



Reviewed on:	1.1.22
Next review:	January 2024
Staff Responsibility:	Lisa Thackway
Linked policies:	PSHCE Policy, Safeguarding/Child Protection policy, Inclusion Policy, The Equal Opportunities Policy a
Signed by chair:	
Date:	

RELATIONSHIPS, HEALTH AND SEX EDUCATION POLICY (RSE)

January 2022

Mission statement.

At Boarshaw primary school, we believe that 'Every Moment Matters' and that our children deserve the best experiences, curriculum and resources available. Our curriculum is designed to be inclusive to all our pupils and their families, utilising our local community and area to enhance our curriculum.

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

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

OUR SCHOOL CURRICULUM INTENT

Our curriculum is designed to meet the needs of our pupils. The breadth of our curriculum is

shaped by our Golden Threads, Cultural Capital and the National Curriculum and aims to:

- **To give pupils experiences and opportunities to enable them to develop as confident, independent and responsible citizens.**
- **To provide a structure, progressive and challenging curriculum that ensures key knowledge is acquired, which leads to mastery for pupils and a deep understanding in all National Curriculum subjects.**
- **To ensure pupils have access to a rich, broad and balanced curriculum that promotes 'Cultural Capital'.**

OUR SCHOOL RELATIONSHIPS, HEALTH AND SEX EDUCATION (RSE) IMPLEMENTATION

This policy has been written to ensure we are meeting the requirements of the statutory National Curriculum 2014 for Science and the framework for Personal Social and Health Education (PSHE) and Citizenship at Key Stages 1 and 2. This policy also takes into account the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance issued by the DfEE in 2019.

What is RSE?

RSE is “learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in Science, and others are taught as part of personal, social, health and economic education (PSHE). A comprehensive programme of RSE provides accurate information about the body, reproduction, sex and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline”.

(Brook, SEF, PSHE Association, 2014:3)

Organisation and Delivery of RSE at Boarshaw Primary School

See appendices A for subject content for each year group and when it will be taught throughout the year.

At Boarshaw Primary School we deliver RSE instantaneously within EYFS with a focus on making relationships: children will learn to play co-operatively and take turns with others. They will take account of one another’s ideas about how to organise their activity. They will show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children. This learning will continue through their journey at Boarshaw Primary School delivered using a cross curricular approach; through the teaching of the Science National Curriculum and the ‘SCARF’ PSHE/RSE scheme (see appendix A). Six key themes are taught throughout the year to each age group. RSE is mainly explored within the themes: ‘Me and My Relationships’, ‘Valuing Difference’, ‘Keeping Myself Safe’ and ‘Growing and Changing.’

Where RSE is taught within the curriculum, it will be delivered by the class teacher and therefore usually within a mixed gender class. Whilst many aspects of RSE are taught throughout the year, some specific age-related aspects (puberty, reproduction and birth) are delivered at a pre-planned point during the year, in order that parents/carers are informed and can be involved in supporting their child. This content will be delivered for Years 4, 5 and 6 and will be taught in the Summer term, discretely and in single-sex groups to allow children to discuss the lesson content in a safe environment where they will not feel embarrassed or anxious during discussions.

Statutory guidance states puberty should be addressed before onset so, as far as possible, pupils are ready in advance for changes they will experience. Therefore, menstruation education is taught earlier to Year 4 pupils instead of Year 5 (as highlighted in the Science National Curriculum). Both boys and girls are taught about menstruation, as it is a concept of reproduction, covered by the Science National Curriculum and is believed to foster good relationships, reduce bullying and increase empathy and understanding as the children of Boarshaw Primary School go through these changes.

Parents’ Right to Withdraw

Boarshaw Primary School recognise that parents are the first teachers of their children. It is their right and responsibility to inform and educate their children in matters relating to human relationships and sexual development. We help parents in this task and seek to work in partnership with them. Parents are given the opportunity to discuss the content of any programme of RSE that will be delivered and view resources that are planned to be used.

The teaching within the Science National Curriculum is biological, and is concerned with human reproduction. Parents/carers **cannot** withdraw their child from this work (see appendix C).

However, parents/carers do have the right to withdraw from the Year 6 lessons covering the content of conception taught in the Summer term (see appendix A and B - 'making babies' and 'What is HIV?' lesson). If a parent/carer wishes to withdraw their child from this part of sex education, the RSE leader or headteacher will firstly discuss the request of withdrawal and its benefits of receiving this important education. Withdrawal could have detrimental social and emotional effects on the child as well as the likelihood of the child hearing their peers' version of what was said in classes, rather than what was said directly by the teacher. If the parent wishes to continue with the withdrawal, the headteacher will grant a request to withdraw the child from any sex education, other than that of the Science Curriculum, and the child will be provided with appropriate, purposeful education during the period of withdrawal. School will document this process to ensure a record is kept.

Equal Opportunities

RSE at Boarshaw Primary School will be delivered in accordance with the school's Inclusion Policy, The Equal Opportunities Policy and the Equality Act (2010). Consequently, implicit in the school's curriculum, pupils will learn from an early age that there are many different types of family. In KS2, pupils will be taught that the term relationship may refer to two people of the same or different: gender, ethnicity, religion/belief, or ability/disability. The promotion of any type of relationship shall not occur. RSE will be accessible to all children at Boarshaw, therefore planning and resources will be differentiated where deemed necessary for children with special educational needs to equip them appropriately for adulthood outcomes.

If any particular child has difficulty accessing part of the RSE curriculum or needs extra support they will have the opportunity to discuss any issues with our family support worker as well as their class teacher.

ASSESSMENT, REPORTING AND RECORDING

A safe, open and trusting environment is vital to ensure the successful teaching and learning of RSE. Children at Boarshaw Primary School will establish rules for PSHE/RSE lessons at the beginning of the year and refer to them at the start of each lesson. Children are always encouraged to ask questions within lessons, however to prevent children feeling anxious or embarrassed within particular RSE lessons, the opportunity to write questions down and pass to the teacher is promoted. This also allows the teacher time to respond honestly and with a degree of detail appropriate to the child's age and stage of development. If necessary the teacher will deal with questions on an individual basis after the lesson, or where questions require a response that goes beyond the prescribed programme of study for the year group, they are encouraged to ask the question at home. We are aware that this question and answer method could also potentially lead to a disclosure of a safeguarding issue therefore it is important for pupils to understand that staff cannot necessarily maintain absolute confidentiality.

Children may be informed that confidential disclosures and secrets cannot necessarily be kept. When there is a disclosure by a child which carries Child Protection implications, staff are required to inform the Headteacher or DSLs who must then take appropriate action following the school's Safeguarding Policy.

MONITORING

The RSE leader will follow a monitoring timetable to assess the effectiveness of RSE at Boarshaw Primary School through lesson observations, discussions with pupils and staff, planning/book looks and feedback from parents.

THE ROLE OF THE RSE LEADER

- To ensure the progression of skills are covered in each year group.
- To monitor the RSE curriculum.
- To monitor the standards of children's work
- To review the needs of RSE.
- To support teachers in promoting high standards.
- To ensure full list of equipment and resources.
- To ensure good Health and Safety practices are followed.
- To report regularly to the Governing Board.

Appendix A



Relationships Education Lesson Plan Grid inc. non-statutory Sex Education

Map of SCARF lesson plans that ensure schools meet the requirements of the **DfE draft Primary Relationships Education** curriculum, and also **National Curriculum Science**.

Please note: the full **SCARF** resource provides further relevant lesson plans across all year groups, building the essential foundations of effective Relationships Education and Health Education including: communication skills, anti-bullying, assertiveness, managing risk etc.

SCARF units	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Me and My Relationships (DfE category: Families and people who care for me, Respectful relationships, Caring friendships)	Thinking about feelings Our feelings Feelings and bodies Our special people balloons Good friends	How are you feeling today? Being a good friend Let's all be happy	My special pet Looking after our special people Friends are special	Ok or not ok (1) Ok or not ok (2) When feelings change Under pressure	How good a friend are you? Relationship cake recipe	Solve the friendship problem Assertiveness Don't force me Acting appropriately
Valuing Difference (DfE category: Respectful relationships)	Same or different? Who are our special people?	What makes us who we are? How do we make others feel? My special people	Family and friends Let's celebrate our differences Zeb	Islands Friend or Acquaintance That is such a stereotype	Qualities of friendship Happy being me Is it true?	Ok to be different We have more in common than not Advertising friendships! Boys will be boys? -challenging stereotypes
Keeping Myself Safe (DfE category: Being safe, Respectful relationships, Online relationships)	Who can help? (1) Harold loses Geoffrey Good or bad touches	How safe would you feel? What should Harold say? I don't like that! Fun or not? Should I tell? Some secrets should never be kept	None of your business! Raisin Challenge (1)	Keeping ourselves safe Raisin Challenge (2)	Decision dilemmas Would you...?	Traffic lights To share or not share? Joe's story (part 2)
Rights and responsibilities (DfE category: Being safe)		Feeling safe		Who helps us keep healthy and safe?		Fakebook Friends
Being my best (DfE category: Being safe)			I am fantastic!	What makes me ME!	Independence and Responsibility Star qualities	What's the risk (2)
Growing and changing (DfE categories: Respectful relationships, Online relationships, Being safe)	Taking care of a baby Then and now Surprises and secrets Keeping privates private	Haven't you grown! My body, your body Respecting privacy	Relationship Tree Body Space Secret or surprise? My changing body	My feelings are all over the place! All change! Period positive Secret or surprise Together	How are they feeling? Taking notice of our feelings Growing up and changing bodies Changing bodies and feelings Help I'm a teenager, get me out of here! Stop, start stereotypes	I look great! Media Manipulation Is this normal? Making babies What is HIV?

Appendix B

Growing and changing 'sex education' lessons - Summer Term Objectives

Year 4

- Recognise that babies come from the joining of an egg and sperm;
- Explain what happens when an egg doesn't meet a sperm;
- Understand that for girls, periods are a normal part of puberty.
- Know the key facts of the menstrual cycle;
- Identify some of the ways to cope better with periods.
- Identify parts of the body that males and females have in common and those that are different;
- Know the correct terminology for their genitalia;
- Understand and explain why puberty happens.

Year 5

- Know the correct words for the external sexual organs;
- Discuss some of the myths associated with puberty.
- Identify some products that they may need during puberty and why;
- Know what menstruation is and why it happens.

Year 6

- Recognise that photos can be changed to match society's view of perfect;
- Recognise how the media can sometimes reinforce gender stereotypes;
- Understand the risks of sharing images online and how these are hard to control, once shared;
- Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it;
- Suggest strategies that would help someone who felt challenged by the changes in puberty;
- **Understand what FGM is and that it is an illegal practice in this country; Omitted from our Curriculum (All staff trained and know what to look out for)**
- Identify the changes that happen through puberty to allow sexual reproduction to occur;
- Know a variety of ways in which the sperm can fertilise the egg to create a baby;
- Know the legal age of consent and what it means.
- Explain how HIV affects the body's immune system;
- Understand that HIV is difficult to transmit;
- Know how a person can protect themselves from HIV.

Highlighted objectives = non-statutory sex education therefore parental right to withdraw

Appendix C

Statutory Science National Curriculum Objectives (2014)

Note – Only applicable statements that relate to RSE from the Science Curriculum have been omitted.

Year 1

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Year 2

Notice that animals, including humans, have offspring which grow into adults

Year 5

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Describe the life process of reproduction in some plants and animals

Non-statutory guidance - Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.

- Describe the changes as humans develop to old age

Non-statutory guidance - Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in **puberty**.

Year 6

- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.