

# Jennett's Park CE Primary

## Relationships and Sexual Education Policy



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## Introduction

Part of our duty as a school is to provide a broad and balanced curriculum, and to promote pupil wellbeing. The school's policy for Relationships and Sex Education (RSE) is based on statutory guidance from the Department for Education (DfE) (*Relationships Education, Relationships and Sex Education (RSE) and Health Education, 2019*), and we believe that by following this guidance as part of our wider curriculum, we will be able to provide children the opportunity and the freedom to ask questions and to explore the world around them. In regards to Sex Education, we aim to teach within the Rainbow Values and the Christian understanding that sex is a normal part of life that God has given us. Whilst we use Sex Education to inform children about sexual issues, we do this in regard to matters of morality and individual responsibility and in an age appropriate manner. Sensitivity and respect is shown to all children when teaching about personal relationships, and RSE is taught in a way that ensures there is no stigmatisation on children based on their home/personal circumstances.

At Jennett's Park CE Primary School, RSE is defined as learning about physical, moral and emotional development, love and care towards others, and about the teaching of relationships and sex (where age appropriate). Through the teaching of RSE children will learn about attitudes and values, personal and social skills and will develop their knowledge and understanding that will enable them to make informed decisions about their wellbeing. This also incorporates the learning about personal space and privacy.

At Jennett's Park, we aim:

- To meet the requirements of RSE set by the DfE.
- To help and support children through physical, emotional and moral development.
- For the children to have the confidence and understanding to approach their relationships in a positive way.
- For children to have respect for their own bodies and for those of others.
- To enable children to move with confidence from childhood through adolescence to adulthood.
- To enable children to live confident and healthy lives.
- To help children understand the changes that occur to the human body when growing into adults.
- To help children understand how a baby is conceived and born.
- To ensure children are aware of personal space and their right to privacy.
- For the children to develop a respect for the views of other people.
- For the children to understand what they should do if they are worried about any aspect of sex or sexuality.

RSE is part of the Personal, Social and Health Education (PSHE) curriculum in our school. This is taught progressively by class teachers once a week for a minimum of 40 minutes from Nursery to Year 6 (see Appendix 1 for a detailed breakdown of the 'Relationships' objectives for each year group). In PSHE children learn about relationships, including different types of families, and discuss parts of the body and how they work. PSHE is a very discussion-based subject where children are encouraged to freely discuss any worries arising from the issues taught. Within our curriculum we are empathetic to national and local issues. We will always be sensitive to emerging trends and the need to respond flexibly to situations that arise.

RSE is also taught through other subject areas, including, but not limited to science, Physical Education (PE) and Religious Education (RE). This occurs where we feel that these subjects contribute significantly to a child's knowledge and understanding of his or her own body and how it changes and develops.

In science lessons, we follow the National Curriculum for science which includes how animals and humans, move, feed, grow and reproduce, as well as the main external parts of the body. In Key Stage 2 we teach about life processes and the main stages of the human life cycle, including changes during puberty.

In PE lessons, we follow the Real PE scheme of learning. Children develop an understanding of how their bodies move and of healthy living, and ensures that they develop the competence to excel in a range of physical activities.

In RE lessons, we follow the Discovery RE scheme of work. Children will learn about the beliefs and values of different religions that underpin commitment to each other (including marriage) and support the nurture and care of children in the family.

In each year group (Nursery to Year 6) children discuss issues of safeguarding linked to personal space and privacy as appropriate. The school utilises the NSPCC guidance and other resources to promote children's awareness of these issues in an age appropriate manner. The teachers sensitively ensure children understand appropriate touch and the boundaries that should exist linked to the private areas of their body. They build an understanding of their level of control over their bodies and from Year 4

<https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/>

**Get the PANTS guide that's right for you**

We have a range of PANTS guides for parents and carers including guides in Welsh, guides for people with a disability and for children with autism.

- Guides for parents and carers
- Guides for children
- Keeping deaf children safe
- Canllaw ar gyfer plant a rhieni (Welsh guides)
- Download the guides in other languages

Using the correct scientific words for parts of your body is an expectation in our school. To protect children from harm it is essential that they can use the right words to define their own and others body's. We deal with this sensitively and factually.

In our school children learn about:

- Developing the skills to have positive relationships with friends and family.
- An understanding that families/relationships set-ups.

- Exercise and personal hygiene
- To identify some basic facts about puberty (Year 4)
- To explore how puberty is linked to reproduction (Year 4)
- Identify the changes that occur during puberty. (Year 5 only)

In Year 6 children learn about:

- Developing the skills to be effective in relationships.
- The different types of relationship, including marriage and those between friends and families. Children are made aware that different family set-ups exist.
- How the body changes during puberty.
- How a baby is conceived and born.
- Messages of sexuality developed in the media. In particular the portrayal of over sexualisation of women is discussed and the impact this can have on the development young girls as they grow up.
- An understanding of what Female genital Mutilation is.

For a detailed breakdown of Year 5 and 6 see Appendix 2.

#### Lesbian, Gay, Bisexual and Transgender (LGBT)

Within the teaching of the RSE curriculum, it is important that the needs of all pupils are met, and that all children understand the terms of equality and respect (*Equality Act, 2010*). Homosexuality and transgender, including bullying related to these areas, are discussed at a level appropriate to the age of the children. From Nursery, children are taught to respect the life choices of others within the understanding of the school's Rainbow Values. For our youngest children, this incorporates different types of families, and physical differences between boys and girls. As they progress through the school, children will be taught to respect others' life choices in terms of sexuality, and what this means (see Appendix 3 for the specific LGBT related objectives covered in each year group). Teachers use their own discretion in these situations when responding to children's questioning.

As a Church of England school, Jennett's Park Primary adheres to the 'Valuing All God's Children' (2017) document issued by The Church of England Education Office. This states that part of our responsibility as a C of E school is 'to ensure that no child or young person can leave [...] without a sense of their own belovedness and without being offered honour as a person of divine indwelling.' We believe that a large part of educating children is to prepare them for life in modern Britain. Without educating children to 'understand the rights of all people to live freely within their sexual orientation or gender identity without discrimination', we would be 'failing in [our] duty to prepare [our] pupils to live in modern Britain.' This document underpins the teaching of RSE and PSHE in Jennett's Park, but also influences our core Rainbow Values which impact on all aspects of teaching and learning.

#### Religion and Beliefs

At Jennett's Park, we aim to equip children with the awareness and the tolerance of different faiths and beliefs regarding all areas of living and society (*Equality Act, 2010*). When planning for and delivering the content of an RSE lesson, the religious backgrounds of every child are taken into account in order for the lessons to be inclusive and respectful of children's, and their families', beliefs. The school may teach about different faith perspectives in regards to relationships and sex if this is appropriate.

Following statutory guidance set by the DfE, parents have the right to withdraw their children from all or any part of the Sex Education aspect of RSE, but not from any part of Relationships Education. Parents also cannot withdraw their children from any of the biological aspects of human growth and puberty provided under the school curriculum for PSHE, science, PE and RE.

We will remind each yeargroup who cover these aspects in newsletters and briefings.

### Equal Opportunities

All pupils have access to the RSE curriculum. Where pupils have Special Educational Needs and Disabilities (SEND), arrangements for support from outside agencies and support staff are made to ensure these pupils have an appropriate, differentiated curriculum.

### Monitoring and Evaluation

The subject leader for PSHE and RSE, and the head teacher are responsible for the effective delivery of the RSE curriculum. The monitoring of RSE is carried out by the subject leader who informs the head teacher who regularly reports to the school's Governors.

### Child Protection

All teaching staff are trained in child protection and safeguarding. Any concerns raised through RSE are dealt with according to the school's child protection procedures. Questions raised by pupils are dealt with sensitively and any questions concerning issues such as sexually transmitted diseases or contraception are answered appropriately if raised. Inappropriate or explicit questions do not have to be answered directly. Teachers use their own discretion in these situations.

### Working with Parents

The school aims to work in partnership with parents when planning and delivering RSE. This is achieved through:

- Consulting parents over the development of the policy.
- Involving parents in viewing resources and discussing the RSE curriculum.
- Advising parents on how they can answer questions about RSE with their children at home.
- Supporting parents in helping children cope with the emotional and physical aspects of growing up.
- Making alternative arrangements for pupils who are withdrawn from Sex Education and providing DfE materials for parents who choose to withdraw their children.
- Making resources used for Year 6 lessons available for parents to view and arranging a meeting with parents prior to the Year 6 lessons.

### Linked policies

- Equality
- Antbullying
- Esafety
- SEND
- Health and Safety
- Behaviour
- Exclusions

### Appendix 1

'Relationships' specific objectives across the school from our PSHE curriculum:

#### Nursery

- To build relationships with adults and other children
- To recall the names of those in their class
- To begin to reflect relationships with adults and other children
- To identify important and special people in our lives
- To recognise and celebrate special people in our lives
- To explore and understand that different emotions may be felt when parents/carers leave

#### Reception

- To build relationships with adults and other children
- To recall the names of those in their class
- To explain the importance and role of special people in our lives
- To explore and understand that different emotions may be felt when parents/carers leave

#### Year 1

- To identify places and people who make us feel safe
- To explain why these places and people make us feel safe

#### Year 2

- To identify different types of bullying and how it makes people feel
- To explain what to do if you are being bullied or witness something which you feel uncomfortable about
- To understand what conflict is
- To explain what to do if a conflict escalates
- To explain how to resolve a conflict

#### Year 3

- To explain the difference between unkindness and bullying
- To identify different types of bullying and explain what to do if you witness something you feel uncomfortable about
- To explain what conflict is and ways of resolving conflict
- To understand the definition of respect and know that you can respect someone you disagree with
- To know that a person has the right to say what they like and dislike

#### Year 4

- To understand the role of the bully, bystander and victim in a bullying scenario
- To identify different types of bullying and explain what to do if you witness something which you feel uncomfortable about

#### Year 5

- To explain what peer pressure is and know ways to challenge it
- To explain the possible repercussions of feeling excluded
- To know where to turn in times of unhappiness or when witnessing something you are unsure about
- To explain what makes a situation fair or unfair

#### Year 6

- To explore physical and emotional behaviour in relationships
- To explore positive and negative ways of communicating in a relationship
- To recognise and explain different forms of bullying
- To know where to turn in times of unhappiness or when witnessing something you are unsure about

## Appendix 2

### Year R

- To take part in NSPCC PANTS sessions
- Begin to learn scientific names

### Year 1

- To take part in NSPCC PANTS sessions
- Continue to learn scientific names

### Year 2

- To understand the right to say no to unwanted touch
- To identify the differences between males and females
- To explore how the differences between males and females are part of the lifecycle
- To be able to name different body parts

### Year 3

- To fully articulate the NSPCC PANTS rules
- FGM link
- To know you have the final say and consent over your body
- To know that 'no touch' is a rite of passage

### Year 4

- To understand that every individual, no matter what their gender, should be treated with equal respect and opportunities
- FGM link

### Year 5

- Identify the changes that occur during puberty.
- To consider some of the changes over which we have no control and the choices we can make concerning those over which we do have control.

### Year

6

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#### Session 1

- To consider the physical and emotional changes that take place as boys go through puberty.
- To address the concerns and worries of young boys.
- To make girls more aware of the changes that occur as boys become young men.

#### Session 2

- To consider the physical and emotional changes that take place as girls go through puberty.
- To address the concerns and worries of young women.
- To make boys more aware of the changes that occur as girls become young women.

#### Session 3

- To explain how babies are conceived.
- To explain how a baby develops in the womb during pregnancy and how babies are born.
- To consider the needs of babies before and after birth.
- How babies are born (\*Footage of a live birth)
- To enable children to reflect on roles and relationships in the family.
- To explore the idea of relationships, including friendships, parent-child and family relationships and the expression of these relationships, including sexual relationships.

#### Session 4:

- To consider how sex is presented in the media.
- To consider sexual stereotyping.
- To reassure pupils that their changing emotions are a normal aspect of puberty.
- An understanding of what Female Genital Mutilation is.

There will be an opportunity to explore questions the children may have in single sex groups.

Appendix 3

'Diversity and equality' objectives (including those related to LGBT) across the school from our PSHE curriculum:

Nursery

- To understand that there are different types of families
- To explore gender stereotypes

Reception

- To understand that there are different types of families
- To explore gender stereotypes

Year 1

- To explore different types of families

Year 2

- To explore gender stereotypes

Year 3

- To explore different types of families and who to go to for help and support
- To explore gender stereotypes

Year 4

- To understand how gender stereotypes can label people
- To explain how to break gender stereotypes
- To understand aspects of discrimination
- To understand that every individual, no matter what their gender, should be treated with equal respect and opportunities

Year 5

- To explore gender stereotypes
- To explain why it is important to challenge gender stereotypes

Year 6

- To understand and explain similarities and differences between different people
- To understand and explain how we might disagree and respect different people
- To understand the possible repercussions of feeling excluded
- To challenge gender stereotypes