

# Bell Farm Primary School

## Relationships and Sex Education (RSE) Policy



### Introduction

We believe that the relationship and sex education policy for Bell Farm can only be effective as part of a broader personal, social and health education policy. It is also our belief that the implementation of such policy must be handled with a sensitivity which takes into account the needs of children at different stages of their emotional development, the growing diversity of family patterns and the multicultural nature of society within our whole school values-based and rights respecting ethos.

### Legislation

This policy will be compliant with the following guidance:

- DfE Relationships, Education, Relationships and Sex Education (RSE) and Health Education (2019)
- DfE 'Sex and Relationship Education Guidance' (2000)
- DfE 'Science programmes of study: key stages 1 and 2' (2014)

The sex education contained in National Curriculum science (Key Stages 1–2) is compulsory in maintained primary schools. All state-funded schools must have 'due regard' to the Secretary of State's guidance on RSE (DfEE, 2000). This states that: *'All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes' (1.13) and 'Children should learn "how a baby is conceived and born" before they leave primary school' (1.16).*

### Aims and purpose

Relationships and sex education has a wider purpose than the acquisition of knowledge. Thus, it is also concerned with the development of positive attitudes and values that lead to behaviour based on responsible decision-making. The areas that will be covered are:

- Knowledge – plant and animal reproduction; the structure and functions of the human body; physical changes (e.g. puberty), health and care of the body.
- Attitudes – society's attitudes and values; developing a personal moral code; self-confidence and self-esteem; avoiding the stereotyping of gender roles; respect for others; respect for diversity.
- Behaviour – personal feelings; the importance of caring and loving relationships; changing relationships; friendships; tolerance of differences.

### Equality

Our curriculum meets The Equality Act 2010 by ensuring that issues are taught in a way that does not subject pupils to discrimination. Inclusive RSE at Bell Farm will foster good relations between pupils, tackle prejudice and stereotyping, and promote understanding and respect. We are dedicated to delivering the RSE programme with sensitivity and respect, avoiding any derogatory or prejudicial terms, which may cause offence.

## **Organisation**

The relationship and sex education (RSE) programme will be developed in conjunction with the views of teachers, pupils and parents by the PSHE leader and the science leader, in accordance with DfE recommendations.

The programme will be delivered through the personal, social and health education (PSHE) curriculum, with statutory aspects taught through the science curriculum.

The effectiveness of the programme will be monitored by the PSHE and science leader through monitoring of teaching, listening to feedback from children, parents and teachers, and through using attainment data.

## **Language and terminology**

RSE has a vital role to play in helping children develop a vocabulary they can use to communicate comfortably, respectfully and accurately about the human body, growing up, sex and relationships. This is only possible if adults teaching RSE are able to model using this type of vocabulary.

It is good practice to use medically correct terms for genitalia and sexual parts of the body, for example: vulva, vagina, penis and testicles. Ofsted provides full support for this approach (2013) and have raised concerns that some primary schools are currently failing to teach this vocabulary because this leaves children unable to describe abusive behaviours.

The use of respectful language which challenges sexism, homophobia and other forms of prejudice can be established in RSE and will have benefits for the whole school community – both in and out of lessons. Ofsted (2014) outlines the expectations that schools educate children and take actions to prevent discriminatory and derogatory language including homophobic language.

## **Working with parents**

We understand that the teaching of some aspects of the programme may be of concern to parents/carers.

We ensure that no teachers express their personal views or beliefs when delivering the programme.

A lesson on puberty changes are taught to Year 4 in the summer term and a letter will be sent to parents prior to the talk. Before the statutory Year 5 science lessons are taught to the children, a meeting will be held where parents are invited to view the materials that are taught and provide an opportunity for teachers to answer any questions. This meeting will also cover the aspects of RSE taught through PSHE. In Year 6, we will contact parents and invite them to a meeting to view materials and ask questions. In Year 6, we recap the content in the Year 5 curriculum and introduce consent, body confidence and conception.

We respect the legal right of parents / carers to withdraw their child from all or part of the Sex Education programme, except for those statutory parts included in the science national curriculum. The statutory parts of the national curriculum are:

Pupils should be taught to:

- Describe the life process of reproduction in some plants and animals.
- Describe the changes as humans develop to old age.

Guidance in the national curriculum about these two points states:

- Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.
- Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

### **Children with special needs**

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of relationship and sex education.

### **Child protection/confidentiality**

Teachers need to be aware that effective relationship and sex education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

The staff member will inform one of the designated safeguarding leads in line with school procedures for child protection.

A member of staff **cannot** promise confidentiality if concerns exist.

Policy Source: Some information used from model policy on *theschoolbus.net* website June 2020.

<b>Status of Statutory Policy</b>	<b>Date</b>
Authored by Ben Wasserberg	January 2018
Policy reviewed	Nov 2022
Agreed by Staff	Nov 2022
Agreed by Governors	N/A
Review	Annually (October 2023)

## Appendix 1

### Choosing a resource

The programme aims to use resources which, used together, promote inclusive RSE. Consider:

- Is the resource consistent with the values set out in the school RSE policy?
- Is it factually correct and up-to-date?
- Does it encourage active and participatory learning?
- Is the resource contemporary in terms of the realities of children and young people's lives?
- Does the resource portray positive images of a range of children and young people?
- Does the resource show positive role models for girls and boys / women and men and avoid stereotypes relating to gender and sexual orientation?
- Is the resource inclusive on the basis of home and family circumstance, gender, sexuality, race, faith, culture and disability?
- Is it appropriate for the age, ability and maturity of the children and young people?
- Have resources been evaluated by children and young people and feedback acted upon?
- Have parents and carers been consulted about resources?
- Are teachers confident about using the resource?

## Appendix 2

### Answering children's questions

All classes have a 'question box' that pupils can anonymously post questions to. In turn, the teacher will try to answer the questions (as appropriate) whilst retaining the child's anonymity.

Unless in the anonymous box, questions should only be invited from the children in the context of work they have been involved in, or linked to previous learning – i.e. watching a DVD, part of a topic.

It is better to ask the children to generate questions as a group and ask them to be written down. The teacher is then able to group the questions under appropriate headings. Children should be encouraged not to use 'slang' or 'family' names and terms. The teacher should always correct biological terminology. This may mean that a teacher has to interpret a question before reading it out and answering it.

Where a question is deemed inappropriate because either it is not connected to the subject matter being dealt with or because it goes beyond the scope of the school's RSE policy or age/stage of development of the pupils, the teacher must either decide to:

- *Leave those questions to the end and invite children who have not had their questions answered to speak to the teacher, after the teacher input*
- *Explain that they are only answering questions on a particular topic.*

In either case the most appropriate action may be for the teacher to suggest that the child asks their parents

At KS2 we do not discuss **any** vocabulary/topics that are not in our RSE programme e.g. contraception, STDs, homosexual sex acts, oral sex, sex toys, prostitution. When a child asks a question about sex, out of context of sex education lessons or a related topic, the teacher should speak to the child individually to try to ascertain what has prompted the question e.g. *'Why did you want to know that?'*

Guidance on answering children's questions is as follows:

#### Difficult questions

1. 'Silly questions': children are testing boundaries and have no interest in the answer. In this case, teachers will not answer questions, and explain that they are inappropriate.
2. 'Concerning questions': these could possibly be indicative of safeguarding issues. In this case, teachers will follow the school safeguarding procedures.
3. 'Genuine questions': the child has a genuine but age inappropriate question. In this case, the child's question will be acknowledged, with a promise to return to it later. The class teacher will then consult with the child's parents so that it can be discussed sensitively at home.

## Appendix 3

### RSE Year 1-6 Long Term Plan 2022-2023

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 1</u>
Year 1		<p><u>Lesson 5</u> Families and People Who Care for Me (Healthy family life.) LO: To recognise that people are different ages (and the importance of spending time together).</p>			<p><u>Lesson 6:</u> Ourselves, growing and changing LO: To understand that babies become children and then adults. To know the differences between boy and girl babies. (C Winter RSE Lesson 2 Y1)</p>	
Year 2		<p><u>Lesson 5</u> Families and People Who Care for Me (Healthy family life. Stable, caring relationships are at the heart of happy families.) LO: To know there are different types of families and who to ask for help. LO: To understand what diversity is.</p>			<p><u>Lesson 5:</u> Ourselves, growing and changing LO: To introduce the idea of male and female and gender stereotypes. (C Winter RSE Lesson 1 Y2) <u>Lesson 6:</u> Ourselves, growing and changing LO: To describe some differences between male and female animals. To understand that a new life needs a male and a female. (C Winter RSE Lesson 2 Y2) LO: To describe physical differences between males and females, and name male and female body parts. (C Winter RSE</p>	<p><u>Science:</u> Animals Including Humans LO: Notice that animals including humans have offspring that grow into adults</p>

					<p>Lesson 3 Y2)</p> <p><u>Science:</u> Animals Including Humans LO: Notice that animals including humans have offspring that grow into adults</p>	
Year 3		<p><u>Lesson 5 Families and People Who Care for Me</u> LO: To understand how difference can affect someone</p> <p><u>Lesson 6 Families and People Who Care for Me</u> LO: To understand that all families are different and have different family members. Identify who to go to for help and support. (C Winter RSE Lesson 3 Y3)</p>			<p><u>Lesson 5: Ourselves, growing and changing</u> LO: To know some differences and similarities between male and females. To name male and female body parts. (C Winter RSE Lesson 1 Y3)</p> <p><u>Lesson 6: Ourselves, growing and changing</u> LO: To identify different types of touch. To talk about ways of dealing with unwanted touch. (C Winter RSE Lesson 2 Y3)</p>	
Year 4		<p><u>Lesson 5 Families and People Who Care for Me</u> LO: To understand how difference can affect someone. To understand why people choose to get married.</p>			<p><u>Lesson 5: Ourselves, growing and changing</u> LO: To describe the main stages of the human lifecycle. (C Winter RSE Lesson 1 Y4)</p> <p>Additional lesson Summer Term RSE for Girls LO: To know about</p>	

					some of the ways my body will change as I grow up.	
<b>Year 5</b>		<u>Lesson 6 Families and People Who Care for Me</u> LO: To accept people who are different from me	<u>Science</u> Animals including humans LO: To describe the changes as humans develop to old age. (draw timeline to show stages in growth and development of humans; changes experienced in puberty)	<u>Week 3 IN SCIENCE</u> - <u>Life Cycles</u> LO: To describe differences in the life cycles of a mammal, an amphibian, an insect and a bird. (Also: To describe life process of reproduction in some plants and animals including sexual reproduction in animals and asexual reproduction in plants.)	<u>Lesson 5: Ourselves, growing and changing</u> LO: To learn about the emotional and physical changes occurring in puberty. To ask questions about puberty with confidence. (C Winter RSE Lesson 1 Y5) <u>Lesson 6: Ourselves, growing and changing</u> LO: To understand male and female puberty changes, including physical and emotional changes, (C Winter RSE Lesson 2 Y5)	<u>Lesson 7: Ourselves, growing and changing</u> LO: To understand the importance of hygiene. (C Winter RSE Lesson 3 Y5)
<b>Year 6</b>		<u>Lesson 6 Families and People Who Care for Me</u> LO: To consider how your life may change as you grow up.		<u>Lesson 4: Ourselves: Growing and Changing: Puberty and Reproduction</u> LO: To discuss physical and emotional behaviour in relationships. (C Winter RSE Lesson 1 Y6) <u>Lesson 5: Ourselves: Growing and changing: Understanding Relationships</u> LO: To learn about		



				<p>the emotional and physical changes occurring in puberty. To ask questions about puberty with confidence. (C Winter RSE Lesson 2 Y6)</p> <p><u>Lesson 6: Ourselves:</u> Growing and changing LO: To know some basic facts about pregnancy and conception. (C Winter RSE Lesson 3 Y6)</p>		
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