

# John Wilkinson Primary School



## Relationship and Sex Education Policy

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## **Introduction**

We have based our school's sex education policy on the 2019 supplementary guidance. The policy is developed in the light of the Government's announcement (March 2017) that, from the age of four, all children will receive relationship education. It was updated in March 2019 in line with statutory guidance documentation issued by the DfE, Sex education is not compulsory in Primary schools but relationship education is, though we have chosen to adopt some aspects of sex education to meet the needs of our children and ensure they have a broad curriculum and sense of self through an appropriate, graduated curriculum offer.

We refer to RSE (Relationship and Sex Education) and we place the emphasis on relationships and supporting pupils' understanding and skill in developing positive and healthy relationships. Our definition is that this work is a lifelong learning process; it is about physical, moral and emotional development. It is about understanding the importance of marriage, stable and loving relationships, respect, love and care. It involves teaching about sex, sexuality and sexual health.

RSE in our school is part of the personal, social and health education curriculum. It is our belief that RSE is the responsibility of all staff and should be an integral part of teaching and learning processes, though it must be taught by a fully trained teacher. Education for personal growth and self-esteem, including sex and health education, complements and overlaps with the personal, social and emotional development of the child and the general life of the school.

Ofsted recommendations have informed our policy and practice, in particular: 'A caring and developmental RSE programme needs to be more than just biology and the fundamentals of reproduction. Young people want reassurance about their body image, behaviour, feelings and relationships. They also need knowledge and skills appropriate to their level of maturity and developmental needs'.

In planning and presenting our RSE programme (Twinkl Life) we provide an opportunity for pupils to express themselves within a trusted and safe environment. Central to our PSHE programme is the development of pupils' self-esteem. If young people feel positive and good about themselves, they are more likely to take care of themselves, think positively of other people, and therefore develop non-exploitative, caring relationships. They are also less likely to be exploited by others.

Our policy and practice is based upon national guidance and good practice and the Twinkl life scheme of work meets the learning outcomes outlined in the Ofsted guidance.

## **Whole School approach**

It is our belief that RSE is the responsibility of all staff and is integral to teaching a broad and balanced curriculum, educating the whole child and adhering to the 'Keeping Children Safe in Education' statutory guidance.

Pupils' questions will be responded to by all staff (teaching and non-teaching) as they arise in a straightforward way. Factual, simple and correct information will be provided using correct terminology for body parts and functions appropriate to the age of the child.

School staff have the right not to feel under pressure to answer difficult questions on the spot and will use distancing techniques such as referring the question to a question box. This allows time for reflection

about the most appropriate way to respond. Staff have been provided with a process for responding to questions.

The use of sexualised language, swear and slang terms, including bi-phobic, homophobic or transphobic language will be addressed with pupils and as appropriate parents/carers. In order to help the children to understand this we will start each unit with a set of clear ground rules and hold a 'word amnesty' to explore vocabulary they may choose to use without fully understanding the meaning or correct terminology.

## **Organisation**

We use the Twinkl Life PSHE scheme of work, with particular focus on the RSE units 'Growing up' and 'it's my body' in Summer term 2. The main delivery of RSE is through PSHE, but some aspects are also taught through other subject areas such as science. It is taught by the class teacher, and another member of staff will be present during the lesson.

Pupils are taught about relationships and encouraged to discuss issues. We teach the parts of the body, using the correct terminology, how these work and how we change as we grow. We encourage children to ask for help, providing reassurance that change is part of life's cycle.

In science lessons in Key Stage 1 the children are taught about how humans change and grow and how a baby is born. The focus is on changes and growing, keeping our bodies and ourselves healthy and safe. For this aspect we follow the guidance material in the national scheme of work for science. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth. (See appendix 1 for year group progression, learning outcomes and key vocabulary.)

## **Aims**

RSE in our school is part of the personal, social and health education curriculum. This is integrated within the wider school curriculum and complements and overlaps with the general ethos and life of the school.

We provide a planned, age-appropriate scheme of work, designed to answer questions that children have about themselves, their own growth and development and to offer reassurance that such changes are normal and natural.

In planning and presenting our RSE programme we provide the opportunity for pupils to express themselves within a trusted and safe environment, following agreed ground rules. We want to reassure children of their value and self-worth including aspects of dignity, self-respect and self-restraint, help them to have a responsible attitude towards personal relationships including mutual respect and care, and to develop sensitivity towards the needs of others, providing knowledge of loving relationships and the human reproductive process.

We aim to inform children on matters of personal hygiene and related health issues, encourage exploration of values and moral issues taking into account physical and moral risks associated with certain behaviour, educate against discrimination and prejudice and help prepare children to make informed choices about relationships.

## **Our Scheme of work aims to:**

- Provide pupils with the skills necessary to keep themselves happy and safe
- Raise and promote positive self esteem
- Help pupils develop their skills and confidence in making decisions, communication, assertiveness, self-expression, respect for themselves and others
- Help pupils communicate and understand their feelings and emotions
- Prepare pupils for the physical and emotional changes of growing up
- Offer opportunity for pupils to develop and clarify their attitudes and values
- Counteract myths and misinformation
- Challenge media stereotypes, oppression and prejudice and promote equal opportunities
- Explain the meaning of words in a sensible and factual way, using correct names for body parts and functions
- Provide reassurance that change is part of the life cycle and help pupils accept variations
- Develop the confidence to seek help, support and advice.

## **Equal Opportunities**

At John Wilkinson Primary School the notion of equality of opportunity is highly valued. The RSE curriculum should offer children the opportunity to clarify and develop their attitudes and values relating to gender roles, stereotyping, taking into account equality issues (sex, race and culture, disability, ability, religion and sexual orientation).

## **The Social, Ethnic and Religious Mix of the School**

We aim to fulfil the educational needs of the children who are represented in the local community. The children come from a varied cross section of the local community and represent different social, ethnic and religious values, beliefs and customs.

## **Disability**

If the school has any children with special educational needs or a disability who require special assistance, their needs will be fully considered. Their parents will be consulted.

## **Child Protection**

It is possible that the nature of relationships and sex education work in school may result in a child disclosing to an adult. If this should occur, the Child Protection procedures as laid down by Shropshire Council will be followed and the school Designated safeguarding leads informed. All referrals, whatever their origin, must be taken seriously and must be considered with an open mind, which does not pre-judge the situation. The procedures adopted for handling cases of neglect, physical, emotional, sexual abuse and failure to thrive involving children and young persons, are based on the principle that the interests and welfare of the child or young person are of paramount importance.

Confidentiality must not prevent action if the child is 'at risk'. Teachers will listen sympathetically to anything a child tells them in confidence. However, if a teacher feels that a child is at risk then the appropriate people will be contacted in accordance with the Child Protection Procedures, a copy of which is available for parents in school.

## **Home-school Partnership**

Children are exposed to information and messages from T.V., Internet, film, music videos, books and magazines. They are influenced by family and friends and significant adults. Part of our role is to ensure that children are able to understand and interpret the information they receive.

We believe that parents have the primary role in delivering relationship and sex education. We aim to provide a programme in partnership, ensuring all pupils receive high quality provision in line with national good practice recommendations and statutory requirements. It is hoped that the school curriculum and ethos of the school complements and enhances home teaching & values, giving regard to the value of family life & loving, stable relationships. With this in mind, we provide parents with opportunities to discuss the school's policy and practice. Parents will be informed about the timing of the delivery and offered an opportunity to look at resources and discuss the delivery with the class teacher prior to the teaching sequence starting. Parents are encouraged to discuss and ask questions.

## **Right to Withdraw**

Parents have the right to request their children be withdraw from some or all of sex education, but not from relationship and health education. If a parent wishes to do this, they should discuss this with the head teacher. We would encourage parents to discuss any concerns at the earliest opportunity. The headteacher will discuss the implications and likely consequences of withdrawal from the non- statutory part of the curriculum, such as:

- Benefits of the sex education programme
- Detrimental effects withdrawal may have on the child, including social and emotional effects of exclusion, likelihood of hearing incorrect information from peers rather than first-hand from their teacher,

Once these discussions have taken place, then we must respect the parents request to withdraw should their decision still stand, up to and until three terms before the child turns 16.

Parents will be asked to put their request in writing.

## **Role of Head Teacher**

It is the responsibility of the headteacher to ensure that:

- policy and practice is developed in accordance with good practice guidelines and recommendations
- the policy is reviewed and monitored and approved by governors
- staff and parents are informed about policy
- staff receive appropriate training and support

## **Complaints Procedure**

If parents have any cause for concern about RSE Policy, they will be asked to come into school to resolve the problem. In the unlikely event that the concern cannot be dealt with, the Governors can be contacted.

## **Monitoring and review**

The Curriculum Committee monitor our relationship and sex education policy on an annual basis (Spring) and then make recommendations to the Full Governing Body as appropriate.

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

Governors require the Headteacher to keep a written record, giving details of the content and delivery of the relationship and sex education programme that we teach in our school.

This policy has been reviewed and updated with teaching and support staff, and approved by the school governors. It will be reviewed every year or in light of significant changes to statutory guidance.

**RSE coverage** – to share with families

**Reception** (Early learning goals, development matters)

**Managing self**

- Be confident in themselves
- Explain the need for rules and knowing right from wrong
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy choices.

**Building relationships**

- Work and play cooperatively with others
- Form and maintain positive relationships
- Show sensitivity to the needs of others.

**Year 1**

- I know I can choose what happens to my body

**Key vocabulary:**

choice, body, underwear rule, privacy, private parts, secret, trusted adult, Childline, healthy, unhealthy

**Year 2**

- *I can name the main parts of a boys and girl's body.*
- I understand how to respect my own and other people's bodies and what consent means.
- I understand that we are all different and different people like different things. I understand what a stereotype is.
- I can talk about my family and others' families
- I can describe how I will change as I get older (physical body)
- I can describe things that might change in a person's life and how it might make them feel.

**Key vocabulary:**

differences, similarities, penis, testicles, vagina, male, female, privacy, consent, trusted adult, stereotype, changes, independent, responsibility

**Year 3**

- I can choose what happens to my body and I can get help with any concerns.
- I know the difference between a little deal and a serious problem.

**Key vocabulary:**

physical contact, public parts, private parts, differences, Childline

**Year 4**

- *I can describe male and female body parts and explain what these are for*
- I can describe how boys' bodies change as they go through puberty
- I can describe how girls' bodies change as they go through puberty
- I can describe the feelings some people experience as they grow up and understand the changes in emotions during puberty
- I understand that there are many different types of relationships and families
- *I can describe how babies are made and how they are born (simple)*

**Key vocabulary:**

reproduction, uterus, ovaries, penis, testicles, sperm, egg, foetus, erection, hormones, testosterone, periods, menstruation, oestrogen, lesbian, gay, bisexual, asexual, transgender, family



### Year 5

- I know that my body belongs to me and that I have control over what happens to it.
- I know the difference between wanted and unwanted contact
- I know what to do if I am worried about myself or someone else

#### **Key vocabulary:**

autonomy, consent, choice, control, respect, protect, rights, trusted adults, Childline

### Year 6

- I can describe changes that people's bodies go through during puberty and how we can look after our changing bodies.
- I can describe how emotions can change through puberty and suggest how to deal with those feelings.
- I recognise that many things affect the way we feel about ourselves and I understand that there is no such thing as an ideal body.
- I understand what a loving relationship is and that there are many types of relationships. I appreciate that people differ in terms of sexual orientation and who they love.
- *I understand what a sexual relationship is and who can have a sexual relationship. I know the term 'sexual intercourse' and can explain what an STI is and how it can be prevented.*
- *I can describe the process of human reproduction, from conception to birth.*

#### **Key vocabulary:**

change, emotions, puberty, erection, penis, testicles, sperm, testosterone, vagina, discharge, periods (menstruation), breasts, eggs, ovaries, hormones, acne, pubic hair, body image, social media, heterosexual, homosexual, bisexual, LGBTQ+, transgender, physical attraction, asexual, commitment, marriage, civil partnership, sexual intercourse, reproduction, contraception, safe sex, conception, foetus

## Appendix 2 Sample letter to parents

Dear Parents and Carers

### **Twinkl Life Relationship and sex education programme 'It's my body' (In years 1,3,5) and 'Growing up' (Years 2,4,6)**

As part of the statutory National Curriculum, aspects of relationship and sex education are taught to all pupils. This includes understanding growth, life cycles and reproduction for animals/mammals and naming of body parts. We believe that this biological approach needs to be balanced with an emphasis on relationships, feelings, and values. We are particularly concerned to ensure our children know how to keep themselves safe and healthy and develop confidence and self-esteem to ensure they are not vulnerable or exploited in any way.

This year we are completing statutory implementation of relationship and sex education and are using new materials as part of personal and social health education. We are delivering the Twinkl Life PSHE units to do this.

As part of our planning for the delivery of this programme we have ensured that there is consistency with our school's ethos and related policies, such as safeguarding, equalities and bullying.

The programme will be delivered by classroom teachers supported by a teaching assistant. In the lessons, we will encourage pupils to ask questions and seek further information if needed. We see this work as a partnership between school and home.

To enable you to discuss the programme, see some of the resources or ask any questions then please join our 10 minute RSE information meeting with your child's class teacher.

**Details of Teams Meeting to be inserted.**

The learning outcomes and key vocabulary for each year group are accessible as appendix 1 of the RSE Policy which can be accessed via the school website. This will help you to use the same consistent vocabulary at home should your child want to talk to you about what they have been learning.