



## **Relationships and Sex Education (RSE) Policy**

**Related Documents: The PSHE Policy, Healthy Lunchboxes Policy and The School Vision for PSHE.**

### **Introduction**

At Sundridge Primary School we see Relationships and Sex Education (RSE) as being an important part of the teaching in Personal, Social and Health Education. Many parents and carers think that sex education is about sexual intercourse, however at primary school, it is about laying an understanding about how our bodies work and about feelings around growing up. The Relationships aspect of the area, is statutory, whereas the sex aspect isn't statutory until Secondary age. At Sundridge, as with most schools, we believe that primary pupils do need to learn about puberty, periods and the ways in which the body changes and feelings change. When we refer to sex education, it is this content to which we are referring. We do not teach children about sexual intercourse, however, many older pupils in years 4,5 and 6 may already know about this aspect.

**PSHE, including RSE, is now a statutory subject from September 2020.** Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum 2014.

*Policy reviewed and revised annually*

This school is committed to safeguarding and promoting the wellbeing of all children and expects our staff and volunteers to share this commitment.

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Through our curriculum, our school environment and our school ethos, we promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.

The teaching of RSE helps to support the pastoral care and safeguarding of all of our pupils.

## **Aims and Objectives**

- To prepare pupils at the school for the opportunities, responsibilities and experiences of later life.
- To enable the children to know and understand what constitutes a healthy lifestyle
- To understand what makes for good relationships with others
- To have respect for others regardless of race, gender and mental and physical disability
- To be independent and responsible members of the school community
- To develop self-confidence and self-esteem and make informed choices regarding personal and social issues
- To develop good relationships with other members of the school and the wider community
- To understand how the human body develops from conception to old age
- To understand the physical and emotional changes during Puberty
- To ensure pupils are equipped with the right knowledge before starting secondary school
- To teach in accordance with the DfE Statutory PSHE Curriculum

## **The PSHE Co-ordinator is also responsible for RSE and has the following responsibilities:**

- To lead the annual review of the PSHE policy
- To ensure that resources used are relevant and appropriate to the needs of the children
- To lead on the evaluation of the PSHE policy and programme; and develop in partnership with other stakeholders, the new curriculum for 2020
- To ensure that staff have the necessary skills, confidence, knowledge, and resources in order to deliver effective PSHE

## **The Governors have the following responsibilities:**

- To ensure that an up-to-date PSHE policy is in place and is made available to parents and for inspection
- To ensure that the PSHE policy and curriculum are in line with the non - statutory guidance in the National Curriculum 2014
- To ensure that the policy and programme reflect a whole school approach particularly in relation to consultation

## **Teachers have the following responsibilities:**

- To ensure that they, or anyone working in their classroom to deliver/support PSHE, is doing so in line with the school's PSHE policy, and other relevant school policies
- To contribute to the evaluation of the programme
- Assessing children's progress against the agreed learning outcomes

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- Communicating with parents when appropriate/necessary

## **Working with Parents/Carers and the right to withdraw pupils from lessons**

- We recognise that parents/carers are key partners in our delivery of a comprehensive PSHE programme for pupils at the school

If parents/carers have concerns about any of the content to be covered, we ask that these are addressed to the curriculum lead. Parents and Carers may feel very strongly about the RSE curriculum, however much of this is now statutory. This means that a pupil cannot be removed from this aspect of teaching. However, we welcome discussion about parental/carer concerns and are always happy to share with parents and carers the materials being used in class. With regards to puberty, parents and carers are always informed about this content prior to teaching and there is the opportunity for parents and carers to discuss this with staff. Teaching about conception, the development of a baby and birth are part of science and there is no right to withdraw. As a school we have decided not to teach sexual intercourse in humans as an RSE lesson or related issues such as sexually transmitted diseases or contraception. These are non-statutory at Primary level. However, we may change this in future years. Parents who wish to withdraw from any aspect of this content may do so by arrangement with the head teacher. **It should be noted that the Year 5 science curriculum teaches asexual reproduction in plants and sexual reproduction in mammals, including humans.**

We will ensure that:

- Parents will be able to view the Relationships and Sex Education policy on request (it is on the website)
- Relationships education happens from Reception to Year 6 and is about families, friendships, communities and different types of relationships – It is not about adult relationships only
- Parents are informed when sex education takes place and what content is covered (KS2)
- Parents have the right to withdraw their child from the sex education programme under the Education Act 1993, but only from non-statutory elements
- They do not have the right to withdraw their child from any aspect of sex education that forms part of the National Curriculum for Science – this includes puberty, and conception (but not sexual intercourse). In science, sexual reproduction is taught, so children do learn about the sperm meeting the egg, and then the development from there of an embryo.
- If in the future we decide that we should teach sexual intercourse as part of RSE, parents will be informed of these changes. If a parent wishes to withdraw their child from sex education they will be invited into school to discuss their concerns with the Head Teacher
- Any pupil who is withdrawn will continue education with another year group while their peers take part in the RSE lesson

## **Provision**

- PSHE in our school will follow the Framework for PSHE, given as statutory guidance in the National Curriculum from 2020
- This framework will be delivered through a variety of teaching strategies but will mainly focus on using Coram Life Education SCARF programme and Rising Stars Character Education

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• Some elements of PSHE are taught effectively within separate subjects; for example through science or RE. In addition to this, PSHE must also be taught through cross curricular links, collective worship (often the theme for collective worship identifies, promotes and celebrates one of the school's values), circle time and other activities or school events (residential visits, enrichment, special activities planned to allow the children to work together under different circumstances), and School Council, which provide links with parents and members of the outside community

## **RSE is part of PSHE:**

PSHE has 3 main areas – Relationships (including Sex Education), Health and Wellbeing and Living in the Wider World. Everything we teach in those three areas is statutory, except any content from sex education that is not part of the science curriculum.

The relationships teaching is focussed on ensuring that children know what relationships they have and what makes these healthy relationships. They need to understand that families can sometimes look different and that some children do not live with their parents, or within a typical 2 parent family. They also learn about friendships, online relationships and professional relationships. The use of picture books and stories that show a variety of family types are used, such as those with same sex couples.

In the Infants, sex Education is about learning the correct external body part names and knowing how girls and boys are different. It is about knowing how to keep their bodies safe and what is acceptable regarding their bodies – eg. The NSPCC Pants Rule. It is also about learning that we change as we grow. By Upper Key Stage 2 (Years 5 and 6), many children are already experiencing puberty. We begin to teach more about puberty in years 3 and 4, although the content is basic and mainly concerned with changes you can see and an age-appropriate introduction to menstruation. Years 5 and 6 learn in more detail about puberty and this is also part of the science curriculum. Parents are informed about this content in advance. Years 5 and 6 are taught about the effects that hormones have on their feelings and moods. To develop the NSPCC Pants rule, children learn about consent and that saying no must be respected from both males and females.

The teaching of the correct scientific names for body parts is very important for safeguarding and begins in Year 1, developing in complexity and detail over the years. At first, external part names are taught. In Year 1 we teach the words vagina and penis. The vagina is an internal part, however consultation with stakeholders has identified this as a preferred word. When the word vulva is introduced in Year 3, it will be made clear that the vagina is internal and the vulva is external.

## **Scheme of Work**

Our scheme is called Coram Life Education – SCARF. This scheme provides a whole-school approach to building these essential foundations – crucial for children to achieve their best, academically and socially. Through SCARF, we teach the children about relationships and puberty.

This reflects the school ethos and demonstrates and encourages the following values:

- **Safety** – through making good choices for health and relationships, and understanding how to keep oneself safe
- **Caring** – understanding that respect for others works in both directions and that we can improve relationships by showing we care
- **Achievement** - that there are different types of achievement, not just academic and that personal growth is important
- **Resilience** – that it's okay to make mistakes and sometimes difficult situations happen but we can get help if we need it
- **Friendship** – how to recognise a good relationship and forge good relationships

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We at Sundridge believe, that in order to achieve the above, every effort possible must be made to ensure that all pupils within this school are valued and have the opportunity to develop to their full potential within a context of mutual respect, equality and understanding.

From September 2020, the school will use the Coram Life Education SCARF scheme to deliver RSE and PSHE. This scheme is in alignment with the PSHE Association's recommendations, which in turn are in response to the new statutory curriculum from the DfE. The Rising Stars Character Education will run alongside SCARF and runs through all of our assembly planning. The teachers deliver this for their own classes, tailoring the planning to suit the maturity and needs of each particular cohort. We have reduced the vocabulary in KS1 from the SCARF curriculum. Puberty will be introduced in Year 3, with menstruation being taught from Year 4 upwards. We do not teach the process of sexual intercourse, as there is no requirement at Primary, however, conception and the development of the baby in utero is covered in science. Many pupils will ask questions about how babies are made, or sex. Questions will be dealt with in an age appropriate manner (see next section). Teachers in years 3-6 will need to inform parents prior to delivery of the teaching of puberty.

The new curriculum requires that children learn that some people are in same sex partnerships. This is not taught as a special lesson, but materials are from time to time used that might have same sex partners, e.g. two fathers raising a child. This is not taught as a specific lesson, but through different characters in a scenario or story. This is important as it ensures that pupils who have such a family, are not made to feel different to more typical or traditional families. Pupils see same sex relationships and characters on mainstream children's television and our school needs to reflect the modern world and the people who live within it. LBGT discrimination is illegal. Homosexuality is not promoted or taught, and is not discussed as a lifestyle choice. The aim is to teach children that families come in all different forms and that people may be different to them, and that that is okay.

## **Pupil Questions**

Many pupils will ask questions about how babies are made, or sex. Questions will be dealt with in an age appropriate manner. Many questions can be pre-empted through lesson planning. For example, in the Reception lesson about caring for babies, some pupils will know that babies grow in the mother's tummy. They might ask how it got there. The SCARF lesson mentions that a sperm and an egg join together, though we have opted to omit this. The teacher should expect the question and will already know how it will be answered – When you grow up, you might decide to have a baby. A man and a woman can make a baby together. It grows inside the mum. Sometimes a doctor needs to help. The baby will need lots of love and care.

Questions may need to be answered on a 1:1 basis, if the answer goes beyond the understanding or needs of the rest of the class.

All pupil questions will be addressed in one of three ways, depending upon the child and how far the question deviates from our curriculum.

1. A **direct answer** can be given if the pupil's question is relevant to the curriculum for that year group. E.g. A Year 4 child asking, "Why do girls have periods?" An answer can be given using vocabulary for the year group and without deviating from the curriculum.
2. An **indirect answer** would be given if the pupil's question deviates from the teaching for that year group. For example, a pupil asking, "How does the sperm get inside the female?" A suitable answer here would depend upon the age and maturity of the child. An older child could be told that the couple in a loving relationship may decide to have sex. Sexual reproduction of plants and mammals is covered in Year 5 science. A younger child may be told that adults in a loving relationship can decide to make a baby together and that they will learn about this when they are in Year 7, or by asking a parent or carer.

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3. Some questions may need to be referred to a parent or carer so that they can answer the question in the way they feel most appropriate to the child. For example, “How do gay people have sex?” In this situation, a **holding answer** can be given, such as, “This isn’t part of our lesson, however I will mention to mum/dad/carer that you would like to talk.”

## Special Needs

- We teach PSHE to all our pupils, regardless of their ability and it is a lesson that is accessible to all with alterations to differentiate vocabulary, task and outcome if needed
- Learning opportunities are matched to the individual needs of children with learning difficulties
- Activities and debates challenge our most able pupils to formulate personal views based on evidence they research and discuss

## Transition to Secondary School

It is important that the transition phase before moving to secondary school supports pupils’ ongoing emotional and physical development effectively. The DfE continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

We will not be teaching children about the act of sexual intercourse, however, it is important that pupils know that the changes that happen during puberty are to prepare their bodies for reproduction. Pupils in Year 6 will already know that sexual reproduction happens between mammals and that this involves sperm from a male and an egg from the female. They will also know about how a baby develops and is born. Many children by Year 6 will have been told some information about sexual intercourse by parents and carers too. At Sundridge, children will strengthen their understanding of the physical and emotional aspects of puberty in Year 6.

## Assessment

- Children revisit areas regularly and the SCARF Scheme allows progression
- Staff adapt teaching to the needs of each cohort
- Sometimes pupils record learning in their books, but other times in the class scrapbook (floorbook)
- Each SCARF unit comes with a pre/post assessment
- If issues arise in class such as bullying or internet safety issues, these can be discussed as needed and lessons revisited or moved to the relevant time

**This policy will be reviewed every year by Heléna Barron, SLT and Governors.**

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