



CAM WOODFIELD JUNIOR SCHOOL

HEADTEACHER Mrs Louise Bennett

Policy for Relationships & Sex Education

2017-18



Together, we learn, laugh and grow to be the best we can be.

Policy for Relationships & Sex Education

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1 INTRODUCTION

Consultation has taken place through:

- Staff meeting
- Governing Body Meeting

This policy has been disseminated to the school community through:

- Staff meeting
- Governing Body Meeting
- Parents meeting
- School website

This policy has been written with reference to the DfEE document '**Sex and Relationship Education Guidance**' (2000), the DFE briefing paper '**Sex and Relationships Education in schools**' (2017) and **Gloucestershire Healthy Schools guidance for SRE**. It has been cross referenced with the safeguarding policy, the SEN policy and the e-safety curriculum. The DFE briefing paper (2017) states the Government's intention to rename SRE as RSE, placing the focus on the context of relationship. Therefore this policy will refer to RSE and Relationships and Sex Education.

2 RATIONALE

2.1 The Aims of RSE

The aim of RSE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour. RSE should prepare all pupils for the opportunities, responsibilities and experiences of adult life. This should take place with consideration of the qualities of relationships within families.

2.2 What is RSE?

Relationship and sex education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health.

It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching. RSE should promote self-esteem and emotional health and well-being and help pupils form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

2.3 The objectives of RSE

- to develop confidence in talking, listening and thinking about feelings and relationships
- to learn about the values of family life and stable relationships
- to explore, consider and understand moral dilemmas
- to raise pupils' self-esteem and confidence, especially in their relationships with others
- to help pupils understand their feelings and lead fulfilling and enjoyable lives
- to provide the confidence to be participating members of society and to value and respect themselves and others
- to provide the knowledge and information to which all pupils are entitled

- to clarify/reinforce existing knowledge
- to help gain access to information and support
- to develop skills for a healthier, safer lifestyle
- to develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- to name body parts and describe how their bodies work
- to respect and care for their bodies
- to protect themselves and ask for help and support
- to be prepared for puberty and adulthood

3 Equal Opportunities

3.1 Children with special needs

It is important to recognise that there is a wide range of pupils who may need particular support because of their learning or physical disabilities or who have social and communication difficulties or other needs. It is our intention that all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development with differentiated provision if required. Pupils need to be given accurate information and helped to develop skills to enable them to understand difference and respect themselves and others. 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.

3.2 The needs of boys as well as girls

Research shows that boys are often too embarrassed to ask questions about relationships or sex and boys are also less likely to talk to their parents about sex and relationships. For these reasons, units of work should focus on boys as much as girls. Teachers will need to plan a variety of activities which will help to engage boys as well as girls, matching their different learning styles. Single gender groups may be particularly important to enable boys to engage in discussions and ask questions in an environment that is comfortable to them.

3.3 Ethnic and cultural diversity

Research with families shows that children cannot always rely on their parents to talk to them about puberty or sex. Some girls and boys, from some minority ethnic communities, may rely on schools as their main, and sometimes only, source of sex education. We realise that it is important to be both culturally appropriate and inclusive of all children and we will listen to parents to help to establish what is appropriate and acceptable for them.

4 Parental Consultation

Full details of relationship and sex education are available from the school on request and published on the school website. The school informs parents when aspects of the relationships and sex education programme are taught and provides opportunities for parents to view the animations and resources being used. Parents have the right to withdraw their children from those aspects of relationships and sex education, not included in the National Curriculum Science Orders. Where this occurs, alternative work would be set. However, this rarely happens; by working in partnership with parents, they recognise the importance of this aspect of their child's education.

We know that Parents have a unique emotional relationship with their child and knowledge of their maturity and can respond to their questions about sex and relationships more spontaneously as they arise. Our website includes links to resources to support parents with talking to their children about puberty. These are included in [appendix 2](#).

5 The Taught RSE Programme

5.1 The RSE Curriculum:

All schools must teach the following as part of the National Curriculum Science for Key Stage 2:

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

In addition to the National Curriculum Science content, RSE will be taught through specific PSHE lessons. These lessons will follow the JIGSAW PSHE scheme unit 'Changing me.'

RSE is taught to each year group, starting in Year 3. Sex and relationship education should focus on the development of skills and attitudes not just the acquisition of knowledge. All RSE will be covered in the 'Changing Me' unit of the Jigsaw scheme. A range of teaching methods which involve children's full participation are used to teach relationship and sex education. These include use of video, discussion, looking at case studies, drama and role-play. Resources to teach relationship and sex education include fiction, reference books, leaflets and animations all of which are within the Jigsaw scheme. Within this unit children will learn the following:

5.2 Year 3 and 4

To understand that in animals and humans lots of changes happen between conception and growing up. Understand how babies grow and develop inside the mother and what a baby needs to live and grow. Understand that boys' and girls' bodies need to change as they grow up. Recognise these changes in their bodies and learn to cope with these feelings about change. Learn how a girl's body changes in order for her to have babies when she is an adult, and that menstruation is a natural part of this.

5.3 Year 5 and 6

Understand that puberty is a natural process that happens to everybody and that it will be OK for them. Describe how boys' and girls' bodies change during puberty. Understand that sexual intercourse can lead to conception. Describe how a baby develops from conception to birth. Understand the importance of looking after themselves physically and emotionally. Express how they feel about the growing independence of becoming a teenager.

A more detailed outline of these lessons can be found in [appendix 1](#).

In year 3 children will also be taught about safe and appropriate touch, through the NSPCC 'talk PANTS' resources. The details of this can be found in [appendix 2](#).

5.4 How will RSE be taught?

RSE lessons will be taught by class teachers, **who will have received training to deliver them** and will be taught in both mixed and single gender groups, where it is deemed most appropriate, with sensitivity being given to children's needs. All lessons will be taught to single year groups, to ensure that content is always **age appropriate**.

5.5 Ground rules and pupil questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. Ground rules are agreed with children, recapped at the beginning of PSHE lessons and always refer to confidentiality and respect. We use anonymous question boxes as a distancing technique. Teachers will endeavour to answer questions as honestly as possible, but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs, such as returning to the issue later.

6 Confidentiality and Safeguarding

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 safeguarding issue. If this occurs, the staff member will inform the Designated Child Protection person in line with the school's procedures for safeguarding, who will contact the Gloucestershire children's helpdesk on 01452 426565. A member of staff cannot promise confidentiality if concerns exist.

In year 3 we use the NSPCC talk PANTS resources to teach children important messages about safe touch, like their body belongs to them and they should tell an adult if they're upset or worried ([see appendix 2](#)).

In years 5 and 6 children will be taught about keeping themselves safe in their online relationships, through the Jigsaw PSHE scheme and Digital Literacy E safety lessons.

7 Personal Care

During RSE lessons, from year 4 onwards, girls are taught that they can seek support from any member of staff if they have a period. They will know that supplies of sanitary towels are kept in the school office and there is a sanitary bin in the girls' toilets. Following lessons on menstruation girls will be given a booklet about periods to take home.

8 Assessment, Monitoring and Reviewing

8.1 Assessment

Opportunities for assessment of learning are included as part of the Jigsaw 'Changing me' unit of work for each year group.

8.2 Monitoring

The lead teacher for PSHE will assess the effectiveness of the aims, content and methods in promoting pupils' learning by lesson observation, sampling teachers planning and assessment, questionnaires to teachers and children and feedback from parents. The effectiveness of the RSE programme will be evaluated by assessing children's learning and implementing change if required.

8.3 Reviewing:

This policy will be reviewed triennially by the lead teacher for PSHE, in consultation with the head teacher and full governing body. The next review date will be April 2020.

Written by Rachel Carrick (PSHE lead teacher) March 2017

APPENDIX 1

RSE Supporting material – Appendix 1

Jigsaw RSE Content

The grid below shows specific RSE learning intentions for each year group in the 'Changing Me' Puzzle.

Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'
3	Piece 1 How Babies Grow	Understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby. Express how I feel when I see babies or baby animals.
3	Piece 2 Babies	Understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow. Express how I might feel if I had a new baby in my family.
3	Piece 3 Outside Body Changes	Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies. Identify how boys' and girls' bodies change on the outside during this growing up process. Recognise how I feel about these changes happening to me and know how to cope with those feelings.
3	Piece 4 Inside Body Changes	Identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up. Recognise how I feel about these changes happening to me and how to cope with these feelings.
4	Piece 1 Unique Me	I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm.
4	Piece 2 Having A Baby	Correctly label the internal and external parts of male and female bodies that are necessary for making a baby. Understand that having a baby is a personal choice and express how I feel about having children when I am an adult.
4	Piece 3 Girls and Puberty	Describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this. Know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty.

5	Piece 2 Puberty for Girls	Explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally. Understand that puberty is a natural process that happens to everybody and that it will be OK for me.
5	Piece 3 Puberty for Boys and Girls	Describe how boys' and girls' bodies change during puberty. Express how I feel about the changes that will happen to me during puberty.
5	Piece 4 Conception	Understand that sexual intercourse can lead to conception and that is how babies are usually made. Understand that sometimes people need IVF to help them have a baby. Appreciate how amazing it is that human bodies can reproduce in these ways.
6	Piece 2 Puberty	Explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally. Express how I feel about the changes that will happen to me during puberty.
6	Piece 3 Girl Talk/Boy Talk	Ask the questions I need answered about changes during puberty. Reflect on how I feel about asking the questions and about the answers I receive.

RSE Supporting material – Appendix 2

The NSPCC talk PANTS video and lesson content can be found at <http://www.nspcc.org.uk/pants>

Advice to support parents in talking to their children about puberty can be found at <https://bettyforschools.co.uk/> and [NHS.uk 4 You - Growing up - What's it all about?](https://www.nhs.uk/4you/growing-up/what-is-it-all-about/)