



Relationships and Sex Education (RSE) Policy

MONITORING THIS POLICY

The Headteacher will monitor the application of this policy and take appropriate steps to ensure that it is operating effectively. This will be achieved through discussion and monitoring.

The policy will be reviewed by the Headteacher bi-annually to ensure its effective application and any issues arising will be raised on the School Development Plan and tracked accordingly.

Adopted by:
Date Adopted:
Review Date:

Draft

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.....Date



RSE Policy

‘Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.’ (Secretary of State, July 2019)

This policy should be read in conjunction with the following policies:

- PSHE
- Safeguarding (inc responding to disclosures)
- Anti-bullying Policy
- DfE Keeping children safe in education (2020)

Aims

The aims of relationships and sex education (RSE) at our school are:

- To promote the spiritual, moral, cultural, mental and physical development of our pupils.
- To develop pupils’ communication skills and assertiveness so that they can make their own responsible and well informed decisions about their lives.
- To prepare pupils for the opportunities, responsibilities and experiences of later life
- To encourage pupils to value themselves and others
- To ensure pupils appreciate difference and diversity
- To develop the skills and understanding they need to live safe, confident, healthy and independent lives.
- To promote safety in forming and maintaining healthy relationships
- To provide pupils with a toolkit for understanding and managing their emotions
- To promote how to stay safe online
- To develop feelings of self-respect, confidence and empathy
- To teach pupils the correct vocabulary to describe themselves and their bodies

Statutory requirements

From September 2020 Relationship Education and Health Education is compulsory for all pupils receiving primary education. 'The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools.' (Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers)

Relationships Education

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

Sex Education

The DfE recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. Schools are to determine the content of sex education at primary school.'

Health Education

Health Education includes an understanding of how to maintain good physical health and mental wellbeing. Pupils should be taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and give pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

Relationships Education, Health Education, science and sex education work together to protect children by ensuring they have knowledge of their bodies, the human life-cycle, emotions, acceptable behaviour and right and wrong.

Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

Through these subjects we want to support all young people to be happy, healthy and safe –we want to equip them for adult life and to make a positive contribution to society.

At Barnes Farm Junior School, we teach RSE as set out in this policy.

Definition

Definition: What is Relationships and Sex Education?

Relationships and Sex Education is defined as learning about social, emotional and physical development. It is about understanding the importance of stable, loving relationships, including marriage for family life and to promote respect, love and care.

RSE is learning accurate and age-appropriate skills, attitudes and knowledge about the body, reproduction, sex and sexual health.

RSE also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE).

Policy development

This policy has been developed in consultation with staff, children and parents/carers. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/Carer consultation – parents and any interested parties were invited to attend a consultation meeting about the policy
4. Pupil consultation – we investigated what children want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

Consulting Children

In asking our children's views on RSE we believe it gives them the opportunity to be active citizens, ensures needs are identified and our teaching can meet the specific needs of the children it is aimed at. This discussion takes the form of discussions with small groups of pupils or part of a school council meeting and complements whole class discussions.

We ask pupils:

- Where do you get information about your body, growing up, relationships and feelings?
- Do you feel able to ask for support and advice?
- Do you feel confident talking about feelings and emotions?
- Do you feel safe to learn in PSHE lessons?

Involving parents

Barnes Farm Junior School works in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home. The DfE guidance states that all schools must have in place a written policy for Relationships Education and RSE. Schools must consult parents in developing and reviewing their policy. Schools should ensure that the policy meets the needs of pupils and parents and reflects the community they serve. It should be freely available and be published on the school's website.

Curriculum

The RSE curriculum at Barnes Farm Junior School reflects our ethos, and demonstrates and promotes the following:

- Learn the value of respect, care and love
- Better understand the nature of human relationships
- Valuing family life within stable, loving and committed relationships
- Respect for self and others
- Respect for rights and responsibilities within relationships
- Appreciate that different, successful family structures exist
- Understanding diversity regarding religion, gender, culture and sexual orientation
- Acceptance of difference and diversity
- Develop spiritual, moral, social and cultural awareness in line with the 2010 Equality Act and the schools' safeguarding and child protection protocols.

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, children and staff, taking into account the age, needs and feelings of the children. If children ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

How RSE is taught: learning environment, language and resources

Teaching skills

At Barnes Farm Junior School, we ensure our teachers have excellent subject knowledge and skills using effective use of questioning to challenge pupils' views, deepen thinking and support pupils of different abilities. Teachers are supported to answer children's questions in an honest, factual and age appropriate way.

We have a teacher who leads PSHE who supports our staff through training and continuous professional development. Our RSE curriculum will be taught by class teachers and HLTAs.

Learning environment

At Barnes Farm Junior School, classes provide an emotionally safe and secure learning environment by agreeing ground rules such as we will be kind to each other, we will listen carefully to each other, we will respect other people's opinions and beliefs and we not use names when speaking about others.

Language and terminology

At Barnes Farm Junior School we believe RSE has a vital role to play in helping children develop a vocabulary so that they can effectively 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 use of this type of vocabulary. Key vocabulary lists have been created to support the teaching of RSE and PSHE from Year 3 to Year 6.

Classroom Resources

At Barnes Farm Junior School, we use resources from the [Christopher Winter project](#) (CWP) as validated by our ongoing membership of the [PSHE Association](#).

Monitoring, Evaluating and Assessing

The RSE scheme of work will be monitored regularly to ensure effective implementation through scrutiny of pupils' work, the impact of lessons will be evaluating by obtaining pupil voice and planning will be modified to improve provision and raise standards.

The PSHE Curriculum is assessed annually measuring pupil's achievements against the lesson objectives. Assessment tasks are built into the end of schemes of work and pupils have a clear idea of their progress.

Delivery of RSE

RSE as part of PSHE

We believe that, to be effective, RSE should always be taught within a broader PSHE education programme. RSE enhances and is enhanced by learning related to topics including anti-bullying; keeping safe on and off line; keeping physically and mentally healthy, learning about drugs and the development of skills and attributes such as communication skills, managing peer pressure, resilience and decision making.

Learning in RSE and PSHE will be linked to the curriculum in relevant subjects, such as Science, Computing, Citizenship and Religious Education.

Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Organisation

RSE is taught in every year in our school as it helps our children to learn progressively as they mature and revisit the subject on a regular basis, this reinforces learning and provides opportunities to ask further questions.

Appendix 2 gives information on the progression from Y3 to Y6.

Sex education in National Curriculum Science

Maintained primary and secondary schools must teach the National Curriculum, which includes some sex education within science. Primary science includes pupils learning about parts of the body, growth, reproduction, life cycles and ageing. Key Stage 1 science includes pupils being taught to 'identify, name, draw and label the basic parts of the human body'.

At Barnes Farm Junior School we believe it is important that pupils are taught the names of the external genitalia and know the differences between males and females. This is vital for safeguarding so that a child has language to describe the private parts of their body and to seek help if they are abused.

Inclusion

Every child is entitled to receive RSE regardless of ethnicity, gender, religion, age, culture, disability, language special needs, disadvantaged and looked after children. The Relationship and Sex Education programme will be tailored to the age, emotional and physical maturity of children and will use materials appropriate to that age group. Teachers and/or Learning Support Assistants work with individual pupils where required, and if appropriate to ensure all pupils follow the same access to the RSE/PSHE curriculum.

Roles and Responsibilities

7.1 The governing board

The governing board will hold the Headteacher to account for the implementation of this policy.

7.2 The Headteacher

The Headteacher and PSHE Lead are responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher or the PSHE Lead.

7.4 Children

Children are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Parent/Carers' Right to Withdraw

Parents should be informed about their right to opt out of non-statutory sex education lessons. The Head teacher will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum.

There is no right to withdraw from Relationships Education or Health Education this means no right to withdraw from the teaching expectations.

For more information and FAQ on the Government's guidance – [click here](#)

Training

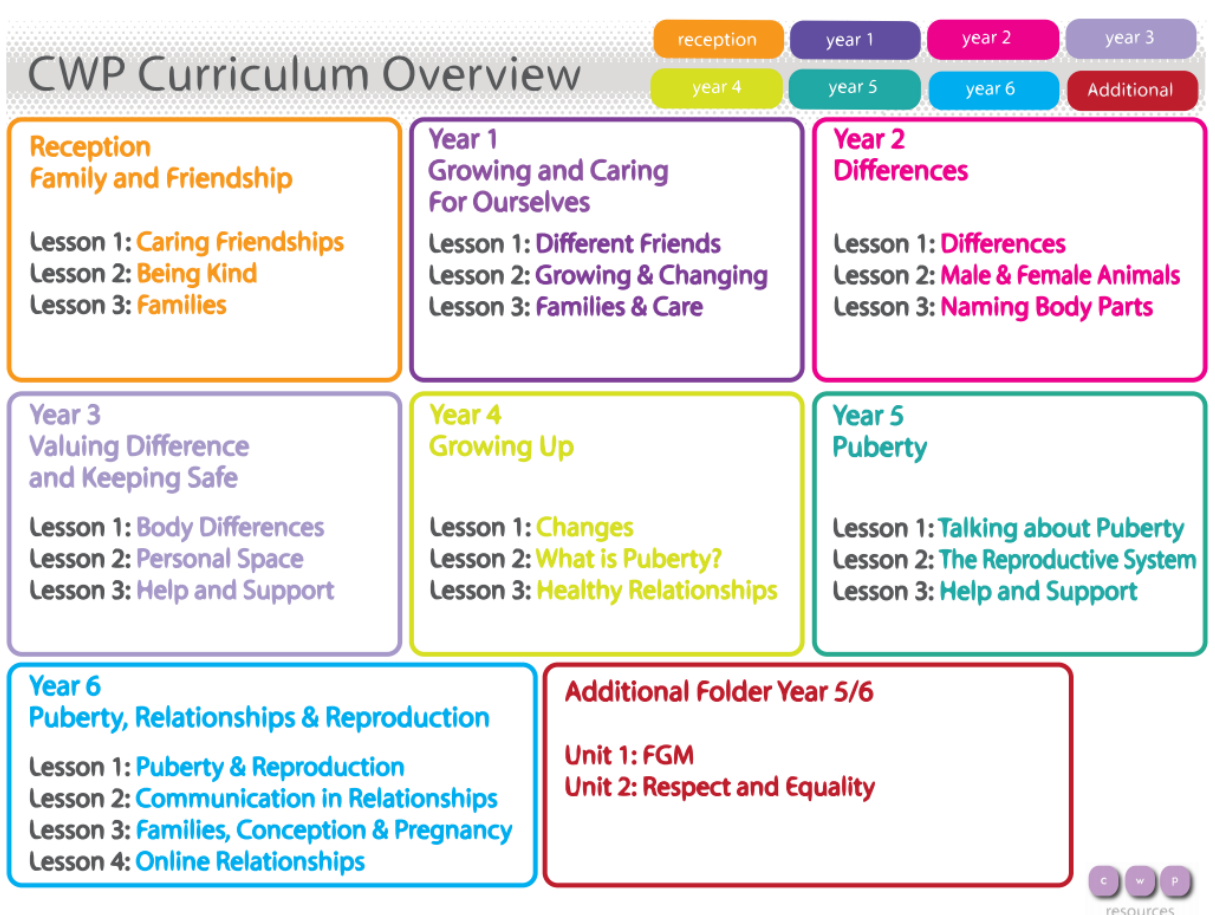
Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The Headteacher and PSHE Lead will also invite visitors from outside the school, such as school nurses or health professionals, to provide support and training to staff teaching RSE.

USEFUL WEBSITES

- www.childline.org.uk
- www.nspcc.org.uk
- www.nhs.uk/Livewell/puberty/Pages/Pubertyinfoforchildren.aspx
- www.kidshealth.org/kid/
- www.bbc.co.uk/education/topics/z3xxsbk
- www.thinkuknow.co.uk/

Appendix 1



Appendix 2

Link available [here](#) to our website for actual pdfs and weblinks.

Year 3

Valuing Difference and Keeping Safe Key Stage 2

Scheme of Work

Word Box: Stereotypes, gender roles, similar, different, male, female, private parts, penis, testicles, vagina, womb, family, fostering, adoption, relationship

PSHE Programme of Study Core Theme 1: Health and Wellbeing	Learning Intentions and Learning Outcomes	Lesson Title	Resources
<ul style="list-style-type: none"> the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong <p>Core Theme 2: Relationships</p> <ul style="list-style-type: none"> to be aware of different types of relationship, including those between friends and families, civil partnerships and marriage to judge what kind of physical contact is acceptable or unacceptable and how to respond 	<p>Learning Intention To explore the differences between males and females and to name the body parts</p> <p>Learning Outcomes Know some differences and similarities between males and females Name male and female body parts using agreed words</p>	<p>Lesson 1 Differences: Male and Female</p>	<p>Clothed Babies picture cards Pictures of male and female bodies Male and female matching cards</p> <p>Additional Activities <i>Cinderella's Bum</i>, Nicholas Allan <i>Shapesville</i>, Andy Mills <i>Let's Grow with Nisha and Joe</i>, fpa www.fpa.org.uk/Shop</p>
	<p>Learning Intention To consider touch and to know that a person has the right to say what they like and dislike</p> <p>Learning Outcomes Identify different types of touch that people like and do not like Understand personal space Talk about ways of dealing with unwanted touch</p>	<p>Lesson 2 Personal Space</p>	<p>A bag of textured objects to touch, for example sandpaper, cotton wool, play dough, silky material, a pebble etc. Year 3 Problem Pages</p>
	<p>Learning Intention To explore different types of families and who to go to for help and support</p> <p>Learning Outcomes Understand that all families are different and have different family members Identify who to go to for help and support</p>	<p>Lesson 3 Family Differences</p>	<p>Families pictures Who can I talk to? worksheet <i>The Family Book</i>, Todd Parr</p> <p>Additional Activities <i>Tell Me Again About The Night I Was Born</i>, Jamie Lee Curtis <i>Who's in a Family?</i> Robert Skutch <i>Happy Families</i>, Allan Ahlberg <i>Spark Learns to Fly</i>, Judith Foxon <i>Stranger Danger</i>, Anne Fine</p>

Year 4

Growing Up Key Stage 2

Scheme of Work

Word Box: Puberty, lifecycle, reproduction, physical, breasts, sperm, egg, pubic hair, emotional, feelings

PSHE Programme of Study Core Theme 1: Health and Wellbeing	Learning Intentions and Learning Outcomes	Lesson Title	Resources
<ul style="list-style-type: none"> how their body will, and emotions may, change as they approach and move through puberty to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them about human reproduction <p>Science Attainment Targets</p> <ul style="list-style-type: none"> describe the changes as humans develop to old age 	<p>Learning Intention To explore the human lifecycle</p> <p>Learning Outcomes Describe the main stages of the human lifecycle Describe the body changes that happen when a child grows up</p>	<p>Lesson 1 Growing and Changing</p>	<p>Lifecycle pictures Lifecycle word cards What has changed? worksheet Lifecycle Quiz slides Lifecycle Quiz answers</p> <p>Additional Activities Babies and Children worksheet</p>
	<p>Learning Intention To identify some basic facts about puberty</p> <p>Learning Outcomes Discuss male and female body parts using agreed words Know some of the changes which happen to the body during puberty</p>	<p>Lesson 2 What is Puberty?</p>	<p>Body Part Bingo cards Bingo Flash cards Body Changes pictures Our Bodies worksheet</p>
	<p>Learning Intention To explore how puberty is linked to reproduction</p> <p>Learning Outcomes Know about the physical and emotional changes that happen in puberty Understand that children change into adults so that they are able to reproduce</p>	<p>Lesson 3 Puberty Changes and Reproduction</p>	<p>Story bag items (see lesson plan) Book: <i>Hair in Funny Places</i>, Babette Cole Body Changes worksheet</p> <p>Additional Activities Suggested reading: <i>Where Willy Went</i>, Nicholas Allan <i>Amazing You!</i> Gail Saltz http://www.bbc.co.uk/science/humanbody/body/interactives/lifecycle/teenagers/</p>

Year 5

Puberty

Key Stage 2

Scheme of Work

Word Box: Puberty, physical changes, emotional changes, moods, menstruation, periods, tampons, sanitary towels, wet dreams, semen, erection, sweat, breasts, spots, pubic hair, facial hair, underarm hair, sexual feelings.

<p>PSHE Programme of Study Core Theme 1: Health and Wellbeing</p> <ul style="list-style-type: none"> • how their body will, and emotions may, change as they approach and move through puberty • to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them <p>Core Theme 2: Relationships</p> <ul style="list-style-type: none"> • to feel confident to raise their own concerns, to recognise and care about other people's feelings <p>Science Attainment Targets</p> <ul style="list-style-type: none"> • describe the changes as humans develop to old age 	<p>Learning Intentions and Learning Outcomes Learning Intention To explore the emotional and physical changes occurring in puberty Learning Outcomes Explain the main physical and emotional changes that happen during puberty Ask questions about puberty with confidence</p>	<p>Lesson Title Lesson 1 Talking About Puberty</p>	<p>Resources Puberty Changes Teacher Guide Pictures of male and female reproductive organs Anonymous questions template Additional Activities Changes DVD: All About Us: Living and Growing, Alternative, Unit 2, Programme 4, http://www.channel4learning.com/ Sheets of flipchart paper for body outlines</p>
	<p>Learning Intention To understand male and female puberty changes in more detail Learning Outcomes Understand how puberty affects the reproductive organs Describe how to manage physical and emotional changes</p>	<p>Lesson 2 Male and Female Changes</p>	<p>Pictures of male and female reproductive organs Puberty Changes Teacher Guide Menstrual cycle animation Male pictures Puberty Card Game Puberty Card Game answer sheet Puberty Card Game whiteboard summary Model materials: spaghetti (fallopian tubes) and poppy seeds (eggs) Selection of sanitary wear (tampons, sanitary towels, panty liners) Anonymous questions from Lesson 1 Additional Activities www.bbc.co.uk/science/humanbody What is the Menstrual Cycle? cards What is the Menstrual Cycle? whiteboard summary The Menstruation Card Game for Girls and Answers Menstruation Card Game whiteboard summary</p>
	<p>Learning Intention To explore the impact of puberty on the body & the importance of hygiene To explore ways to get support during puberty Learning Outcomes Explain how to keep clean during puberty Explain how emotions change during puberty Know how to get support and help during puberty</p>	<p>Lesson 3 Puberty and Hygiene</p>	<p>Kim's Game items and a cloth to cover them (see lesson plan) Kim's Game Teacher Guide Year 5 Puberty Problem Page Year 5 Puberty Problem Page cut-outs Problem Page Teacher Guide Anonymous questions from Lesson 1 Additional Activities Puberty Bingo</p>

Year 6

Puberty, Relationships and Reproduction

Key Stage 2

Scheme of Work

Word Box: Womb, sperm, egg, conception, fertilisation, pregnancy, sexual intercourse, twins, fostering, adoption, relationship, friendship, love, consent, intimacy, communication, personal/private information, internet safety.

<p>PSHE Programme of Study Core Theme 1: Health and Wellbeing</p> <ul style="list-style-type: none"> • how their body will, and emotions may, change as they approach and move through puberty • about human reproduction • the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others <p>Core theme 2: Relationships</p> <ul style="list-style-type: none"> • to be aware of different types of relationship, including those between friends and families, civil partnerships and marriage • to recognise what constitutes positive healthy relationships and develop the skills to form them 	<p>Learning Intentions and Learning Outcomes Learning Intention To consider puberty and reproduction Learning Outcomes Describe how and why the body changes during puberty in preparation for reproduction Talk about puberty and reproduction with confidence</p>	<p>Lesson Title Lesson 1 Puberty and Reproduction</p>	<p>Resources Puberty Changes Teacher Guide Puberty Body Part cards Reproduction question sheet Reproduction answer cards Reproduction whiteboard summary Additional Activities Year 6 Puberty Problem Page Year 6 Puberty Problem Page Cut-outs Year 6 Puberty Problem Page Teacher Guide</p>
	<p>Learning Intention Consider physical & emotional behaviour in relationships Learning Outcomes Discuss different types of adult relationships with confidence Know what form of touching is appropriate</p>	<p>Lesson 2 Understanding Relationships</p>	<p>Relationship pictures Squares of paper/sticky notes Anonymous Questions template Additional Activities How Babies are Made DVD programme: All About Us: Living and Growing Alternative, Unit 3 Programme 7. http://www.channel4learning.com/</p>
	<p>Learning Intention To explore the process of conception and pregnancy Learning Outcomes Describe the decisions that have to be made before having a baby Know some basic facts about pregnancy and conception</p>	<p>Lesson 3 Conception and Pregnancy</p>	<p>How Does A Baby Start? cards How Does A Baby Start? whiteboard summary Anonymous Questions from previous lesson Additional Activities Conception and Pregnancy statements Conception and Pregnancy Quiz Conception and Pregnancy Quiz Answers Pictures of male and female reproductive organs Model materials: dried spaghetti (fallopian tubes) and poppy seeds (eggs)</p>
	<p>Learning Intention To explore positive and negative ways of communicating in a relationship Learning Outcomes To have considered when it is appropriate to share personal/private information in a relationship To know how and where to get support if an online relationship goes wrong</p>	<p>Lesson 4 Communicating in Relationships</p>	<p>Relationship Question cards Communication Scenario Cards Communication Scenarios answers Communication Scenarios whiteboard summary Additional Activities Film clip from www.thinkuknow.co.uk</p>

Relationships and Sex Education Terminology

Below are the child-friendly definitions to support with the discussions and questions that arise when delivering RSE sessions at Barnes Farm Junior School.

Best practice is to ensure correct child-friendly terminology is used, as opposed to slang words.

Word	Definition	Age appropriate year group
Anus	The opening from the rectum through which faeces (poo) leaves the body.	From Y3
Breasts	A set of glands on a female's chest; breasts can produce milk after a woman gives birth. Males also have breasts, but they do not produce milk.	From Y3
Clitoris	A small, sensitive part of the female genitals at the anterior end of the vulva.	From Y6
Cervix	The lower part of the uterus that connects to the vagina. Sometimes known as the neck of the womb.	From Y3
Ejaculation	The release of semen, which contains sperm, from the tip of the penis.	From Y4
Erection	An erection is when a penis is hard because it fills with blood. Erections happen more regularly during puberty.	From Y4
Genitals	The external sexual and reproductive organs of both males and females.	From Y3
Menstruation	Often called period. When the blood and tissue lining of the uterus sheds and comes out of the vagina, usually once every month.	From Y4
Nipples	The part of the breast or chest from which a baby or young animal sucks milk. Males also have nipples, but they do not secrete milk.	From Y3
Ovary	An organ in a female's body that produces, stores and, once a month, releases ova (eggs). Females are usually born with two ovaries. Ovaries also produce hormones including progesterone, estrogen, and testosterone	From Y3
Ovulation	The release of an ovum (egg) from an ovary each month.	From Y4
Ovum (egg)	Female reproductive cell.	From Y5

Penis	A male's reproductive and sex organ that is made of spongy tissue that fills with blood during sexual excitement and becomes hard (also known as an erection). Urine and semen pass through the penis through a tube called the urethra. Urine comes out when the penis is soft and semen sometimes comes out when the penis is erect.	From Y3
Pubic Hair	Body hair found in the genital area of adolescents and adults.	From Y4
Scrotum	A pouch of skin containing the testicles.	From Y3
Semen	The whitish, sticky fluid that is released from a penis during ejaculation. One teaspoon of semen can contain around 300 million sperm	From Y4
Sexual Intercourse	When a penis is inserted into a vagina. Sexual intercourse can mean other kinds of intercourse too, like oral or anal intercourse between two men, two women or a man and a woman. However, this will not be discussed in any year group.	From Y6
Sperm	Male reproductive cell.	From Y5
Testicle	The male reproductive gland in which sperm and the hormone testosterone are produced. Males are usually born with two testicles.	From Y3
Uterus (womb)	Often called womb. An organ in a female's body where offspring are conceived and in which they gestate before birth.	From Y3
Vagina	A stretchy muscular tube inside the female body that extends from the vulva to the cervix.	From Y3
Vulva	The external genitals of the female are collectively known as the vulva.	From Y3
Wet Dream	This is the release of semen from a male's penis while he is sleeping, most commonly during puberty.	From Y5