

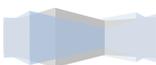
# Holme Grange School

## Whole School Policy Including EYFS



### Relationship and Sex Education Policy

Date:	Amendment:	Reviewed by:	Authorised by:
August 2022	Next Review		
August 2020	Reviewed & Revised	J Hendriksen/J Cooke	
October 2019	Reviewed and Revised	J Hendriksen/ J Cooke	
May 2016	Reviewed & Revised	J Hendriksen	
2013-14	Original Version	C Kennedy	



Effective relationship and sex education is essential if young people are to make responsible and well informed decisions about their lives. The objective of sex and relationship education is to help and support young people through their physical, emotional and moral development. It will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. At secondary, teaching will build on the knowledge acquired at primary and develop further pupils' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex.

Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is their children's happiness. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise.

The content supports the wider work of the school in helping to foster pupil wellbeing and develop resilience and character which we know are fundamental to pupils being happy, successful and productive members of society. Central to this is pupils' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives. This should be complemented by development of personal attributes including kindness, integrity, generosity, and honesty.

Secretary of State 2019



## Definition of Relationship and Sex Education.

It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage, family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity.

RSE should be gradually developed as an integral part of the curriculum in a way that is appropriate to the age of the children. RSE is not just about reproduction and sexual health. These are very important but RSE must also strive to enable children to act responsibly in making and maintaining relationships with others and to feel good about themselves and the choices they make. Children should be encouraged to develop assertiveness skills and the ability to respect themselves and others in the context of their own sexual development while taking account of sexuality, gender, roles and responsibility.

It has these main elements:

- attitudes and values – learning the importance of values and individual conscience and moral considerations; – learning the value of family life, marriage, and stable and loving relationships for the nurture of children; – learning the value of respect, love and care; – exploring, considering and understanding moral dilemmas; and – developing critical thinking as part of decision-making.
- personal and social skills – learning to manage emotions and relationships confidently and sensitively; – developing self-respect and empathy for others; – learning to make choices based on an understanding of difference and with an absence of prejudice; – developing an appreciation of the consequences of choices made; – managing conflict; and – learning how to recognise and avoid exploitation and abuse. – making a distinction between the online and real world
- knowledge and understanding – learning and understanding physical development at appropriate stages; – understanding human sexuality, reproduction, sexual health, emotions and relationships; – learning about contraception and the range of local and national sexual health advice, contraception and support services; – learning the reasons for delaying sexual activity, and the benefits to be gained from such delay; and – the avoidance of unplanned pregnancy.

## The importance of RSE.

Children learn about sex and relationships from a young age. Some of the things they learn are incorrect, confusing and frightening. Effective RSE does not encourage early sexual experimentation, rather it enables children to mature, build up their confidence and self-esteem and to understand the reasons for delaying sexual activity until they are ready.



All of the compulsory subject content must be age appropriate and developmentally appropriate. It must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law.

## Parents and RSE

Parents and carers are the prime educators for children on many of these matters. Schools complement and reinforce this role and have told us that they see building on what pupils learn at home as an important part of delivering a good education. The school's RSE programme aims to complement the role of the parent/carer.

National guidance from the DfE (Relationships Education, Relationships and Sex Education (RSE) and Health Education. 2019) advises schools on the themes that should be covered. RSE should support young people through their physical, emotional and moral development in addition to their mental well-being.

Formal RSE will be taught through compulsory science lessons and during PSHE lessons. Informally children will learn about RSE through the values and ethos of the school.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request the head teacher will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The schools will document this process to ensure a record is kept.

The head teacher will discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher.

Once those discussions have taken place, except in exceptional circumstances, the school will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms.

This process is the same for pupils with SEND. However, there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision.

The Head teacher will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum. If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.



## Statement of aims for RSE.

Aspects of RSE are taught as an integral part of the school's PSHE provision throughout the school from Reception to Year 11. In this way children are able to develop their ideas, knowledge and skills gradually and appropriately.

AIMS:

- RSE should be culturally appropriate and inclusive of all children.
- RSE should be taught age appropriately
- RSE should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives.

RSE should contribute to the foundation of PSHE and Citizenship by ensuring that all children:

- develop confidence in talking, listening and thinking about feelings and relationships.
- are able to name parts of the body and describe how their bodies work.
- can protect themselves and ask for help and support.
- are prepared for puberty
- to foster healthy peer-peer communication and behaviour between boys and girls
- to instil positive behaviours, inclusive and non-stereotypical
- to understand how friendships can support mental well-being
- can develop healthy nurturing relationships of all kinds

RSE will:

- provide information which is easy to understand and relevant and appropriate to the age and maturity of the children.
- include the development of communication and social skills.
- encourage the exploration and clarification of values and development of positive attitudes.
- Provide information about legal implications
- Provide information about where to go for help
- Comply with the Equality Act 2010

## Statement of values for RSE.

- RSE will reflect the values of the PSHE programme.
- RSE will be taught in the context of relationships.
- RSE will promote children'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, school, work and in the community.



## Relationship Education (Primary)

The focus is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them.

Pupils are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact.

Respect for others is taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

Teachers talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts enables pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

When teaching relationships content, teachers address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care is taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.

Alongside understanding the importance of self-respect and self-worth, pupils are encouraged to develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This is achieved in a variety of ways, including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.



Through Relationships Education (and RSE), pupils are taught the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. This is delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils are taught how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it is important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong.

Pupils are taught:

<p><b>Families and people who care for me</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> </ul>
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	<ul style="list-style-type: none"> <li>• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>• that marriage<sup>13</sup> represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
<b>Caring friendships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>
<b>Respectful relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> </ul>



	<ul style="list-style-type: none"> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
<b>Online relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>
<b>Being safe</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>



## **Managing difficult questions**

Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.

The school has a graduated, age-appropriate programme of Relationships Education. Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Our teaching methods take account of these differences (including when they are due to specific special educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups is utilised. The school carefully considers what is appropriate and inappropriate in a whole-class setting, and provides teachers with support and training in answering questions that are better not dealt with in front of a whole class.

## **Sex Education – Primary**

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The school has a sex education programme tailored to the age and the physical and emotional maturity of the pupils. Both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

The school consults parents before delivering the sex education programme in year 5, including detailed content of what will be taught. This process includes offering parents support in talking to their children about sex education and how to link this with what is being taught in school. The school allows parents a right to withdraw their children from sex education beyond the national curriculum for science.

Teaching takes account of the developmental differences of children, special educational needs and disabilities. The school ensures that their teaching and materials are appropriate having regard to the age and religious backgrounds of their pupils.



## Relationship and Sex Education – Secondary

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships.

RSE at Holme Grange enables them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It covers contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It teaches what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

RSE does not encourage early sexual experimentation. It teaches young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity.

RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time. Knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life. This is delivered in a non-judgemental, factual way and allows scope for young people to ask questions in a safe environment.

Teachers use approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussion and using question boxes to allow pupils to raise issues anonymously.

RSE provides clear progression from what is taught in primary school in Relationships Education. Teachers build on the foundation of Relationships Education and, as pupils grow up, at the appropriate time extend teaching to include intimate relationships. Alongside being taught about intimate relationships, pupils are also taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult. This teaching enables pupils to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful. 73. Pupils should understand the benefits of healthy relationships to their mental wellbeing and self-respect. Through gaining the knowledge of what a healthy relationship is like, they can be empowered to identify when relationships are unhealthy. They are also taught that unhealthy relationships can have a lasting, negative impact on mental wellbeing.

Relationships Education is underpinned by a wider, deliberate cultivation and practice of resilience and character in the individual. These include character traits such as belief in achieving goals and persevering with tasks, as well as personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice,



underpinned by an understanding of the importance of self-respect and self-worth. The school provides planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

Pupils are taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. All pupils should feel that the content is relevant to them and their developing sexuality. Sexual orientation and gender identity are explored at a timely point and in a clear, sensitive and respectful manner. When teaching about these topics, it is recognised that young people may be discovering or understanding their sexual orientation or gender identity. There is equal opportunity to explore the features of stable and healthy same sex relationships.

The applicable law is taught in a factual way so that pupils are clear on their rights and responsibilities as citizens. Pupils are well informed about the full range of perspectives and, within the law, should be well equipped to make decisions for themselves about how to live their own lives, whilst respecting the right of others to make their own decisions and hold their own beliefs. Key aspects of the law relating to sex include the age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and harassment, and choices permitted by the law around pregnancy.

Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, are also addressed sensitively and clearly. The school addresses the physical and emotional damage caused by female genital mutilation (FGM). They are also taught where to find support and that it is a criminal offence to perform or assist in the performance of FGM or fail to protect a person for whom you are responsible from FGM. As well as addressing this in the context of the law, pupils may also need support to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence, including honour-based violence and forced marriage) and strategies to manage this or access support for oneself or others at risk. Schools should also be mindful that for pupils who are or have experienced unhealthy or unsafe relationships at home or socially, the school may have a particularly important role in being a place of consistency and safety where they can easily speak to trusted adults, report problems and find support.

Internet safety is also addressed. Pupils are taught the rules and principles for keeping safe online. This will include how to recognise risks, harmful content and contact, and how and to whom to report issues. Pupils should have a strong understanding of how data is generated, collected, shared and used online, for example, how personal data is captured on social media or understanding the way that businesses may exploit the data available to them.



Pupils are taught:

<b>Families</b>	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• that there are different types of committed, stable relationships.</li><li>• how these relationships might contribute to human happiness and their importance for bringing up children.</li><li>• what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.</li><li>• why marriage is an important relationship choice for many couples and why it must be freely entered into.</li><li>• the characteristics and legal status of other types of long-term relationships.</li><li>• the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li><li>• how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</li></ul>
<b>Respectful relationships, including friendships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</li></ul>



	<ul style="list-style-type: none"> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</li> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> <li>• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>• what constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> <li>• the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</li> </ul>
<b>Online and media</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>• about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</li> <li>• not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>• what to do and where to get support to report material or manage issues online.</li> <li>• the impact of viewing harmful content.</li> <li>• that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</li> <li>• that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> <li>• how information and data is generated, collected, shared and used online.</li> </ul>
<b>Being safe</b>	<p>Pupils should know</p>



	<ul style="list-style-type: none"> <li>• the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.</li> <li>• how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).</li> </ul>
<b>Intimate and sexual relationships, including sexual health</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.</li> <li>• that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.</li> <li>• the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</li> <li>• that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>• that they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>• the facts about the full range of contraceptive choices, efficacy and options available.</li> <li>• the facts around pregnancy including miscarriage.</li> <li>• that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).</li> <li>• how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.</li> <li>• about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>• how the use of alcohol and drugs can lead to risky sexual behaviour.</li> <li>• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>



## The Law

The law - The Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance states that it is important by the time the pupils are 16 that they know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.

Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism/radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)



## National Curriculum Science.

### Key stage 1

- Animals, including humans, move, feed, grow, use their senses and reproduce.
- Children should recognise and name the external parts of the human body.
- Children should know that humans can produce offspring and these grow into adults.
- Children should recognise the similarities and differences between themselves and others and treat others with sensitivity.

### Key stage 2

- Life processes common to humans including nutrition, growth and reproduction.
- The main stages of the human life cycle.
- Fertilisation in humans is the fusion of a male and female cell
- Students should know the physical and emotional changes that take place during puberty.

### Key Stage 3

- Fertilisation in humans is the fusion of a male and female cell
- Students should know the physical and emotional changes that take place during adolescence.
- The human reproductive cycle, including the menstrual cycle and fertilisation.



# **RSE within the Science programme of study**

## **Little Grange.**

Features of living things.  
New life display  
Observation of frogspawn  
Folder facts – animal babies  
The needs of animals and birds in winter  
Different clothes for different weather conditions  
Observation of hatching of ladybird eggs / butterflies  
Minibeasts, wormery.  
Role play.

## **Reception.**

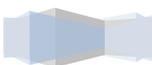
Naming all external body parts  
Keeping healthy  
Basic hygiene  
How we have changed – timeline  
Growing seeds / signs of spring / germination  
Life cycle of butterfly / frog / bird

## **Year 1**

Common features of humans and other animals  
Animals on the farm  
The differences between humans and other animals  
How humans are alike  
Animals and their young  
Looking after pets

## **Year 2**

Life processes of plants – seed production  
Anatomy of a flower  
How plants change as they grow.  
What animals need to survive.  
Stages of growth of a baby (after birth) into an adult.



### Year 3

Balanced diet – growth  
Germination of seeds – life cycle of a plant.

### Year 4

Healthy living (nutrition)

Growth and development (Summer Term)

That life processes occur in familiar animals and plants and how these are determined by the habitats in which they are found.

The difference between male and female, feelings and life cycles.

Aims:

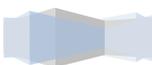
- to introduce children to life cycles
- to explore differences between male and female
- to enable children to reflect on differences between male and female other than physical differences.

**How did I Get Here?** – looking at growth and change from the point of view of the child, considering themselves as babies and thinking about their future as adults also covers the growth of the foetus during pregnancy. (Video contains animation of sexual organs.)

Aims:

- to explain that a baby develops inside its mother's womb and that both male and female sex parts are needed to make a baby.
- To enable children to reflect on their development from babies.
- To inform children about conception and the growth of a baby in the womb.

2. Classification



## Year 5.

Life cycles (Summer Term)

- plants asexual and sexual reproduction
- invertebrates
- mammals
- human life cycle – growing up , growth, change and relationships. Puberty – changes

**From the Living and Growing series:** (Videos contain animation of sexual organs.)

**Growing Up:** growth, change and relationships

Aims:

- To show that we grow and change as do all living things.
- To show that some changes are social, that we become more independent and able to think about others as well as ourselves.
- To look at identity and self-esteem and reinforce that we are all special.

**Changes:** explores the physical and emotional changes that take place at the onset of puberty. It reaffirms that puberty is a normal and natural process.

Aims:

- To introduce children to the physical and emotional changes that occur during puberty.
- To consider some of the changes that are outside of our control and others over which we have increasing control as we grow up.

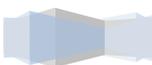
**How Babies are made-** the whole process of life cycles and reproduction, rites of passage, friendships and feelings. It emphasises the importance of loving, caring relationships between couples and the value of the family and relationships within it. (Contains animation of sexual intercourse.)

Aims:

- To explain how babies are made
- To explore the idea of relationships, including friendships, parent-child and family relationships and adult sexual relationships.

**How babies are born** – reviews relationships and feelings and investigates roles and responsibilities. It focuses on the development of the baby in the womb, the needs of the baby and the mother before birth, and the inheritance of physical characteristics. (Contains footage of a live birth.)

Aims:



- 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.
- To enable children to reflect on roles and relationships in the family.

**Girl Talk** – reviews the physical and emotional changes that take place for girls at the onset of puberty. Menstruation is discussed and common problems faced by girls are given consideration.

Aims:

- 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.

Girls in Year 5 will watch this video first to allow them the opportunity to ask sensitive questions.

Girls watch DVD : Periods and Puberty – Lil-lets Educational resources ([becomingaTeen.co.uk](http://becomingaTeen.co.uk)) and are given a sample pack of sanitary items.

**Boy Talk** – reviews the physical and emotional changes that take place for boys at the onset of puberty. Problems commonly faced by boys are given consideration.

Aim:

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

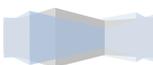
Boys in Year 6 will watch this video first to allow them the opportunity to ask sensitive questions.

**Let's talk about sex** - examines the development of relationships, the images of sex created by the media and popular culture, and marriage.

Aims:

- 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.

Cells – sperm and egg cells are specially adapted for their functions. Male and female nuclei contain the characteristics of male and female parents respectively. How new cells are made – early stages of a human embryo. (Autumn Term)



Reproduction – structure and function of male and female reproductive organs. Fertilisation involves the fusion of nuclei of sperm and egg. The fertilised egg divides into 2, 4, 8 etc. cells as it passes down the oviduct. Menstruation. How the human foetus is supported as it develops. What newborn babies need. How humans change as they grow, including puberty.

### **Year 8**

- Male and female reproductive systems.
- Fertilisation.
- Pregnancy.

### **Year 9 -11**

- The female menstrual cycle, hormones and controlling fertility.
- Inheritance – sexual and asexual reproduction.

## **RSE within the PHSCE programme of study**

Parents will not be able to withdraw their children from any aspect of Relationships Education or Health Education (which includes learning about the changing adolescent body and puberty). (PSHE Association 2019) However parents continue to have the right to withdraw their child from sex education. Parents who are concerned about their child attending the sex education lessons will be invited to discuss their concerns with the Head of PSHE. If the parent still wishes to withdraw their child then the school will respect the parents' decision.

The Jigsaw PSHE relationship and sex education units of work aim to give children their entitlement to information about relationships, puberty and human reproduction, appropriate to their ages and stages of development. This work is treated in a matter-of-fact and sensitive manner to allay embarrassment and fear and helps children to cope with change, including puberty and to learn about families, friendships and healthy relationships. Jigsaw aims to build the positive.

### **Some of the key aspects covered in the course of Key Stages 1 and 2 are:**

- Life cycles
- How babies are made
- My changing body
- Puberty
- Growing from young to old
- Becoming a teenager
- Assertiveness and self-respect
- Friendship and family life
- Safeguarding
- Family stereotypes
- Self and body image



- Attraction
- Relationship skills e.g. conflict resolution
- Accepting change
- Looking ahead
- Moving/transition to secondary school

The 'Changing Me' unit is taught in the second half of the summer term. Each year group will be taught appropriate to their age and developmental stage. Please note: at no point will a child be taught something that is inappropriate; and if a question from a child arises and the teacher feels it would be inappropriate to answer, (for example, because of its mature or explicit nature), the child will be encouraged to ask his/her parents or carers at home, and the question will not be answered to the child or class if it is outside the remit of that year group's programme.

**Foundation** - Growing up: how we have changed since we were babies

**Year 1**- Boys' and girls' bodies; naming body parts

**Year 2** -Boys' and girls' bodies; body parts and respecting privacy (which parts of the body are private and why this is)

**Year 3** -How babies grow and how boys' and girls' bodies change as they grow older

**Year 4** -Internal and external reproductive body parts, body changes in girls and menstruation

**Year 5** - Puberty for boys and girls, and conception

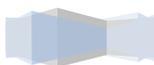
**Year 6** - Puberty for boys and girls and understanding conception to birth of a baby

The biological aspects are covered within the science curriculum see above.

All lessons are taught using simple, child-friendly language and pictures, which help children understand changes more effectively.

The key concepts that children learn in Jigsaw are inner strength, self-esteem and resilience. These are really important as they help keep children safe and it helps them make healthy decisions later in life.

Accurate information is important but only part of the picture: help them now by building their inner resilience, so they become mindful children, mindful teenagers, and mindful adults.



**The following Puzzle Maps reference the statutory RSHE outcomes**

**Being Me In My World Puzzle Map - Ages 13-14**

Big Question: To what extent does the world I live in affect my identity?			
Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1. Expectations and perceptions of relationships	FAMg, RRa, RRb, RRd, RRf, BSa, ISRa	I understand that different people have different expectations of intimate relationships and know how to access support if worried about a relationship issue	I have an understanding of my own expectations of intimate relationships
2. Peer Approval	RRa, RRf, BSa	I can explain peer approval and how it can cause problems I can describe what grooming is and give examples	I have strategies to help me manage my peer group relationships
3. 'Family Factors'	OMa, OMb, ISRd, ISRk, ISRI, MWa, ISa, ISb, DATa, DATb, DATc	I can suggest links between risky behaviour choices and the influence of social groups I know that I can accept or reject influences	I know where to access help and advice if I am concerned about a risky situation in my life

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## Being Me In My World Puzzle Map - Ages 14-15

Big Question: Is managing my online and offline world within my control?			
Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
<b>1. Liberty and safety In my world</b>	RRd	<p>I can list the freedoms I enjoy in society</p> <p>I can describe what personal freedom means to me</p> <p>I can describe my understanding of safety</p> <p>I can identify potential risks to my safety</p>	<p>I understand that this can differ in other parts of the world</p> <p>I can compare my freedom and safety to that of teenagers in different parts of the world</p>
<b>2. How I feel when things end</b>	RRa, MWa, MWd	<p>I can describe the stages of grief</p> <p>I know where to appropriately get help and support with loss and bereavement issues</p> <p>I can discern which online sources or support in regards to loss/ grief are helpful or not</p>	<p>I understand the range of emotions associated with relationships ending</p> <p>I understand the behaviours that some people experience as a result of grief, this can be on or offline</p> <p>I can identify some of the ways some individuals manage grief and loss</p>
<b>3. How social media affects me, my identity and culture</b>	OMa, OMb, OMc, OMd, OMh, MWb, ISa, ISb	<p>I recognise the positive and negative role of social media e.g. challenge culture vs environmental campaigns and awareness-building</p> <p>I understand the impact social media has on culture and identity</p> <p>I recognise how online data is used both positively and negatively</p> <p>I can compare social media usage across different societies</p>	<p>I can reflect on how social media can impact on safety</p>

## Being Me In My World Puzzle Map - Ages 15-16

Big Question: Are we in the adult world at 16?			
Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
<b>1. Becoming an adult</b>		<p>I can state what 'being an adult' means to me</p> <p>I can give some examples of legislation that affects me at 16</p>	<p>I can identify things I am looking forward to in adulthood, and things that concern me</p> <p>I know where to access help and information if I am worried or concerned about anything</p>
<b>2. Relationships and the law</b>	FAMa, Fb, FAMc, FAMd, FAMe, RRb	<p>I can give examples of legislation that relates to sex and relationships</p> <p>I know about the legal status of different relationships e.g. marriage, civil partnership, co-habitation</p> <p>I can explain why coercive control, sexual harassment and sexual violence in relationships is unacceptable, illegal and the consequences of this</p>	<p>I can suggest ways to keep myself and others safe in regard to healthy and positive relationships</p> <p>I know how and where to access advice and support if I am concerned about a sex or relationship matter</p>
<b>3. The law and you</b>	RRf, RRh, Bsb, DATa, DATb	<p>I can give examples of legislation around the possession and supply of drugs, tobacco and other substances</p> <p>I can explain the legal consequences of breaching the Equality Act</p> <p>I can assess the impact of substance supply and misuse on the range of people involved in a scenario including coercive control</p>	<p>I can suggest ways to keep myself and others safe in regard to alcohol and substances</p> <p>I know how and where to access advice and support if I am concerned about the misuse of power or coercive control</p>



## Summary

1. Effective relationship and sex education is essential if young people are to make responsible and well informed decisions about their lives. It should be firmly rooted within the framework of PSHE and the national curriculum for science. The functional, biological aspects of RSE will be discussed in science lessons and not in PSHE.
2. The objective is to help and support young people through their physical, emotional and moral development and to help young people learn to respect themselves and others and move with confidence from childhood through adolescence to adulthood.
3. Parents should be informed about what is taught in the RSE lessons. Parents/carers have the right to withdraw their child from some or all RSE lessons but not statutory science lessons. Parents should feel reassured about the content of the lessons and should be able to discuss RSE for their child with an informed member of staff.
4. Taught RSE should be culturally appropriate and inclusive of all children.
5. We will work with parents so that they are aware of when and what will be taught to the children.

PSHE is taught by the class teachers in Little Grange, Reception and Pre Prep, Mrs J Cooke and form teachers in Years 3 to Year 8 and by Mrs L Sellick for Years 9 to 11

PSHE is taught in weekly 30 minute lessons and termly PSHE days.

Sanitary towels are kept by Matron in the medical room.

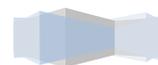
Information to parents before RSE lessons take place.

A letter to Year 5 parents will be sent in the summer term, which will contain the following information.

As part of the Science and PSHE schemes of work Year 5 children will be discussing sex and relationships. The science lessons will be based on the Living and Growing series and will review the physical and emotional changes that take place for boys and girls with the onset of puberty. Children will examine the process of life cycles and reproduction with great emphasis placed on the importance of loving, caring relationships between couples and the value of the family and relationships within it. Children will study the development of the baby in the womb, the needs of the baby and mother before the birth and the inheritance of physical characteristics. Videos contain animation of sexual intercourse and live footage of a birth.

In PSHE the children will have the opportunity to discuss safe and respectful relationships, the characteristics of families, the rights they have over their own bodies and how to report any concerns they may have. They will also have the opportunity to have single sex lessons where they can ask questions about the changes that will be happening to them during puberty. The girls will be shown a variety of sanitary products and be able to take home some samples.

If you have any concerns please feel free to come and discuss them with Head of Science, Head of PSHE or Head of Pastoral Care.



## Monitoring the RSE Policy

The RSE policy is monitored by Head of PHSCE and the Head of Science (Mrs J Hendriksen).

