

St Stephen's C.E. Primary School



R.S.E Policy

'For we are God's handiwork, created in Christ Jesus to do good works, which God prepared in advance for us to do.' Ephesians 2 v 10

Ephesians 2:10

This is extracted directly from our PHSE policy – this was done to signpost parents to specific information for consultation purposes.

Intent

The RSE scheme is designed alongside statutory guidance to ensure our children grow up to be global citizens, who can navigate the ever changing world around us with confidence. They

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will have the skills to develop lasting healthy

relationships, understand when to ask for help and know what makes them feel uncomfortable. Our primary aim is to keep children safe, by teaching children the contents of this policy we hope to go some way in achieving this, or at the very least giving the children the ability to report when they do not.



Relationships and Health Education Overview

Our RSE programme aims to equip our pupils with skills to prepare students for an adult life in which they can:

- Develop values and a moral framework that will help them develop healthy, nurturing relationships of all kinds, not just intimate ones.
- Understand the characteristics of a healthy relationship.
- Understand how to treat others with kindness and respect, valuing honesty and truthfulness.
- Understand the concept of personal privacy and permission seeking and giving.
- Recognise positive and negative relationships both online and offline.
- Recognise that families take on many forms and to be sensitive about the families of those around them, both within the diverse school community and the wider world around them.
- Recognise unacceptable behaviours in relationships and have the confidence and self-esteem to value themselves and manage the situation, or seek appropriate help.
- Know how to report and recognise emotional, physical and sexual abuse.
- Understand the importance of values such as respect (for self and others), equality, responsibility, care and compassion.
- Reflect upon the importance of stable and loving relationships for family life, including marriage and civil partnerships.
- Know the changes that occur to their bodies and emotions as a consequence of growth from childhood to adulthood, learning about the life cycle.
- Develop skills to enable them to make positive, informed and safe choices concerning relationships and healthy lifestyles.

Statutory requirements The lesson plans and accompanying guidance reflect the Department for Education (DfE)'s statutory requirements to teach Relationships Education and Health Education at key stages 1 and 2. The lessons support St Stephens in covering elements of statutory Relationships and Health Education, including the topic of puberty in years 4, 5 and 6. Parents and carers do not have the right to request to withdraw their children from the lessons on Relationships and Health education. Note that in the DfE statutory guidance it states, 'puberty including menstruation should be covered in Health Education and should, as far as possible, be addressed before onset'. For this reason, the lesson plans on puberty are aimed at pupils in year 4 and year 5, so they are prepared for the changes they and their peers will experience.

Please see **appendix 1 for the school's curriculum overview.**

Sex Education

All pupils must be taught about the aspects of sex education outlined in the primary science curriculum – this includes teaching them about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

The school is free to determine whether pupils should be taught the relationships aspects of sex education beyond what is required of the science curriculum. At our school, we teach pupils sex education beyond what is required of the science curriculum. The detail of this teaching can be found in the Scheme of Work. In Year 6, Lesson 4 How a baby is made incorporates elements of Sex Education and has been included to provide a comprehensive programme of Relationships and Sex Education (RSE), to safeguard pupils effectively and to provide a foundation for later learning on healthy intimate relationships. While the Department

for Education strongly recommends that primary schools deliver Sex Education, we at St Stephens deem this lesson one by which parents can request to remove their child.

Parents will be consulted at the point of delivery of our sex education curriculum. The age and development of pupils is always considered when delivering sex education. An outline of sex education at St. Stephen's is provided below:

By the end of KS1 children will know:

- The scientific names of the body parts including the external genitalia will be used in lessons where children are taught to keep themselves safe.
- How to report situations that make them feel uncomfortable?
- Who to report to
- What should be kept private (the PANTS rule)

By the end of LKS2 children will know:

- How and who to report unwanted or uncomfortable touch.
- Y4 girls will be taught about menstruation.
- That consent for touch around a person's body must be sought and that there are laws in place around physical contact to protect children.
- Changing bodies (personal hygiene)
- Hygiene routines

By the end of UKS2 children will know:

- That gender identity is a protected characteristic and that different types of relationships exist
- That Female Genital Mutilation is against the law
- That consent before sexual intercourse should take place
- That Sexual intercourse should take place in loving and committed relationships
- How a baby is made in Sexual Reproduction
- That contraception is available to reduce the chance of conception

As a school we have made the decision not to teach about the below points:

- Rape
- Abortion
- The detail of types of contraception
- Oral sex
- Exploitative or violent sexual practices
- Incest
- Prostitution
- Masturbation
- The detail of practice around Female Genital Mutilation

If a child asks a question that does not relate to the topics above, teachers will explain that the child consult his/ her parent for an answer. The school will normally seek to inform parents when such a question has been asked.

In some cases, a question or request for advice may indicate the pupil to be a risk or in danger, in which appropriate action will be taken in accordance with the school's written policy and

procedure for child protection. This also means that if a pupil puts a private question to a teacher or other member of staff and requests secrecy, no promise of secrecy or confidentiality will be given, but with the reassurance that any steps taken will always be in the pupil's best interest.

Parents' Right to Withdraw

Parents do not have the right to withdraw their children from relationships education. However, parents have the right to withdraw their children from the nonstatutory/non-science components of sex education within RSE (year 6, lesson 4)

Requests for withdrawal should be put in writing using the form in appendix 2 of this policy and addressed to the Headteacher.

A copy of withdrawal requests will be placed on the pupil's educational record. The Head teacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

Training

Staff are trained on the delivery of RSE and guided to the Scheme of Work. Teachers are coached in the delivery of the Health and Relationships scheme of work each year, before it is delivered.

The Head teacher may also invite visitors from outside the school such as the school nurse to provide support and training to staff teaching RSE.

Equality and Accessibility

The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their:

- Age
- Sex or sexual orientation
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership

The school is committed to making adjustments wherever possible to promote accessibility and inclusivity of the curriculum.

The school understands that people with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships, sex and health education, and the programme will be designed to be inclusive of all pupils.

Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs.

In order to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, the school implements a robust behavioural policy, as well as a child protection and safeguarding policy, which set out expectations of pupils.

Curriculum Links

The school seeks opportunities to draw links between relationships, sex and health education and other curriculum subjects wherever possible to enhance pupils' learning.

Relationships, sex and health education will be linked to the following subjects in particular:

- **Science** - pupils learn about the main external parts of the body and changes to the body as it grows from old age, including puberty.
- **Computing** – pupils learn about online safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- **PE** – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- **Citizenship** – pupils learn about the requirements of the law, their responsibilities and the possible consequence of their actions.
- **PSHE** – pupils learn about respect and difference, values and characteristics of individuals.

Monitoring

The delivery of RSE is monitored by the RSE lead and SLT through various monitoring activities: pupil book study; feedback; photos and videos; monitoring of assessment and SEND provision.

Pupil's development in RSE is monitored by the class teachers as part of our internal assessment systems.

This policy was first written by Helen Wright in September 2020 and will be reviewed in September 2021. It was reviewed and approved by governors on 10TH May 2022.

School overview of RSE education:

<p>Year 1</p>	<ul style="list-style-type: none"> • Looking after ourselves • My special people • People who care for us • People who are special to us • NSPCC – pants rule – privacy and keeping safe • Keeping safe and who to speak to when we are worried.
<p>Year 2</p>	<ul style="list-style-type: none"> • My body • Learning the scientific names for body parts – including external genitalia – but not teaching sex education. • The human life cycle from birth to old age
<p>Year 3</p>	<ul style="list-style-type: none"> • Friends and friendships • Falling out with friends • Managing emotions • Who to tell when I feel sad or worried
<p>Year 4</p>	<ul style="list-style-type: none"> • Menstruation and puberty (in single sex lessons) • Period products • Emotional changes • Keeping clean and healthy <p>N.B. Human reproduction is not taught until Y6.</p>
<p>Year 5</p>	<p>☐ Re-cap on puberty</p>

	<ul style="list-style-type: none"> • How all families are different and that there are different types of loving relationships • What is a loving relationship? • Discrimination and bullying.
Year 6	<ul style="list-style-type: none"> • Reproduction • Laws to protect against Female Genital Mutilation • Consent must be sought before intimate relations • Circle of trust • Puberty re-cap including periods and wet dreams. • Positive relationships and raising children in healthy long term relationships

If you wish to see the specific materials used before the session please contact your class teacher or the PSHE lead, Mrs Cookson, who will be more than happy to help.

Outlined in this policy is the areas covered and what will not be covered. Should any questions fall outside these perimeters teachers will direct children to discuss this at home.

RSE Content for different year groups – All resources are either PSHE association accredited resources or EC publications. This follows government guidelines for KCSiE and other RSE and safeguarding legislation. We do teach some content to in gender specific groups.

Year 1:

Pants rule:

What are the PANTS rules?



Privates are private	+
Always remember your body belongs to you	+
No means no	+
Talk about secrets that upset you	+
Speak up, someone can help	+

Life stages



child



baby



teenager



older person



adult

What do these pictures show?

Can you put them in the right order?

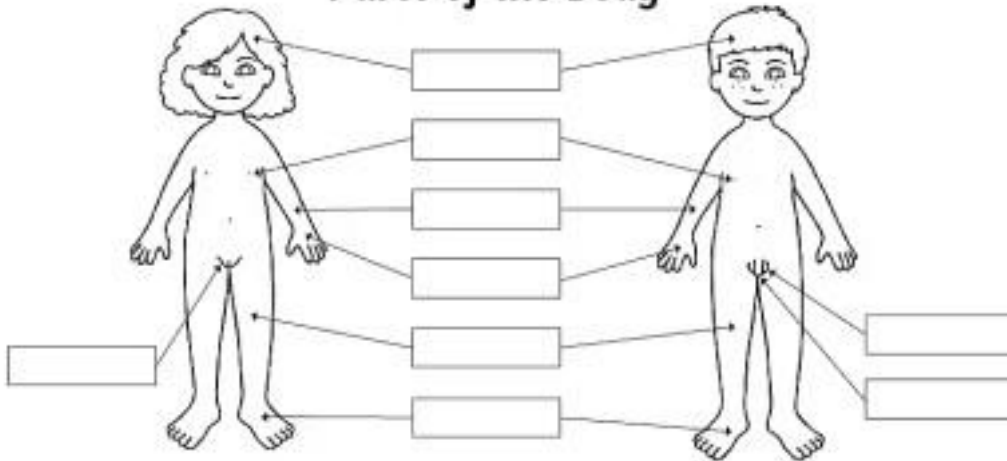
Year 2



The baby's genitals are different.

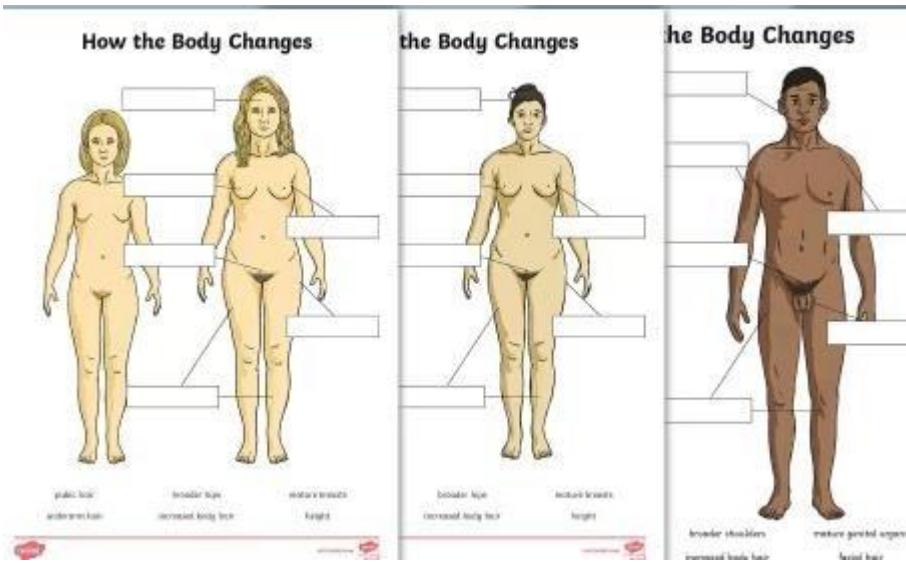
Do you know any scientific names for male and female genitals?

Parts of the Body



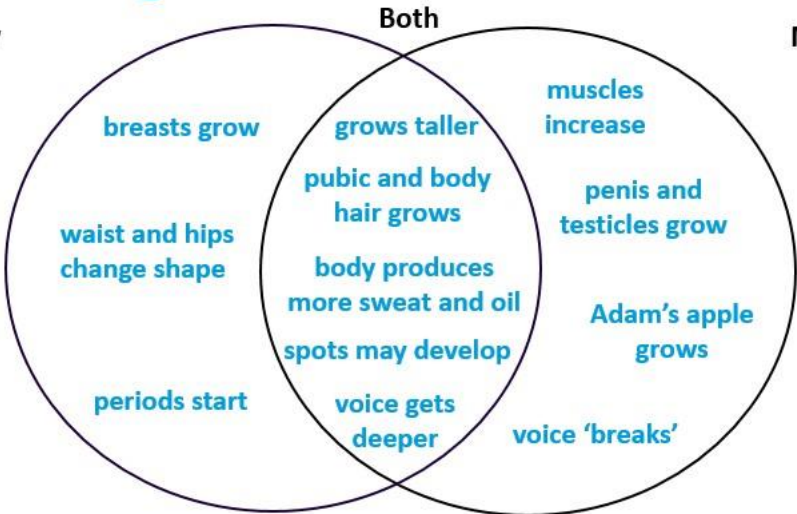
- | | | | | |
|---------|-------|------|-----------|-------|
| head | arms | legs | vulva | penis |
| nipples | hands | feet | testicles | |

Year 4 – coverage of puberty before onset and recommended by the government.



Body changes

Female body changes



Male body changes




Year 4 (re-cap in year 5)



Year 5

Re-cap on puberty and discrimination and bullying based on protected characteristics.

Year 6

<p>Sperm</p> 	<p>A reproductive cell produced by males. It contains half the DNA of a person.</p>	<p>Fertilise</p> 	<p>When an egg begins to develop into an embryo as a result of joining with a sperm.</p>
<p>Egg</p> 	<p>A reproductive cell produced by females. It contains half the DNA of a person.</p>	<p>Embryo</p> 	<p>A bundle of cells, less than 8 weeks into development, which will usually develop into a foetus.</p>
<p>Foetus</p> 	<p>An unborn human offspring, usually more than 8 weeks into its development.</p>	<p>Sexual Intercourse</p> 	<p>When two people join their genitals together (in this lesson we are focusing on when a male penis is put inside a female's vagina).</p>
<p>Ejaculate</p> 	<p>When a male's reproductive system releases sperm through the penis.</p>	<p>Puberty</p> 	<p>The stage of a person's life when their reproductive organs become active for the first time, usually around 10-16 years old.</p>

A list of books that can support the teaching that happens in lessons.

years 1 and 2			
<p>Your Mummy Ate My Football</p>	<p>Lynwen Jones</p>	<p>This non-fiction book uses clear language and fun cartoons to explain how babies need to be cared for once they are born. It uses the correct vocabulary for body parts in a nonthreatening way that means these topics can be dealt with sensitively and accurately. It is designed for Foundation and Key Stage 1 children.</p>	<p>KS1</p>

Boys and Girls	Lynwen Jones	This non-fiction book has been written for Foundation and Key Stage 1, using clear language and fun cartoons to dispel myths surrounding gender stereotypes and is a gentle introduction into understanding differences between boys' and girls' bodies. It uses the correct vocabulary for body parts in a non-threatening way that means these topics can be dealt with sensitively and accurately.	F/ KS1
Amazing Grace	Mary Hoffman, Caroline Birch	Grace loves to act out stories. When her school plans a performance of Peter Pan, she longs to play Peter, but her classmates say that he was a boy, and besides he wasn't black. A story to address stereotyping and discrimination.	KS1/2
The Huge Bag of Worries	Virginia Ironside	This funny and reassuring story from Virginia Ironside will appeal to all children who have occasional worries of their own.	KS1 / KS2
Frog in Love	Max Velthuijs	Frog is feeling most unwell. He keeps getting hot, then cold, and something inside his chest is going 'thump, thump'. Hare says it means he's in love! But who with? And how can he show his devotion - perhaps by performing the biggest jump ever?	KS1
The Family Book	Todd Parr	Open this book to read about all different kinds of families!	KS1
Where Willy Went	Nicholas Allan	A hilariously funny story about the facts of life for five to seven year olds	KS1 (and beyond!)

Years 3,4,5

Everything you Ever Wanted to Ask About Periods	Tricia Kreitman, Dr Fiona Finlay, Dr Rosemary Jones	This book tells you everything you need to know about periods and answers all the questions that thousands of real girls have asked. Great, straightforward information about growing up and puberty for Girls	Parents/ Carers Y4 and above
Asking About Sex and growing up	Joanna Cole	Writing especially for preteens, the author uses a question-and answer format to offer straightforward information on	Parents/ Carers Y4 and above

		a wide variety of subjects related to sex and puberty.	
Amazing Grace	Mary Hoffman, Caroline Birch	Grace loves to act out stories. When her school plans a performance of Peter Pan, she longs to play Peter, but her classmates say that he was a boy, and besides he wasn't black ...	KS1/2
The Huge Bag of Worries	Virginia Ironside	This funny and reassuring story from Virginia Ironside will appeal to all children who have occasional worries of their own.	KS1 / KS2
Hair in Funny Places	Babette Cole	Ted has seen many children grow up. In his wise but wildly funny way he explains how Mr and Mrs Hormone mix their outrageous potions that turn children into adults ... with the best results of course!	Year 4 and 5
and Tango makes three	Justin Richardson and Peter Parnell	Based on a true story of a pair of male penguins at the Bronx Zoo bonding and treating a stone like an egg, this charming and heart-warming tale proves that all you need to make a family is love.	Year 3 upwards

Year 6

Living with a Willy	Nick Fisher	Great, straightforward information about growing up and puberty for Boys	Parents/ Carer Y6 and above
Everything You Ever Wanted to Ask About Willies and Other Boys' Bits	Tricia Kreitman, Dr Neil Simpson and Dr Rosemary Jones	"A clear approachable guide, providing all the facts boys need and want about this mysterious and unpredictable part of their anatomy."	Parent/ carer Y6 and above

Mummy Laid an Egg!	Babette Cole	Mum and Dad decide it is time their children knew the facts of life, but what they tell them is a load of rubbish! Looks like it's up to the	Parent/ Carer
		children to put Mum and Dad right on a few things ...	KS2
Hair in Funny Places	Babette Cole	Ted has seen many children grow up. In his wise but wildly funny way he explains how Mr and Mrs Hormone mix their outrageous potions that turn children into adults ... with the best results of course!	year 6
Sex, Puberty and All that Stuff	Jacqui Bailey	Everything you might ever have wanted to know about: Spots, Kissing, Condoms, Feelings, Friends, Hormones, Periods, Dating ...	KS2
Check out the bare facts: boys and Check out the bare facts: girls	Available from the HPS Information and Resource Centre	These puberty leaflets aimed at upper KS2 are for use in supporting sex education lessons. They cover body changes, spots, periods, erections, etc.	KS2

Books just for parents/carers

Great Answers to Difficult Answers About Sex	Linda Goldman	This guide offers practical, age-appropriate advice for parents and care-givers; useful to counsellors and other professionals working with children
Speakeasy: talking with your children about growing up	FPA : Foreward by Dr Miriam Stoppard	Talking with your children about growing up
Let's talk about where babies come from	Harris H. R. and Emberley, M	Approved by the fpa, this book answers the many questions most children have about babies, bodies, love, sex and reproduction. Suitable for ages 8 to 12. A good book to have parents to borrow to take home and read with their children
Let's talk about sex: growing up, changing bodies, sex and sexual health,	Harris, Robie H. and Emberley, Michael	Approved by the fpa, this book is illustrated throughout with witty but always accurate cartoons. It tells pre-teens what they need to know about sex. Suitable for ages 10 to 14. Another book to make available for parents to borrow

Form for withdrawal from SRE			
TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature:			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents.	<p><i>Include notes from discussions with parents and agreed actions taken.</i></p> <p><i>E.g. xxxxxxxx will be taking part in all relationships and during the sex education lessons, he will be working independently on a project in the Year 6 classroom.</i></p>

