

# Shavington Primary School



## Relationships and Sex Education (RSE) Policy

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Signed: \_\_\_\_\_ (LGB Chair)



# **Shavington Primary School**

## **RSE Policy**

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### **1. Introduction**

At Shavington Primary School, we believe that the teaching of Relationships and Sex Education (RSE) is key part of children's learning. RSE helps to develop children's self-awareness, their knowledge of their own bodies and the changes they will experience during their childhood and adolescence. RSE also ensures that children respect themselves, along with others and teaches them to understand what makes a healthy relationship. We believe that these things are vital to children's development and helps to prepare them for the next stage of their education.

### **2. Intent, Implementation and Impact**

#### **Intent**

Through our teaching of RSE, our aim is that children leave each year group with the age-appropriate knowledge of what makes a healthy relationship and how their bodies will be changing in the near future.

We also ensure that children engage in honest conversations about the topics they are working on and feel comfortable enough to ask questions.

In doing this, we teach children about:

- the physical development of their bodies as they grow into adults;
  - the way humans reproduce;
  - respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship;
  - the importance of family life;
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- moral questions;
- relationship issues;
- respect for the views of other people;
- sex abuse, and what they should do if they are worried about any sexual matters.

## Implementation

At Shavington, we use the Christopher Winter Scheme of work to teach RSE. We have been using the 'Christopher Winter Project' scheme of work since 2012. This is a scheme of work from Reception to Year 6. Through this scheme children will learn year on year about different aspects of how their bodies change and how reproduction in humans takes place.

The scheme ensures careful progression while also providing opportunities for children to recap their prior learning. In Reception to year 4 children are taught 3 objectives over the course of the year (one per term). In year 5 children are taught 4 objectives, whilst in year 6 children are taught 5 objectives over the course of the year. Before each objective is taught, the teacher will recap the previous unit to ensure that children have fully understood their prior learning. This also allows time for any misconceptions or gaps in learning to be addressed.

For some of our younger children (specifically in Early Years) we also use 'Monkey Bob'. Monkey Bob is a colourful, likeable character that helps children to recognise their feelings, talk about their emotions and learn ways to safely express their feelings and emotions. Monkey Bob can be used as part of a whole class RSE lesson, or as an intervention for specific children who are struggling to recognise and understand their feelings and emotions.

All RSE lessons are taught by staff that children are familiar with. Staff teaching RSE ensure that they create an open, honest and trusting environment where children are free to ask questions and have discussions.

Our teaching of sex education is done very carefully and, in an age, appropriate way. While we carry out some of the elements of sex education through our 'Christopher Winter Project' scheme of work, we also do some sex education through other subject areas (for example, science) which we believe contributes significantly to children's knowledge and understanding of their own bodies, and how they are changing and developing.

Within both key stages, through Science lessons, teachers inform children about puberty and how a baby is born. For this aspect of our teaching we follow the guidance material in the national scheme of work for science. In Key Stage 1 we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the fact that people are not all the same, and that we need to respect each other. In Key Stage 2 we teach about life processes, and the main stages of the human life cycle, in greater depth.

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In Year 6 we place a particular emphasis on health education, as many children experience puberty at this age. Teachers endeavour to answer all questions with sensitivity and care within the focus of the lesson's objectives.

## Impact

Through our teaching of RSE, we ensure that children have a greater awareness and understanding of their bodies, feelings and emotions.

By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how children's bodies change during puberty, what menstruation is, and how it affects females. We always teach this with due regard for the emotional development of the children, in line with all curriculum guidance for primary age pupils.

### 3. Curriculum aims, Organisation and Planning

RSE is taught using Christopher Winter's from Reception to Year 6. In following the Christopher Winter's scheme of work, we have ensured that there is progression as the children move through school. Our planning is taken from the Christopher Winter's and is then adapted to meet the needs of the children in the class.

Each Year group will cover the following topics:

- **Reception:** Family and Friendships – Caring friendships, Being kind, Families *(3 lessons)*.
  - **Year 1:** Growing and Caring for Ourselves – Different friends, Growing & Changing, Families & Care *(3 lessons)*.
  - **Year 2:** Differences- Boys and girls, Male & female animals, Naming body parts *(3 lessons)*.
  - **Year 3:** Valuing Difference and Keeping Safe – Body differences, Personal space, Help and support *(3 lessons)*.
  - **Year 4:** Growing Up - Changes, What is puberty?, Healthy relationships *(3 lessons)*.
  - **Year 5:** Puberty - Talking about puberty, The reproductive system, Help and support *(3 lessons)*. Respect & Equality *(1 lesson)*.
  - **Year 6:** Puberty, Relationships and Reproduction – Puberty & reproduction, Communication in relationships, Families, conception & pregnancy, Online relationships *(4 lessons)*. FGM (Female genital mutilation) *(1 lesson)*.
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Most year groups (Reception – Year 4) have 3 lesson objectives to cover during the year. These year groups will focus on one objective per term. In Year 5 and 6, there are more objectives to cover. In Year 5, there is an additional unit of 1 lesson/objective. In Year 6, there are 4 objectives and then an additional unit/lesson. In Year 5 and 6, class teachers will use their judgement to decide how to separate the objectives throughout the year.

In all year groups, before a new unit is taught, the class teacher will recap the children's prior learning from the previous lesson/year group. Teachers will then use this opportunity to address any misconceptions and to review any learning objectives that the children are unsure of. This ensures that children are making good progress and have a firm understanding of their learning.

In Early Years, we use the Monkey Bob Tool Kit: 'Do you Feel What I Feel?'

This contains 3 lessons/activities:

**Activity 1:** Not Now Bernard – This focuses on the story book 'Not now Bernard' and explore how Bernard feels and who he can talk to about his feelings.

**Activity 2:** Helping Hands – This focuses on the children thinking about who the important adults are in their lives.

**Activity 3:** Monkey Bob! – This final session introduces Monkey Bob and encourages them to talk about their feelings.

Once the children have been introduced to Monkey Bob, he can then be used to support subsequent interventions and discussions with either the whole class, groups of children, or with an individual child.

## 4. Legislation and guidance

Our school's policy on relationships and sex education (RSE) is based on the DfE's document 'Relationships and sex education (RSE) and health education guidance'.

This guidance can be found here:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/908013/Relationships\\_Education\\_Relationships\\_and\\_Sex\\_Education\\_RSE\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

In the DfE's document, the purpose of relationships education is to 'put in 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'.

The DfE also states that 'In teaching Relationships Education and RSE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, (please see The

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Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics.'

As of September 2020, it is now compulsory for all Primary Schools to teach Relationships Education. Therefore, while parents do not have the right to withdraw their children from Relationships Education, they do have the right to withdraw their children from any elements of Sex Education that are not covered in the Primary Science National Curriculum – a copy of which can be found here: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/425618/PRIMARY\\_national\\_curriculum\\_-\\_Science.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425618/PRIMARY_national_curriculum_-_Science.pdf)

If a parent wishes their child to be withdrawn from sex education lessons, they should put this in writing to the head-teacher making it clear which aspects of the programme they do not wish their child to participate in.

## **5. Roles, responsibilities and monitoring**

The subject leader is responsible for monitoring the standard of children's work and quality of teaching in RSE. This can be done through conversations with staff that teach RSE, talking to children, and looking at the physical work the children produce. The subject leader is also responsible for supporting colleagues in their teaching and for being informed about current developments in the subject.

It is the role of the class teacher to ensure that all of their year group objectives are covered through the year and that they have addressed any misconceptions within their class. It is also the role of the class teacher to address any concerns they may have in line with the school's Safeguarding policy.

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 relationship with the parents of children at our school, through mutual understanding, trust and cooperation.

The LGB gives serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments.

## **6. Assessment and reporting**

Class teachers assess RSE. This is done informally throughout the year and can be based on conversations, discussions and the work the children produce. Depending on the age of the child, they will demonstrate their knowledge in different ways. In Reception and KS1, this might be done through discussions, conversations and drawings. In KS2, as well as discussions, conversations and drawings, they might also produce labelled diagrams, posters, pose questions and complete some short pieces of writing.

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Our website is used inform parents of the content and objectives that the children will cover in RSE. If a class teacher has any concerns about a child's understanding of a certain topic, it is their responsibility to report this to parents and seek further advice if needed.

## **7. Inclusion and accessibility**

When planning RSE, teachers take into account the needs of the children in their class. We ensure that every child is able to access the lessons and progress their understanding.

Where children need extra support, this can be done through pre-teaching, adult support, or differentiated tasks.

## **8. Links with other policies**

This policy links with the following policies:

- SEN policy
  - Inclusion policy
  - Safeguarding policy
  - PHSE + Citizenship policy
  - Anti-Bullying policy
  - Science policy
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