



Seagrave Village Primary School

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Relationship and Sex Education Policy 2022

Reviewed	November 2022
	Additional review to included peer on peer abuse. October 2021
Frequency of Review	3 Years
Written by	Kate Litchfield
Approved by:	Head Teacher

What is Relationship and Sex Education?

This policy covers our approach to Relationships Education; a statutory component of the PSHE and Citizenship curriculum from September 2020. It aims to set out the purpose of Relationships Education and the intended outcomes for pupils, what is covered in our curriculum and how it is delivered.

We define Relationships Education as learning about the many strands of relationships and growing up. This includes family relationships, friendships and relationships with peers and adults, healthy and unhealthy relationships, the characteristics of positive relationships, relationships online and the emotional, social and physical aspects of growing up.

At Seagrave Primary School we believe:

At our school, we believe in providing every pupil with open, honest, accurate and age-appropriate lessons all about relationships. Through the school's ethos and values, we aim to develop children's knowledge, skills, opinions, strategies and confidence - enabling them to cope with life and live safely and happily in the modern world.

We highly value the partnership between school and home and will promote open and informative two-way communication. We aim to provide parents and carers with accurate information about what their child is learning in school and to provide the best learning environment and opportunities for our children.

Our Relationship and Sex Education curriculum is inclusive and meets the needs of all children, including those with special educational needs or disabilities (SEND). We also aim to promote gender, age, racial equality and diversity and represent the LGBT+ community through our Relationships curriculum.

Through our comprehensive Relationships and Sex Education provision, we aim to provide all pupils with:

- the knowledge and understanding of a variety of relationships;
- the ability to identify any concerns they have about a relationship;
- coping strategies, understanding emotions and an awareness of how and where to seek support;
- an understanding of their rights and responsibilities within a range of relationships;
- an awareness of the process of growing up and the changes they and others will experience;
- an understanding of the characteristics of positive relationships.

We also aim to enable young people to gain information, develop and transfer skills and explore attitudes and values, in order to support informed decision-making by;

- promoting a healthy, safe and caring environment for all pupils and staff;
- providing a broad and balanced curriculum for all our pupils, which values their diverse backgrounds and needs;
- promote pupil's self-esteem and emotional wellbeing 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;
- prepare our pupils to confidently engage with the challenges of adult life;
- provide sufficient information and support to enable our pupils to make safe choices.

Statutory Regulations

From September 2020, all primary schools must deliver Relationship Education. Under the Education Act 2002/Academies Act 2010, all schools must provide a balanced and broadly-based curriculum which:

promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Documents that inform the school's Relationship and Sex Education Policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)

Other school policies that are relevant to our provision of RSE are:

- PSHE and Citizenship
- Safeguarding and Child Protection
- Science
- Confidentiality
- Behaviour
- Anti-Bullying
- Inclusion
- Equality
- Staff Health and Wellbeing
- Healthy Schools.

Our Relationship and Sex Education policy has been developed through discussion with the Governor responsible for Relationship Education in school along with the Local Advisory Board, Staff, PSHE Co-ordinator and with the support of the Head Teacher.

It was discussed and ratified by the Local Advisory Board on

Delivering the Curriculum

Our lessons are taught by staff who are trained in delivering the specific content of the lessons. They will consist of PSHE (physical, social, health and wellbeing), Citizenship (living in the wider world) and RSE (relationship and sex education)

Ground rules will be established in class and children reminded of these. Special consideration will be given when teaching particularly sensitive content and staff will be fully aware of the children in their class and how they might relate to the lesson content.

We aim to create and maintain a safe environment within which all children feel able to ask questions and discuss issues openly. For any child wishing to discuss something confidential, relating to the lesson content, an opportunity will be provided.

We acknowledge that sensitive and potentially difficult issues will arise in RSE as children will naturally share information and ask questions. Each class also has a question box, which gives children the option to write down their questions and receive an answer on a one-to-one basis, rather than in front of the whole class. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it they will seek guidance from the PSHE leader.

Distancing techniques will be employed in our RSE, as with other areas of the PSHE curriculum, meaning that children are able to discuss fictional characters and scenarios, rather than discuss their own lives and experiences.

Our inclusive curriculum supports the statutory requirements for Key Stage 1 and 2 set out by the DfE. It forms a core part of our comprehensive Personal, Social and Health Education (PSHE) curriculum.

We are committed to working closely with parents and carers and we do this by:

- communication about when relationships lessons will be taking place and the content;
- leaflets;
- links to other websites on school website;
- home learning opportunities to follow-up learning at home.

This policy will be available to view on our school website by all stakeholders.

What is taught?

Below is a summary of the key learning objectives for Sex Education lessons. These are taught through our topic lessons and will cover Relationship Education, Health and Well Being and Living in the Wider World.

In early years, children are taught the main names of external genitalia and the early stages of consent through supported play.

Class 1 Cycle A – Recap on the name of the main body parts including external genitalia

Lesson Breakdown

1. My Body, My Business

R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private

R16. about how to respond if physical contact makes them feel uncomfortable or unsafe

R17. about knowing there are situations when they should ask for permission and also when their permission should be sought

R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)

R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard

H10. about the people who help us to stay physically healthy

I know I can choose what happens to my body.



2. Active and Asleep

H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday

H4. about why sleep is important and different ways to rest and relax

H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV

I can make healthy choices about sleep and exercise.



3. Happy Healthy Food

H2. about foods that support good health and the risks of eating too much sugar

H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health

H10. about the people who help us to stay physically healthy

I can make healthy choices about food and drink.



4. Clean as a Whistle

H5. simple hygiene routines that can stop germs from spreading

H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy

H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health

H10. about the people who help us to stay physically healthy

I know how to keep my body clean.



5. Can I Eat It?

H29. to recognise risk in simple everyday situations and what action to take to minimise harm

H31. that household products (including medicines) can be harmful if not used correctly

H37. about things that people can put into their body or on their skin; how these can affect how people feel

I know what is safe to eat or drink.



6. I Can Choose

H1. about what keeping healthy means; different ways to keep healthy

H8. how to keep safe in the sun and protect skin from sun damage

H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV

R17. about knowing there are situations when they should ask for permission and also when their permission should be sought

I can choose to keep my mind and body healthy and safe.



Class 1 Cycle B - Recap on the name of the main body parts including external genitalia

Lesson Breakdown

Resources

1. Our Bodies

H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)

H26. about growing and changing from young to old and how people's needs change

R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private

I can name the main parts of boys' and girls' bodies.



2. Is It OK?

• Teddy Bear

R16. about how to respond if physical contact makes them feel uncomfortable or unsafe

R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe

R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard

I understand how to respect my own and other people's bodies.



3. Pink and Blue

H22. to recognise the ways in which we are all unique

R23. to recognise the ways in which they are the same and different to others

I understand that we are all different and different people like different things.



4. Your Family, My Family

• Baby photos brought in by the children.

R3. about different types of families including those that may be different to their own

R4. to identify common features of family life

R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried

I can talk about my family and others' families'.



5. Getting Older

H26. about growing and changing from young to old and how people's needs change

H27. about preparing to move to a new class/year group

I can describe how I will change as I get older.



6. Changes

H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better

H27. about preparing to move to a new class/year group

I can describe things that might change in a person's life and how it might make them feel.



Class 2 cycle A – Recap on the name of the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)

Year 4 – Possible lessons introducing menstruation but this reviewed each year dependent on the needs of the year group.

Lesson Breakdown

Resources

1. My Body, My Choice

H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk

R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary

R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact

R26. about seeking and giving permission (consent) in different situations

R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret

I can choose what happens to my body and I can get help with any concerns.



2. Fit as a Fiddle

H2. about the elements of a balanced, healthy lifestyle

H3. about choices that support a healthy lifestyle, and recognise what might influence these

H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle

H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.

H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle

H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)

I know how to keep my body healthy.

Sticky notes - one per child



3. Good Night, Good Day

H1. how to make informed decisions about health

H2. about the elements of a balanced, healthy lifestyle

H3. about choices that support a healthy lifestyle, and recognise what might influence these

H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle

H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn

I know why it is important to get enough sleep.



4. Cough, Splutter, Sneeze!

H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle

H5. about what good physical health means; how to recognise early signs of physical illness

H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it

H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed

H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health

I understand the importance of hygiene and what to do if I feel unwell.



5. Drugs: Healing or Harmful?

H38. how to predict, assess and manage risk in different situations

H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break

H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines)

I know how to take medicine safely and keep safe around drugs.



6. Choices Everywhere

H1. how to make informed decisions about health

H2. about the elements of a balanced, healthy lifestyle

H3. about choices that support a healthy lifestyle, and recognise what might influence these

H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle

H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)

H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer

I know how to make better choices and choose healthy habits.

Sticky notes -
two per child



Class 2 cycle B – Recap on the name of the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)

Year 4 – Possible lessons introducing menstruation but this reviewed each year dependent on the needs of the year group

Lesson Breakdown

Resources

1. Your Body is Your Own

H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk

R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary

R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact

R26. about seeking and giving permission (consent) in different situations

R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret

I know that my body belongs to me and that I have control over what happens to it.



2. Exercise Right, Sleep Tight

H2. about the elements of a balanced, healthy lifestyle

H3. about choices that support a healthy lifestyle, and recognise what might influence these

H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle

H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle

H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn

I understand why getting enough exercise and enough sleep is important.

- A sticky note for each child
- A large sheet of paper for each group



3. Taking Care of Our Bodies

H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle

H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay

H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it

H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed

H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)

H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer

I understand how to take care of my body

- Counters – six per pair



4. Harmful Substances

H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break

H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others

H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);

H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping

H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns

R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this

I understand the harmful effects of using drugs, including alcohol and tobacco.



5. How We Think and Feel About Our Bodies

H3. about choices that support a healthy lifestyle, and recognise what might influence these

H26. that for some people gender identity does not correspond with their biological sex

H27. to recognise their individuality and personal qualities

L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes

L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation

I understand what a positive body image is.

- Sticky notes – one per child
- Colourful pens – a set per group
- Large paper (perhaps rolls of backing display paper or wallpaper) for children to draw body outlines on – one large piece for each group



6. Healthy Choices

H1. how to make informed decisions about health

H3. about choices that support a healthy lifestyle, and recognise what might influence these

H5. about what good physical health means; how to recognise early signs of physical illness

H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.

H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health

I can make informed choices in order to look after my physical and mental health.



Year 5 and 6 will be taught this area of the curriculum in two smaller groups.

Year 5 – Lessons will cover how babies are conceived and puberty including periods.

Lesson Breakdown

Resources

1. Human Reproduction

H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for

I can describe male and female body parts and explain what these are for.



2. Changes in Boys

H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction

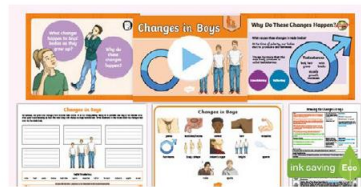
H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)

H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene

H34. about where to get more information, help and advice about growing and changing, especially about puberty

I can describe how boys' bodies will change as they go through puberty.

- White board - one per pair
- White board pens - one per pair



3. Changes in Girls

H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction

H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)

H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene

H34. about where to get more information, help and advice about growing and changing, especially about puberty

I can describe how girls' bodies will change as they go through puberty.

- White board - one per pair
- White board pens - one per pair



4. Changing Emotions

H17. to recognise that feelings can change over time and range in intensity

H18. about everyday things that affect feelings and the importance of expressing feelings

H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways

H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations

H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)

H34. about where to get more information, help and advice about growing and changing, especially about puberty

I can describe the feelings that some people experience as they grow up.



5. Relationships and Families

H26. that for some people gender identity does not correspond with their biological sex

R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)

R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different

R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong

R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others

R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart

R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability

R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty

I understand that there are many different types of relationships and families.

- 'And Tango Makes Three' by Justin Richardson and Peter Parnell (optional book)



6. Where Do I Come From?

H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for

I can describe how babies are made and how they are born.

- 'Where Willy Went' by Nicolas Allen (optional book)
- 'Mummy Laid an Egg' by Babette Cole (optional book)



Year 6 - Children will be taught age appropriate content along with additional lessons that discuss areas such as sexual relationships, contraception, consent, gender identity, changing emotions, love and trust, harassment, banter and unwanted behaviour.

Lesson Breakdown

Resources

1. Changing Bodies

H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction

H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)

H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene

H34. about where to get more information, help and advice about growing and changing, especially about puberty

R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact

I can describe the changes that people's bodies go through during puberty and how we can look after our changing bodies.

- whiteboards
- whiteboard pens
- small pieces of paper



2. Changing Emotions

H17. to recognise that feelings can change over time and range in intensity

H18. about everyday things that affect feelings and the importance of expressing feelings

H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways

H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations

H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)

I can describe how thoughts and feelings may change during puberty and suggest how to deal with those feelings.

- whiteboards
- pens



3. Just the Way You Are

H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)

H27. to recognise their individuality and personal qualities

H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth

L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes

L11. recognise ways in which the internet and social media can be used both positively and negatively

L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation

I recognise that many things affect the way we feel about ourselves and I understand that there is no such thing as an ideal kind of body.

- whiteboards
- pens



4. Relationships

R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)

R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different

R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong

R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others

R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart

R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability

I understand what a loving relationship is and that there are many types of relationships.



5. Let's Talk About Sex

H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it

H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction

H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for

R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact

I understand what a sexual relationship is and who can have a sexual relationship.

- Sticky notes
- Question Box – a box into which children can, confidentially, put questions they have, to be answered by the teacher at a later date



6. Human Reproduction

H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for

I can describe the process of human reproduction, from conception to birth.

- Question Box



We understand that at times children will benefit from varying methods of delivering the RSE curriculum. For example, we will use single-sex groups or small group teaching where this will help us to meet the needs of children more effectively, we will use team teaching where this enables us to best use teacher expertise. We will ensure there are positive educational reasons for each method of delivery.

We recognise the importance of ensuring that young people understand about the physical and emotional changes of puberty before they reach it, in order to allay fears or concerns. We also recognise that young people develop at different rates. When teaching about puberty in our RSE programme, we will be sensitive to the needs of those developing at different rates.

We recognise that many primary-aged children are aware of some forms of contraception and have begun to understand that adults do not only engage in sexual activity when they wish to reproduce. Children may ask direct questions about contraception, or may reveal knowledge (accurate or inaccurate) about contraception in discussion with adults or their peers. We will address this issue directly in very broad terms as part of the taught RSE Curriculum at Year 6. The learning will be set in the context of responsible parenting decisions.

Inclusion

We understand the importance of ensuring that all children in our school receive their entitlement to RSE. We will carefully consider special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background when planning and delivering RSE.

In relation to nationality, sexual orientation, religion and cultural diversity, we value the different backgrounds of our pupils and, in addressing different views and beliefs, seek to promote tolerance and understanding.

In order to ensure the RSE Curriculum meets the needs of all:

- We will not promote one particular lifestyle over another.
- We will not seek to gain consensus, but will accept and celebrate difference.
- We will encourage respect and discourage abuse and exploitation.
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

In relation to those with special educational needs or disability, we will review our RSE programme to ensure that provision is made for those with additional needs. We will consider:

- their level of vulnerability
- their need to learn and demonstrate appropriate behaviour
- their need to develop self-esteem and positive body image
- the need to involve all staff, including ancillary staff and carers, in policy development, planning and training
- the management of personal care
- clarity about sources of support for pupils.

Working with Stakeholders and our School Community

Parents and carers are the key figures in supporting their children through the emotional and physical aspect of growing up. We recognise that many children would prefer to receive information about RSE from their parents and carers. Therefore, we seek to work in partnership with parents and carers when planning and delivering RSE. We will encourage this partnership by:

- Informing parents and carers by letter of our school RSE curriculum.

- Providing parents with an opportunity to comment on RSE within school and voice any concerns
- Inviting parents to learn more about resources and activities used in RSE
- Gathering parents' views on the RSE Policy and taking these into account when it is being reviewed
- Informing parents and carers about the RSE programme as their child joins the school through the school brochure/prospectus/website
- Providing supportive information about parents' role in RSE
- Inviting parents to discuss their views and concerns about RSE on an informal basis.

Right to Withdraw

Parents and carers have the legal right to withdraw their child from all or part of sex education taught as part of statutory Relationships Education, with the exception of the objectives included in National Curriculum for science. Those considering this option are asked to speak with Mrs Woodward (Year 5/6 teacher) or contact Mrs Litchfield (Head Teacher) in order to find out more about this.

Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, teachers will pass this information to the designated person for child protection in line with school policy. Teachers/teaching assistants and midday supervisors are fully aware of peer on peer abuse, any disclosure during RSE lessons, day to day teaching or during breaktimes must be reported to the DSL/DDSL and a detailed record kept on CPOMs with all actions recorded.

In all instances, teachers will consult with the designated safeguarding lead and in his/her absence, their deputy.

- **Designated Safeguarding Lead:** Mrs Kate Litchfield
- **Deputy Designated Safeguarding Lead:** Mrs Maxine Chafer
- **Deputy Designated Safeguarding Lead:** Mrs Kay Bint

Visitors and external agencies which support the delivery of Relationships Education will be required to adhere to the school's safeguarding policy and policies relating to the subjects they are teaching or contributing towards.

Assessment, Monitoring and Reporting

Self-assessment is an important part of learning in Relationships Education and PSHE. Children will reflect on their learning throughout the units. We highly value pupil voice and will take into account the opinions and comments of our children about what they would like to learn.

Staff delivering the Relationships curriculum will critically reflect on their teaching and best practice will be shared through lesson observations, monitoring of planning and children's work and training opportunities. Comments on children's learning and progress in Relationships Education, as part of their learning in PSHE, will be reported to parents and carers during parent's meetings and in school reports. Monitoring and evaluation of the Policy is the responsibility of the Local Advisory Board

The Policy will be formally reviewed every year. The next review will take place in 2023.