



Kenilworth Primary School

Relationships and Sex Education (RSE) Policy

Ratified at Governing Body: September 2019

Reviewed: March 2020

Reviewed: March 2021

Next Review: September 2022

INTRODUCTION

This policy has been written in line with PSHE Association guidelines 2016, in consultation with staff, parents and governors and with consultation from stakeholders, including parents, the local authority and governors.

It takes into account guidance from 'Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers.' DFE 2019.

It is set within the context of the school's commitment to promoting the spiritual, moral, cultural, mental and physical development of pupils at the school and preparing them for the opportunities, responsibilities and experiences of later life.

In this document, relationships and sex education relates to 'learning about physical, moral and emotional development.' It is about understanding the importance of family life (including all types of families), stable and loving relationships, respect, love and care and promoting the British value of tolerance. It aims to put into place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.

A DEFINITION OF RELATIONSHIPS AND SEX EDUCATION (RSE)

Relationships and sex education is developmental throughout life. It encompasses more than the simple teaching of facts about biological functions leading to childbirth. It includes vital work on physical, emotional, spiritual and social development. It includes acquiring life skills to deal with attitudes, moral values, standards of behaviour, tolerance and equal opportunities are all issues that will be addressed.

Relationships and Sex Education develops and enhances self-esteem, self-worth and confidence through work in making choices and decisions, assertiveness and communication.

RSE AND THE LAW

There are statutory topics within the science curriculum. This includes lessons about puberty and body changes. These are included in Year 5, but can be taught earlier depending on the needs of the pupils.

A high-quality science curriculum including learning about puberty will ensure that pupils get the learning they need. Parents do not have the right to withdraw children from this part of the school curriculum.

Girls and boys will be taught separately where appropriate.

Parents/carers do have the right to withdraw children from RSE provided it is outside of the National Curriculum. (I.e. The science curriculum content is compulsory and the RSE curriculum is not).

A letter will be written to all parents in the class. This will outline what will be covered. Parents are invited to come in and discuss their concerns with the Headteacher/Deputy.

AIMS

The overarching aim of relationship and sex education at Kenilworth is to support young people in developing self-confidence in preparing for physical and emotional changes into adulthood.

Taking account of the age, maturity and needs of the pupils, relationships and sex education aims to:

- provide the knowledge and information to which all pupils are entitled;
- help children to develop feelings of self-respect, self-esteem, self-confidence, sympathy and empathy;
- provide the confidence to be participating members of society and to value themselves and others;
- prepare pupils for puberty and how their bodies will change
- encourage them to take responsibility for their own actions;
- prepare them to be aware of possible pressures and dangers
- give them an understanding of reproduction and sexual development;
- give them an understanding of the importance of health and hygiene;
- develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;
- respect and care for their bodies;
- answer pupils questions honestly and sensitively – referring the children to parents where appropriate;
- give them information on where individuals and families can get help and support.
- provide a foundation for further work at secondary school.

RELATIONSHIPS AND SEX EDUCATION AT KENILWORTH SCHOOL

Whilst relationships and sex education in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values which underpin all work in school.

In particular, we teach relationships and sex education with the beliefs that:

- RSE should be taught in the context of loving relationships and family life;
- RSE is part of a wider personal, social, spiritual and moral education process;
- children should be taught to have respect for their own bodies;
- children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- it is important to build positive relationships with others, involving trust and respect;
- children need to learn the importance of self-control.

Every child is entitled to receive RSE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children.

Sex education will take place as part of Personal Health and Social Education, but teaching about body growth and change is included in Science lessons and PE.

SCIENCE CONTENT

*“Pupils should be taught to describe the changes as humans develop to old age”
National Curriculum Science 2014*

National Curriculum Science Relating to RSE

Key Stage 1

1. b) that animals including humans, move, feed, grow, and use their senses and reproduce.
2. a) to recognise and compare the main external parts of the bodies of humans
b) that humans and animals can reproduce offspring and these grow into adults.
3. a) to recognise similarities and differences between themselves and others and
4. That humans need exercise, the right amount of healthy food and good hygiene.
5. treat others with sensitivity.

Key Stage 2

1. a) that the life processes common to humans and other animals include nutrition, growth and reproduction.
2. Learn the importance of nutrition and exercise
3. f) about the main stages of the human life cycle.

Pupils draw a timeline to indicate and describe the changes as humans develop to old age.

- Stages in the growth and development of humans.
- They should learn about the changes experienced in puberty.
- Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

PE:

Some aspects of Relationships and Sex Education are taught through promoting respect, self-esteem and awareness of healthy bodies.

PSHE/RE and RSE

It is our intention all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development with differentiated provision if required.

Such a programme can successfully follow the outline given below;

Foundation Stage

Children learn about the concept of male and female and about young animals. In ongoing PSHE work, they develop skills to form friendships and think about relationships with others.

Year One to Six

The children will be taught from the Jigsaw Scheme of Work.

RSE curriculum from the Jigsaw Scheme of work

This will be taught progressively in every year group (1-6) as part of the 'Changing Me' unit.

Summary of content for each year group:

| Year Group | Lesson Title | Summary of Learning Outcomes |
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| Year 1 | Life Cycles | Understanding the life cycles of animals and humans |
| | Changing me | I can tell you some things about me that have changed and some things about me that have stayed the same. I know that change is OK. |
| | My Changing Body | I can tell you how my body has changed since I was a baby and that everyone grows at different rates. |
| | Boys' and Girls' Bodies | I can identify the parts of the body that make boys different to girls and can use the correct names for these. I know how to respect my body and which parts are private. |
| | Learning and Growing | I understand that every time I learn something new I change a little bit and I enjoy learning new things. |
| | Coping with Changes | I can tell you about changes that have happened in my life and I know some ways to cope with changes. |
| Year 2 | Life Cycles in Nature | I can recognise cycles of life in nature understand there are some changes that are outside my control and can recognise how I feel about this |

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| | Growing from Young to Old | I can tell you about the natural process of growing from young to old and understand that this is not in my control. I can identify people I respect who are older than me |
| | The Changing Me | I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old |
| | Boys and Girls Bodies | I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private. I can tell you what I like about being a boy/girl |
| | Assertiveness | I understand there are different types of touch and can tell you which ones I like and don't like. I am confident to say what I like and don't like and can ask for help |
| | Looking Ahead | I can identify what I am looking forward to when I move to my next class. I can start to think about changes I will make when I am in Year 3 and know how to go about this |
| Year 3 | How Babies Grow | I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby |
| | Babies | I understand how babies grow and develop in the mother's uterus. I understand what a baby needs to live and grow. I can express how I might feel if I had a new baby in my family |
| | Outside Body Changes | I understand that boys and girls bodies need to change so that when they grow up their bodies can make babies I can identify how boys and girls bodies change on the outside during this growing up process. I recognise how I feel about these changes happening to me and know how to cope with these feelings |
| | Inside Body Changes | I can identify how boys and girls bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up |
| | Family Stereotypes | I can start to recognise stereotypical ideas I might have about parenting and |

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| | | family roles. I know that there are different types of family. I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes |
| | Looking Ahead | I can identify what I am looking forward to when I move to my next class. I can start to think about changes I will make when I am in Year 4 and know how to go about this |
| Year 4 | Unique Me | I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm |
| | Having a Baby | I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby. I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult |
| | Girls and Puberty | I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this |
| | Circles of Change | I know how the circle of change works and can apply it to changes I want to make in my life. I am confident enough to try to make changes when I think they will benefit me |
| | Accepting Change | I can identify changes that have been and may continue to be outside of my control that I learnt to accept. I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively |
| | Looking Ahead | I can identify what I am looking forward to when I move to a new class. I can reflect on the changes I would like to make next year and can describe how to go about this |
| Year 5 | Self and Body Image | I am aware of my own self-image and how my body image fits into that. I know how to develop my own self esteem. |
| | Puberty for Girls | I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally. I understand |

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| | | that puberty is a natural process that happens to everybody and that it will be ok for me. |
| | Puberty for boys | I can describe how boys and girls bodies change during puberty. I can express how I feel about the changes that will happen to me during puberty. |
| | Conception | I understand that sexual intercourse can lead to conception and that is how babies are usually made. I also understand that sometimes people need IVF to help them have a baby. I appreciate how amazing it is that human bodies can reproduce in these ways |
| | Looking Ahead 1 | I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent). I am confident that I can cope with the changes that growing up will bring |
| | Looking Ahead 2 | I can identify what I am looking forward to when I move to my next class. I can start to think about changes I will make next year and know how to go about this. |
| Year 6 | My Self Image | I am aware of my own self-image and how my body image fits into that. I know how to develop my own self esteem. |
| | Puberty | I can explain how girls and boys bodies change during puberty and understand the importance of looking after yourself physically and emotionally. I can express how I feel about the changes that will happen to me during puberty |
| | Babies: Conception to Birth. | I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. |
| | Boyfriends and Girlfriends | I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend. I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to |
| | Real self and ideal self | I am aware of the importance of a positive self-esteem and what I can do to develop it. I can express how I feel about my self-image and know how to challenge |

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| | | negative 'body-talk' |
| | The Year Ahead | I can identify what I am looking forward to and what worries me about the transition to secondary school. I know how to prepare myself emotionally for the changes next year. |

The above lessons will be taught taking into consideration the maturity and readiness of the class.

QUESTIONS

Staff will be mindful of how to answer questions from children and parents will be consulted if needed.

PARENTS

We aim to compliment and support the role of parents. The school is well aware that the primary role in children's sex education lies with parents and carers. We therefore wish to build a positive and supporting relationships with the parents of children at our school, through mutual understanding, trust and cooperation.

- A letter informing of the dates and content of the sex education programme will be sent to parents a week in advance.
- Parents have the right to view any planning for lessons and any resources being used.
- Parents have the right to withdraw their children from those aspects of sex and relationship education, not included in the National Curriculum. Alternative work would be set.
- However this rarely happens, by working in partnership with parents they recognise the importance of this aspect of their child's education.
- Parents will be valued as educational partners in this area so the consistency of learning is maintained.

CHILD PROTECTION ISSUES

Teachers conduct sex education lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate, but will immediately inform the named person for child protection issues about their concerns. The Headteacher will then deal with the matter in consultation with health care professionals (see also our policy on Child Protection).

MONITORING AND REVIEW

It is the responsibility of the Governing body to monitor the effectiveness of the policy from reports given by the Headteacher, evaluate and review the policy. This will take place on a regular basis.

Any training needs for the staff to facilitate the learning in all aspects of the policy will be identified by the PHSE manager and training arranged.