



Bishops Tawton Primary School

Relationships and Sex Education Policy

DRAFT

Introduction

Bishops Tawton Primary School considers that Relationships and Sex Education (RSE) is an integral part of the Personal, Social and Health Education (PSHE) and Citizenship curriculum, and is linked to that for Science. We aim to offer pupils a carefully planned programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil. The programme is set within a moral framework and matched to the pupils' level of maturity. This policy reflects the requirements of the DfE Relationship and Sex Education Guidance.

Aims

The following aims compliment those of the Science curriculum in KS1 and KS2.

- To have the confidence and self-esteem to value themselves and others
- To understand about the range of relationships, including the importance of family for the care and support of children
- To develop confidence in talking, listening and thinking about feelings and relationships
- To be able to name parts of the body and describe how their bodies work
- To be prepared for puberty
- To understand the consequences of their actions and behave responsibly within relationships
- To be able to recognise unsafe situations and be able to protect themselves and ask for help and support
- To understand the role the media plays in forming attitudes
- To understand how safe routines can reduce the spread of viruses

Objectives

As part of RSE, pupils will be taught about the nature and importance of relationships. They also need to understand that there are strong and mutually supportive relationships outside of marriage. We try to ensure that no stigma is placed on children based on their home circumstances. We aim to provide accurate information and to help to develop skills to enable them to understand differences and respect themselves and others. We aim to prevent and remove prejudice. RSE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and within society, thus preparing them for the responsibilities and experiences of adult life. We will work towards this aim in partnership with parents/carers.

Teaching and Learning including delivery of the Curriculum

We teach RSE through different aspects of the curriculum and carry out the main RSE teaching in our PSHE and Science curriculum.

The scheme of work for RSE at Bishops Tawton Primary School maps out a grid of lessons/units for each class which progresses and returns to themes as children move through the school (Please see Appendix A)

We also teach RSE through other subject areas (eg Science, PE and R.E.), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. Linked with R.E. children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

Science Curriculum

Early Years Foundation Stage children learn about life cycles. Through on-going personal, social and emotional development they develop the skills to form relationships and think about relationships with others.

In Key Stage 1 children learn:

- That animals including humans, move, feed, grow and use their senses and reproduce
- To recognise and compare the main external parts of the bodies of humans
- That humans and animals can reproduce offspring and these grow into adults
- To recognise similarities and differences between themselves and others
- To treat others with sensitivity

In Key Stage 2 children learn:

- That the life processes common to humans and other animals including nutrition, growth and reproduction
- About the main stages of the human life cycle

From Year 5 we place a particular emphasis on RSE, as many children can experience puberty from this age. We teach the children about the parts of the body and how they work. We also explain what will happen to their bodies during puberty. We encourage the children to ask for help if they need it

and there are opportunities for single sex question sessions. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach these with due regard for the emotional development of the children (as stated earlier in this policy).

The Role of Parents

The school is well aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we:

- Inform parents about the school's RSE policy and practice
- Answer any questions that parents may have about the RSE of their child
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school
- If parents/carers request for their child be removed from non-statutory lessons, then that child will be provided with alternative work, linked with the PSHE and Citizenship programme, and be invited to join another class for that session. A register of any such pupils will be kept and distributed to all teachers involved.

The Role of the Headteacher

It is the responsibility of the Headteacher to:

- Ensure that parents and staff are informed about our RSE policy
- The policy is implemented effectively.
- Ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
- Monitor this policy on a regular basis and reports to governors on the effectiveness of the policy.

The Role of the School and Other Members of the Community

The school liaises with external agencies regarding the school RSE programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. The school nurse and other health professionals, give us valuable support with our sex education programme. Health professionals are expected to work within the school's RSE policy and on the instructions of the Headteacher.

Content

Please see appendix A - Overview of all PSHE topics covered using the 1Decision scheme, within which class/year group they will be taught and at what time during the school year.

Health Education including: personal safety, personal hygiene, physical and sexual development, growth and change, puberty, human reproduction and pregnancy.

Personal and social development: including relationships with family and friends, self-esteem, emotional development, gender roles, stereotyping and online safety.

Language

Children should be introduced, at appropriate stages, to the correct terminology in their programme of RSE education. It is important that acceptable and unacceptable terminology is clarified. After initial discussion, correct biological terms will be used at all times for teaching.

Pupils' Questions

Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions.

Teachers will need to answer questions that may arise through the direct teaching of RSE education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.

Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.

If the teacher decides to discuss the matter on an individual basis, a record must be kept of that discussion.

Harassment and bullying

Pupils come from a variety of backgrounds and all are entitled to learn in a supportive environment, free from fear. Some pupils may use 'slang' terms as a way to harass other pupils. This is unacceptable and will be dealt with as any other form of harassment, through the school behaviour and discipline procedures. An understanding of human difference, including sexuality, is an important aspect of education and will be addressed as appropriate through the curriculum.

Visiting speakers

Any visiting speakers to the school should be familiar with the school's Policy on Relationships and Sex Education and be cleared by the Headteacher. All sessions run by a visiting speaker should also be attended by a teacher familiar with the policy.

Advising Parents/Carers

Parents/Carers views were sought prior to the introduction of this policy. The RSE curriculum and policy will be made available on the school website and paper copies are available from the school office. Further details of the lessons will be provided to parents upon request and they will be invited to view any materials if they wish.

Confidentiality

Teachers conduct RSE lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances, the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw these to the attention of the designated person responsible for child protection, or the Head Teacher.

Legally, the school cannot offer or guarantee absolute confidentiality. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support. If confidentiality has to be broken, then pupils are informed first and then supported by the designated teacher throughout the whole process.

Special Needs

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

Equal Opportunities

RSE will be given to ensure quality of access for all pupils, regardless of gender, race or disability, so giving equal opportunities and avoiding discrimination.

Monitoring and Evaluation

This policy scheme of work will be regularly reviewed and any feedback from teachers, parents/carers and pupils will be considered.

Appendix A

PSHE Overview

Key Stage 1	Autumn 1 Keeping/staying safe	Autumn 1 Keeping/staying healthy	Autumn 2 Being responsible	Spring 1 Computer safety	Spring 2 Our world	Summer 1 Feelings and emotions	Summer 1 Relationships	Summer 2 Hazard watch
Year 1	Road safety	Washing hands	Water spillage	Online bullying	Growing in our world	Jealousy	Friendship	Is it safe to eat/drink? Is it safe to play with?
Year 1/2	Road safety Tying shoelaces	Washing hands Healthy eating	Practice makes perfect Water spillage	Online bullying Image sharing	Growing in our world Living in our world	Jealousy Anger Worry	Bullying Friendship	Is it safe to eat/drink? Is it safe to play with?
Year 2	Tying shoelaces	Healthy eating Brushing teeth	Practice makes perfect Helping someone in need	Image sharing	Living in our world Working in our world	Worry Anger	Body language	Is it safe to eat/drink? Is it safe to play with?
Year	Staying safe Leaning out of windows	Brushing teeth Medicine	Helping someone in need	Image sharing Making	Working in our	Anger Grief	Body language Touch	Is it safe to eat/drink?

2/3			Stealing	friends online	world Looking after our world			k? Is it safe to play with?
-----	--	--	----------	----------------	-------------------------------	--	--	--------------------------------

Key stage 2	Autumn 1 Keeping/staying safe	Autumn 1 Keeping/staying healthy	Autumn 2 Being responsible	Spring 1 Computer safety	Spring 2 The working world	Summer 1 Feelings and emotions	Summer 1 Growing and changing	Summer 2 A world without judgement
Year 3	Staying safe Leaning out of windows	Medicine	Stealing	Making friends online	Looking after our world	Grief	Touch	Is it safe to eat/drink? Is it safe to play with?
Year 3/4	Staying safe Leaning out of windows Cycle safety	Medicine Healthy living	Stealing Coming home on time	Making friends online Online bullying	Looking after our world Chores at home	Grief Jealousy	Touch Appropriate touch	Breaking down barriers
Year 4	Cycle safety	Healthy living	Coming home on time	Online bullying	Chores at home	Jealousy	Appropriate touch (relationships)	Breaking down barriers
Year 4/5	Cycle safety Peer pressure	Healthy living Smoking	Coming home on time Looking out for others	Online bullying Image sharing	Chores at home Enterprise	Jealousy Anger	Appropriate touch Puberty (Y5 ONLY)	Breaking down barriers Inclusion and acceptance
Year 5	Peer pressure	Smoking	Looking out for	Image sharing	Enterprise	Anger	Puberty	Inclusion and

	(adult's and child's views)		others					acceptance
Year 5/6	Peer pressure Water safety	Smoking Alcohol	Looking out for others Stealing	Image sharing Making friends online	Enterprise In-app purchases	Anger Worry	Puberty Conception (Y6 ONLY)	Inclusion and acceptance British values
Year 6	Water safety	Alcohol	Stealing	Making friends online	In-app purchases	Worry	Conception	British values

Bishops Tawton Primary

Module	Topic	Overview
Keeping/staying safe	Road safety -Y1/2	Road Safety looks at how we can stay safe when crossing the road and travelling in a vehicle.
	Tying shoelaces - Y1/2	Tying Shoelaces looks at how we can prevent accidents that are often caused when rushing around.
	Staying safe - Y2/3	Staying Safe looks at the dangers of venturing off with people we don't know very well.
	Leaning out of windows - Y2/3	Leaning Out of Windows looks at the risk of falling from heights and the various dangers we may find in our homes and communities.
	Cycle safety - Y4	Cycle Safety looks at distractions on the road and how our actions can cause others harm.
	Peer pressure - Y5	This video looks at how we can be influenced and pressured to make unsafe choices.
	Water safety - Y6	Water Safety explores the topic of trespassing and the dangers of swimming in open or unknown waters.
Keeping/safety healthy	Healthy eating - Y1/2	Healthy Eating looks at how we can make healthy food choices and what might happen if we choose to eat too much unhealthy food.
	Washing hands - Y1/2	This module looks at why we should wash our hands and the potential consequences of not doing so.
	Brushing teeth - Y2/3	This module looks at why we should brush our teeth and the potential consequences of not doing so often enough.
	Medicine - Y2/3	This module looks at why we take medicine and the dangers of taking it without a trusted adult's permission and supervision.
	Healthy living - Y4	Healthy Living looks at how certain types of food can affect our performance in a sports event.
	Smoking - Y5	Smoking explores how someone can be pressured in to smoking.
	Alcohol - Y6	This video explores the dangers of alcohol and how people can be affected by alcohol in different ways.
Being responsible	Practice makes perfect - Y1/2	Practice Makes Perfect looks at setting goals and developing skills and strategies to achieve those goals.
	Water spillage - Y1/2	Water Spillage looks at the different ways we can cause accidents and how we can prevent accidents from happening.
	Helping someone in need - Y2/3	Helping Someone in Need looks at how we can help others at home and in the community and the risks of helping someone we don't know very well.
	Stealing - Y2/3	Stealing looks at the differences between stealing and borrowing, and it enables students to identify emotions associated with losing a special possession.
	Coming home on time - Y4	Coming Home on Time looks at rules and guidelines children may have to follow.
	Looking out for	Looking Out for Others looks at the responsibility we have

	others - Y5	if we witness someone being bullied.
	Stealing - Y6	Stealing explores the topic of taking something from a family member without asking.
Computer safety	Online bullying - Y1/2	Online Bullying looks at being kind and thoughtful online and in real life and allows students to explore what they can do if they feel bullied online.
	Image sharing - Y1/2	Image Sharing looks at the types of images we shouldn't share online and how quickly an image can be shared.
	Making friends online - Y2/3	Making Friends Online looks at the steps we should take to keep ourselves safe and the dangers of meeting someone from the internet in real life.
	Computer safety documentary - Y2/3	The Computer Safety Documentary recaps all of the learning points from the topics and allows students to identify more ways to keep themselves safe online
	Online bullying - Y4	Online Bullying looks at the actions we can take if we feel like we are being bullied online.
	Image sharing - Y5	Image Sharing looks at how we can be pressured in to sending images and how to manage this.
	Making friends online - Y6	Making Friends Online looks at the dangers of meeting people we have only spoken to online.
Our world	Growing in our world - Y1/2	Growing in Our World explores the human cycle and how our families are special and unique
	Living in our world - Y1/2	Living in Our World explores how humans can help take care of living things both inside and outside of the home.
	Working in our world - Y2/3	Working in Our World looks at why humans need money and the ways in which money can be used and received.
	Looking after our world - Y2/3	Looking After Our World looks at the ways in which we can help look after and protect our planet.
The working world	Chores at home - Y4	Chores at Home explores the responsibilities that children may have now and in the future.
	Enterprise - Y5	Enterprise looks at how children can help pay for items they would like.
	In-app purchases - Y6	In-App Purchases provides a subtle introduction to debt and looks at paying for items through apps or games.
Feelings and emotions	Jealousy - Y1/2	Jealousy emphasises the need to recognise our own strengths and those of the people around us, and teaches students to deal with feelings of jealousy.
	Worry - Y1/2	Worry allows students to identify what they can do and who they can talk to if they feel worried about something.
	Anger - Y2/3	Anger looks at the differences between healthy and unhealthy anger and enables students to identify ways they can manage their anger.
	Grief - Y2/3	Grief looks at the different feelings we can experience when we lose someone or something we loved dearly, and enables students to identify ways they can cope when grieving.

	Jealousy - Y4	This video looks at how the feeling of jealousy can arise when someone new is introduced to a friendship group.
	Anger - Y5	Anger looks at the ways in which we can manage our emotions when we are unable to do something we wanted.
	Worry - Y6	This video looks at transition and the feelings a child can have when starting a new school.
Relationships	Bullying - Y1/2	Bullying looks at how our actions and words can affect others, and it enables students to explore kind and positive behaviours.
	Friendship - Y1/2	Friendship looks at how we behave with our friends and how these behaviours can affect others.
	Body language - Y2/3	Body Language looks at recognising how other people may be feeling and allows students to explore the different ways we can express our emotions.
	Touch - Y2/3	Touch looks at appropriate and inappropriate touch and enables students to explore who they can talk to if they feel uncomfortable in a relationship.
Growing and changing	Appropriate touch (relationships) - Y4	Appropriate Touch explores the difficult subject of how relationships can be unhealthy or uncomfortable.
	Puberty - Y5	Puberty is a short animated video that looks at the different changes boys and girls go through during puberty. Unlike the other videos, there are no alternative endings.
	Conception - Y6	Conception is a short animated video that looks at how a baby is conceived and the various stages of pregnancy. Unlike the other videos, there are no alternative endings.
Hazard watch	Is it safe to eat and drink? - Y1-3	This module allows students to identify what items may be safe or unsafe to eat or drink.
	Is it safe to play with? - Y1-3	This module allows students to identify what items may be safe or unsafe to play with.
A world without judgement	Breaking down barriers - Y4	Breaking down Barriers explores removing barriers and supporting those who have physical disabilities.
	Inclusion and appearance - Y5	Inclusion and Acceptance explores the topic of a child having same sex parents.
	British values - Y6	British Values looks at how we can be inclusive and ensure everyone's beliefs and needs are respected.

RSE Overview

Age 5-8 - Relationships

The Relationships module helps children to explore and understand a range of feelings, how feelings can be communicated without words, and the importance of caring about other people's feelings. The topics in this module help students to understand situations from another person's point of view. Children will explore different types of relationships and from this they will gain an understanding of healthy and unhealthy relationships. They will also learn how to seek help and support if they feel uncomfortable in a relationship.

The modules they will cover include:

- Bullying (Y1/2) - Bullying looks at how our actions and words can affect others, and it enables students to explore kind and positive behaviours
- Friendship (Y1/2) - Friendship looks at how we behave with our friends and how these behaviours can affect others.
- Body language (Y2/3) - Body Language looks at recognising how other people may be feeling and allows students to explore the different ways we can express our emotions.
- Touch (Y2/3) - Touch looks at appropriate and inappropriate touch and enables students to explore who they can talk to if they feel uncomfortable in a relationship.

Age 8-11 - Growing and changing

The Growing and Changing module covers the expected statutory content for RSE. Within this module, children will have the opportunity to look at how we change and grow, including how we grow at different rates. Following on from our 5-8 module Relationships, students will continue to look at healthy and unhealthy relationships and will be provided with information on how to seek help if they feel worried or scared about a particular relationship they have with someone. This module also includes informative animations on puberty and conception.

The modules they will cover include:

- Appropriate touch (relationships) (Y4) - Appropriate Touch explores the difficult subject of how relationships can be unhealthy or uncomfortable.
- Puberty (Y5) - Puberty is a short animated video that looks at the different changes boys and girls go through during puberty, using scientific vocabulary.
- Conception (Y6) - Conception is a short animated video that looks at how a baby is conceived and the various stages of pregnancy.