



Treloweth Primary School Relationship and Sex Education Policy

Date Agreed:	Chair of Governors: Mrs K Monk	Headteacher: Mrs L May
Date For Review:	23 rd March 2023	

This policy has been written in accordance with the statutory guidance document "Relationships and Sex Education (RSE) and Health Education" (DfE, 2019).

Statutory Requirement

Department for Education guidance states that by the summer term 2021, all primary schools must teach Relationships and Health Education. The teaching of Sex Education in primary schools remains non-statutory, with the exception of the elements of sex education contained in the science national curriculum: including knowledge of the main external body parts; the changes as humans develop to old age and reproduction in some plants and animals. Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within PSHE lessons.

Within the statutory guidance document for RSE and Health Education, the DfE also encourages schools to deliver age-appropriate sex education if they feel their pupils need this information:

"It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement..."

"It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that 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."

At Treloweth School we will ensure that any relationship and sex education is provided in a way that enables pupils to be taught about the nature of marriage and its importance for family life and for bringing up children. Pupils will be protected from teaching materials which are inappropriate, having regard to the age and cultural background of the pupils concerned.

Definition

Within this policy, as in the DfE guidance, Relationships Education is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to respectful friendships, family relationships, and relationships with other children and with adults, including online.

For the purpose of this policy, Health Education is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived and born. This draws on knowledge of the human life cycle set out in the national curriculum for science. For the purposes of this policy, we specifically identify any non-statutory Sex Education that falls outside of Science and those related elements (the physical changes associated with puberty) within statutory Health Education.

RSE is not about the promotion of sexual activity.

Curriculum

Below is the detailed breakdown of the National Curriculum for science, the new statutory curriculum for PSHE which came into force 2019/2020 (extended due to COVID-19), and the recommended Relationship and Sex Education objectives. Parents are unable to withdraw children from the science and PSHE elements of the curriculum but parents/carers can withdraw their children from RSE. We strongly believe that finding out about RSE topics in a safe and nurturing environment is the best way to ensure that facts aren't misinterpreted in playground chat and will support children in future years as they grow and mature. There are two main resources that the school uses, 'Lifewise' and the 'Christopher Winter Project' to inform our lesson planning. When a lesson objective is repeated it does not mean children will be taught it twice, rather it gives the class teacher the ability to use the best lesson to match the need of the class and the stage of development. This is a spiral curriculum, meaning it builds on previous learning and develops a deeper understanding each year. Below are some of the PSHE statutory statements that must be taught by the end of the primary school:

- 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.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.
- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.
- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle.

The RSE objectives are taught alongside other PSHE objectives, for example, appropriate and inappropriate touch. It is widely recommended that children are taught the correct vocabulary so that if they should ever have to disclose any information, misunderstandings are avoided. We strongly believe in delivering this content in a safe and supportive environment to help children avoid developing misconceptions about these themes. Many of the topics/areas will be compulsory in Secondary education. We feel that our science, PSHE and RSE curriculum will give children a solid foundation on which to build. With each topic/theme, children are taught and will revisit which body parts are 'private' through age-appropriate resources e.g. NSPCC PANTS rule.

Covered in the science curriculum	Covered in PSHE with a link to RSE	RSE
<p>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.</p>	<ul style="list-style-type: none"> To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense To know who to speak to if they are concerned about their health To know who to trust To know who to speak to if they are feeling unhappy or uncomfortable To understand self-respect and being respectful to others To understand and learn the PANTS rules 	<p>Lifewise</p> <ul style="list-style-type: none"> To identify, name and locate the nipples, anus, vulva, vagina, penis and testicles on a simple diagram. To know that these are the correct scientific names for the parts of the body. <p>CWP</p> <ul style="list-style-type: none"> As above
<p>YEAR 2 Notice that animals, including humans, have offspring which grow into adults. Children identify that adults have babies.</p>	<ul style="list-style-type: none"> To know the process of growth in animals, including humans To know that animals, including humans, have offspring To know that offspring grow into adults To understand the process of growth in animals, including humans To know that they can talk to a trusted adult about any concerns or questions that they may have To understand and learn the PANTS rules 	<p>Lifewise</p> <ul style="list-style-type: none"> That animals and humans mate to reproduce. To know some of the basic changes in humans to support offspring. <p>CWP</p> <ul style="list-style-type: none"> To identify the differences between male and female babies. To explore some of the difference between males and females and understand how this is part of the life cycle. To use the correct scientific names for the parts of the body including 'private parts'.

<p>YEAR 3 N/A</p>	<ul style="list-style-type: none"> • To know that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food, they get nutrition from what they eat • To identify that humans and some other animals have skeletons and muscles for support, protection and movement • To know that they can talk to a trusted adult about any concerns or questions that they may have • To understand and learn the PANTS rules 	<p>Lifewise</p> <ul style="list-style-type: none"> • To consolidate understanding of the names and locations of different parts of the body, including the genitals. <p>CWP</p> <ul style="list-style-type: none"> • As above
<p>YEAR 4 Learning from Year 2 will be re-introduced to discuss other animals.</p>	<ul style="list-style-type: none"> • To understand and learn the PANTS rules • To name body parts and know which parts should be private • To know the difference between appropriate and inappropriate touch • To understand that they have the right to say “no” to unwanted touch • To think about who they trust and who they can ask for help • To understand the difference between what ‘good’ touch and ‘bad’ is • To be able to name those in their lives that they can trust • To understand the difference between good secrets and bad secrets • To understand the meaning of privacy and how they should keep their body private and safe • To know what to say if they are uncomfortable, unhappy, afraid or upset by anyone else or their actions • To know that they can talk to a trusted adult about any concerns or questions that they may have • To understand and learn the PANTS rules 	<p>Lifewise</p> <ul style="list-style-type: none"> • To name body parts and know which parts should be private. • To consolidate understanding of the names and locations of different parts of the body. <p>CWP</p> <ul style="list-style-type: none"> • To identify some basic facts about puberty. • To explore the human life cycle.

<p>YEAR 5</p> <p>Identify physical differences (external observable) between male and female humans.</p> <p>Introduce terms sperm and egg – meet to form embryo (new life). Children will learn how a sperm reaches an egg using the key words below.</p> <p>A Fertilised egg grows and develops in the womb.</p> <p>Research of the gestation periods of different animals and compare to humans.</p> <p>What changes happen between a baby and a toddler.</p> <p>What changes happen between a toddler and child (age 3- 12).</p> <p>KEY WORDS – male and female reproductive organs, egg, sperm, womb, vagina, penis.</p>	<p><i>What is puberty? What changes take place in boys and girls?</i></p> <p><i>What changes happen between a child and a teenager?</i></p> <p><i>What changes happen between a teenager and an adult?</i></p> <p><i>(Non- stat guidance, link to school SRE policy)</i></p> <ul style="list-style-type: none"> • To identify, locate and use the terminology for the basic parts of the human body • To know who to speak to if they are concerned about their health • To know that their bodies will experience puberty and what this means for their bodies and minds • To discuss the life process of reproduction in humans • To know about menstrual well-being and the menstrual cycle • To describe the changes which happen as humans age • To know that they can talk to a trusted adult about any concerns or questions that they may have • To understand and learn the PANTS rules 	<p>CWP (science linked)</p> <ul style="list-style-type: none"> • To explore the emotional and physical changes occurring in puberty (more detail). • To explore the impact of puberty on the body and the importance of hygiene. • To explore the ways to get support during puberty.
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YEAR 6
N/A

- To know about why changes occur in the female body
- To know about the menstrual cycle and why and how this occurs
- To know about how puberty and the menstrual cycle might affect both mind and body
- To know about the changes in the male body as it ages
- To know that mood swings, emotions, embarrassment and feelings of insecurity and that these are normal feelings around the time of puberty
- To know about the human life cycle and the considerations to be made before creating an embryo
- To know about what a relationship is and how there are many different types of relationship in our society today
- To know about the qualities of a good relationship – love, care, trust and respect
- To know that their body is their own and that they have a right to say ‘no’ to any relationship
- Sexual reproduction and how the penis becomes hard and is carefully inserted inside the vagina
- To know sperm is released and the possibility of these cells fertilising a female egg cell inside the vagina
- To know about the creation of an embryo and the human gestation period
- To know about the responsibilities, emotions and consequences of intimate or sexual relationships
- To know that they can talk to a trusted adult about any concerns or questions that they may have
- To understand and learn the PANTS rules

Lifewise

- It is about understanding when you are ready to begin an intimate or sexual relationship.
- It talks about what consent means and that this is essential between individuals who are developing their relationship further.
- It talks about the age of consent in the UK and the possible consequences of breaking this law.
- This lesson discusses how sometimes sperm is released from the penis and that this is commonly known as a ‘wet dream’.
- It discusses that the penis may feel hard and grow bigger at times but that this is normal and the penis will return to its usual state.

FGM

- To know that they have rights and when the law is being broken.

CWP

- To describe how and why the body changes during puberty in preparation for reproduction.
- To consider different ways people might start a family.
- To know some basic facts about conception and pregnancy.

Delivery of RSE

Our Relationships and Sex Education programme will be delivered in an age appropriate and sensitive manner by class teachers. Teaching is normally taught in mixed gender groups, though some content is covered in single sex groups e.g. menstrual hygiene, single sex question sessions, etc.

We aim to provide a learning atmosphere where children feel safe and relaxed, and where they feel confident to engage in discussions around potentially sensitive subjects and themes.

Ground rules in class and across the school are essential when discussing sensitive subject matter and teaching RSE. Clear ground rules are established in partnership with the class, then reinforced at the start of each relevant lesson. As a minimum, ground rules are likely to include the following basic guidelines:

Listen politely to each other
Everyone gets a turn to speak, if they want to
Everyone has a right not to speak
Everyone's contribution is respected
We don't ask or have to answer any personal questions
We use anatomically correct language when we have learnt it.

Confidentiality

Treloweth School encourages pupils to talk to their parents and carers and will give them support to do so. Teachers cannot offer or guarantee absolute confidentiality. It is only in the most exceptional circumstances that teachers will handle information without parental knowledge and this will be grounds for serious concerns and child protection issues will need to be raised.

Dealing with sensitive issues

Teachers need to be sure that they are aware of issues that may arise out of teaching and learning about RSE. The following are protocols for discussion based lessons with pupils:

- no one (teacher or pupil) will have to answer a personal question;
- no one will be forced to take part in a discussion;
- only the correct biological names for body parts will be used;
- meanings of words will be explained in a sensible and factual way;

Teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent.

Where a member of staff is concerned that a child protection issue is arising it is his/her responsibility to follow the school's policy in this matter.

Right to withdraw

As previously stated, the RSE curriculum consists of both statutory and non-statutory elements:

- Parents do have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.
- Parents do not have the right to withdraw their children from statutory relationships education, health education or the science curriculum.

A letter informing parents that RSE lessons are going to take place are sent out. On this letter is a reply slip stating if the parent wants their child to take part or not.

Equal Opportunities

The staff at Treloweth School are committed to the view that all children are of equal value and have equal rights to education, whatever their race, gender, class, disability, learning need, age or religion.

Special Educational Needs

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated program will be provided where necessary, to ensure that all pupils gain a full understanding.

Monitoring and Evaluation

The governing body will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.