RIVATES ARE PRIVATE
Parts of your body covered by underwear are private. No one should ask to see, or touch them. Sometimes doctors, nurses or family members might have to. But they should always explain why, and ask if it's OK first. No one should ask you to touch or look at parts of their body that are covered by underwear.

A LWAYS REMEMBER YOUR BODY BELONGS TO YOU
It's your body, no one else's. No one should make you do things that make you feel embarrassed or uncomfortable. If anyone tries, tell an adult you trust.

N O MEANS NO
You have the right to say 'no' – even to a family member or someone you love. Remember, you're in control of your body and your feelings are important.

T ALK ABOUT SECRETS THAT UPSET YOU
Secrets shouldn't make you feel upset or worried. If they do, tell an adult you trust. You will never get into trouble for sharing a secret that upsets you.

S PEAK UP, SOMEONE CAN HELP
Talk about stuff that makes you worried or upset. An adult you trust will listen, and be able to help. It doesn't have to be a family member. It can be a teacher or a friend's parent – or even ChildLine.

ChildLine 0800 1111

NSPCC
NATIONAL SOCIETY FOR PROTECTING CHILDREN