

Goldsworth Primary School

Policy for Relationships and Sex Education (RSE)



Relationships and Sex Education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. The aim of RSE is to equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships and to take responsibility for their sexual health and wellbeing (Sex Education Forum).

Safeguarding

Relationships and Sex Education (RSE) plays a very important part in fulfilling the statutory duties all schools have to meet. RSE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. State-funded schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38). At Goldsworth Primary School, we will ensure that our teaching and assessment of RSE lessons and any questions asked throughout will be in line with our school's safeguarding policy.

Philosophy

At Goldsworth School we believe that relationship and sex education is 'lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of: family life, stable and loving relationships, respect, love and care' (DfE July 2000). It involves the combination of sharing information and exploring issues and values. It is not about the promotion of sexual activity. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE).

A comprehensive programme of RSE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline'. (Brook, SEF, PSHE Association, 2014: 3)

Relationship and sex education will contribute to the requirement of the Education Reform Act 1988 that the school curriculum should be one which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and within society; and
- prepares such pupils for the opportunities, responsibilities and experiences of adult life.

Aims

Through the implementation of our relationship and sex education (RSE) we aim to:

- Provide a framework in which sensitive discussions can take place.

- Help pupils develop feelings of self-respect, confidence and empathy, so they can acquire caring and responsible attitudes towards each other and the relationships they experience.
- Help pupils acquire due regard for moral considerations and the value of family life. To assist children in making appropriate decisions by considering implications and others' feelings.
- Help them manage their own feelings so as to be prepared to cope with issues such as threats, prejudice, rejection and stress.
- Assist children in their development of a personal moral code and encourage them to reflect on different attitudes to which they are exposed.
- Create a positive culture around issues of sexuality and relationships, enabling children to discuss and communicate effectively on private issues such as relationships and intimacy.
- Teach pupils the correct vocabulary to describe themselves and their bodies (see appendix 2).
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Provide all pupils, by the end of Year 6, with the statutory knowledge of reproduction as described in the science National Curriculum.

Statutory Requirements

As a primary academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Goldsworth Primary School we teach RSE as set out in this policy.

Curriculum

Our curriculum is set out as per Appendix 1, but we may need to adapt it, as and when necessary, in line with the needs of our pupils. At Goldsworth Primary School, we follow the Coram Life (SCARF) scheme of work and train staff to confidently deliver all aspects of the curriculum.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so children are fully informed and do not seek answers online.

Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions which may be delivered by a trained health professional, or by school staff following SCARF PSHE curriculum.

Statutory relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include: single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers, amongst other structures).

Non – statutory primary sex education at Goldsworth will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

Teachers will aim to deliver one hour of PSHE/RSE lessons each week to their own class.

The Organisation of Teaching and Learning

As a whole school and cross-curricular subject, the objectives will be delivered via the following two areas of school life:

Formal Units of Work

The pupils in all years are provided with an extensive and well-planned programme of relationship and sex education embedded within the RSE, Science and R.E. schemes of work.

Year 4 are provided with a formal RSE session which is either delivered by the School Community Nurse or school staff (following the SCARF curriculum). The nurse talks to the children about the changes that will occur in their bodies and associated hygiene implications of these.

Year 5 and 6 are taught through formal lessons which are either carried out by the School Community Nurse or school staff (following the SCARF and Science curriculum). SCARF materials, including videos, are used covering topics such as puberty, sexual intercourse and birth. These materials and videos are followed up with further classroom discussion and/or circle time. Parents are invited to view the material prior to their children being taught the

material. Under the Education Act 1993, parents/carers can request for the child to be withdrawn from the part of sex education that is outside the compulsory elements of the science and RSE statutory Curriculum.

Special Education Needs

All children are entitled to Relationships and Sex Education (RSE). The new Government guidance on Relationships Education, RSE and Health Education (2019) is clear that these statutory subjects must be accessible for all pupils - including disabled pupils and those with special education needs (SEND). A whole-school approach is promoted in the proposed guidance, which states 'schools should also be mindful of the preparing for adulthood outcomes, as set out in the SEND code of practice, when preparing these subjects for those with SEND'. There are lots of places where this can happen: it can include the consistent use of vocabulary in relation to toileting and personal care, with euphemisms avoided, and also taking everyday opportunities to teach about consent and personal space. At Goldsworth Primary School, we have planned a curriculum which allows us to adapt our lessons to the needs of all children, ensuring lessons are age appropriate and taught in ways that are accessible for all.

Equal Opportunities

All children have an equal opportunity of access to all relationship and sex education regardless of sex, age, race or ability as defined in our Equality Policy.

Role of the co-ordinator

Relationship and sex education (RSE) is co-ordinated by the PSHE coordinator, Jenny Read. Their responsibilities include:

- Preparing and reviewing a policy for relationship and sex education.
- Assisting colleagues in effective implementation of relationship and sex education.
- Ensuring the development of relationship and sex education reflects and enhances the school's philosophy.
- Attending courses, collecting information and disseminating it across training to all staff.
- Taking responsibility for the organisation and ordering of resources.

The governor responsible for the implementation and development of the RSE policy is Jose Garcia.

Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the head teacher.

Alternative work will be given to pupils who are withdrawn from sex education.

Staff Development

Staff are trained on the delivery of RSE and it is included in our continuing professional development calendar.

Visitors from outside the school, such as school nurses, are invited to provide support and training to staff teaching RSE.

Monitoring arrangements

The delivery of RSE is monitored by RSE coordinator through:

- Planning monitoring
- Book looks
- Observations
- Discussions with staff
- Pupil voice
- Regular updates of RSE and curriculum audit

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

Linked policies:

This policy is linked to our PSHE, Equality, Behaviour, Accessibility, SEND and Inclusion Policies.

Evaluation and Review

The relationship and sex education policy will be reviewed and updated in line with the requirements of the School Development Plan.

Date written: November 2020

Prepared by: Abbie Dean

Approved by Governors: November 2021

Review date: March 2026

Appendix 1: Curriculum overview

Appendix 2: Glossary of terminology

Appendix 3 – withdrawal from sex education form

Appendix 1 – curriculum map

Online Safety overview						
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All year groups	Online Relationships	Online Bullying Self-image & Identity	Managing Online Information	Online Reputation	Health, Well-Being & Lifestyle	Privacy & Security
PSHE Overview Reception						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
School Values	Respect	Truth	Love	Hope and Ambition	Courage	Responsibility and Participation
Themes	Me and my relationships	Valuing Difference	Growing and Changing	Being my Best	Keeping Safe	Rights and Respect
Reception	<ul style="list-style-type: none"> *What makes me special *People close to me *Getting help 	<ul style="list-style-type: none"> *Similarities and difference *Celebrating difference *Showing kindness 	<ul style="list-style-type: none"> *Cycles *Life stages *Girls and boys – similarities and difference 	<ul style="list-style-type: none"> *Keeping body healthy – food, exercise, sleep *Growth Mind-set 	<ul style="list-style-type: none"> *Keeping my body safe *Safe secrets and touches *People who help to keep us safe 	<ul style="list-style-type: none"> *Looking after things: friends, environment, money
PSHE Overview Year 1						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
School Values	Respect	Truth	Love	Hope and Ambition	Courage	Responsibility and Participation
Themes	Me and my relationships	Growing and Changing	Keeping Safe	Being my Best	Valuing Difference	Rights and Respect
Year 1	<ul style="list-style-type: none"> *Feelings *Getting help *Classroom rules *Special people *Being a good friend 	<ul style="list-style-type: none"> *Getting help *Becoming independent *My body parts *Taking care of self and others 	<ul style="list-style-type: none"> *How our feelings can keep us safe – including online safety *Safe and unsafe touches *Medicine Safety *Sleep 	<ul style="list-style-type: none"> *Growth Mind-set *Healthy eating *Hygiene and health *Cooperation 	<ul style="list-style-type: none"> *Recognising, valuing and celebrating difference *Developing respect and accepting others *Bullying and getting help 	<ul style="list-style-type: none"> *Taking care of things: <ul style="list-style-type: none"> - Myself - My money - My environment



PSHE Overview Years 2 - 6

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
School Values	Respect	Truth	Love	Hope and Ambition	Courage	Responsibility and Participation
Themes	Me and my relationships	Valuing Difference	Keeping Safe	Rights and Respect	Being my Best	Growing and Changing
Year 2	<ul style="list-style-type: none"> *Bullying and teasing *Our school rules about bullying *Being a good friend *Feelings/self-regulation 	<ul style="list-style-type: none"> *Being kind and helping others *Celebrating difference *People who help us *Listening Skills 	<ul style="list-style-type: none"> *Safe and unsafe secrets *Appropriate touch *Medicine safety 	<ul style="list-style-type: none"> *Cooperation *Self-regulation *Online safety *Looking after money – saving and spending 	<ul style="list-style-type: none"> *Growth Mind-set *Looking after my body *Hygiene and health *Exercise and sleep 	<ul style="list-style-type: none"> *Life cycles *Dealing with loss *Being supportive *Growing and changing *Privacy
Year 3	<ul style="list-style-type: none"> *Rules and their purpose *Cooperation *Friendship (including respectful relationships) *Coping with loss 	<ul style="list-style-type: none"> *Recognising and respecting diversity *Being respectful and tolerant *My community 	<ul style="list-style-type: none"> *Managing risk *Decision-making skills *Drugs and their risks *Staying safe online 	<ul style="list-style-type: none"> *Skills we need to develop as we grow up *Helping and being helped *Looking after the environment *Managing money 	<ul style="list-style-type: none"> *Keeping myself healthy and well *Celebrating and developing my skills *Developing empathy 	<ul style="list-style-type: none"> *Relationships *Changing bodies and puberty *Keeping safe *Safe and unsafe secrets
Year 4	<ul style="list-style-type: none"> *Healthy relationships *Listening to feelings *Bullying *Assertive skills 	<ul style="list-style-type: none"> *Recognising and celebrating difference (including religions and cultural difference) *Understanding and challenging stereotypes 	<ul style="list-style-type: none"> *Managing risk *Understanding the norms of drug use (cigarette and alcohol use) *Influences *Online safety 	<ul style="list-style-type: none"> *Making a difference (different ways of helping others or the environment) *Media influence *Decisions about spending money 	<ul style="list-style-type: none"> *Having choices and making decisions about my health *Taking care of my environment *My skills and interests 	<ul style="list-style-type: none"> *Body changes during puberty *Managing difficult feelings *Relationships including marriage
Year 5	<ul style="list-style-type: none"> *Feelings *Friendship skills, including compromise *Assertive skills *Cooperation *Recognising emotional needs 	<ul style="list-style-type: none"> *Recognising and celebrating difference, including religions and cultural *Influence and pressure of social media 	<ul style="list-style-type: none"> *Managing risk, including online safety *Norms around use of legal drugs (tobacco, alcohol) *Decision-making skills 	<ul style="list-style-type: none"> *Rights, respect and duties relating to my health *Making a difference *Decisions about lending, borrowing and spending 	<ul style="list-style-type: none"> *Growing independence and taking ownership *Keeping myself healthy *Media awareness and safety *My community 	<ul style="list-style-type: none"> *Managing difficult feelings *Managing change *How my feelings help keeping safe *Getting help
Year 6	<ul style="list-style-type: none"> *Assertiveness *Cooperation *Safe/unsafe touches *Positive relationships 	<ul style="list-style-type: none"> *Recognising and celebrating difference *Recognising and reflecting on prejudice-based bullying *Understanding Bystander behaviour *Gender stereotyping 	<ul style="list-style-type: none"> *Understanding emotional needs *Staying safe online *Drugs: norms and risks (including the law) 	<ul style="list-style-type: none"> *Understanding media bias, including social media *Caring: communities and the environment *Earning and saving money *Understanding democracy 	<ul style="list-style-type: none"> *Aspirations and goal setting *Managing risk *Looking after my mental health 	<ul style="list-style-type: none"> *Coping with changes *Keeping safe *Body Image *Sex education *Self-esteem
Enrichment		YR - People who help us workshop	Y6 – Bike ability	Y5 – Residential Y4 - Residential	Life Space Y6 - Residential	Year 3 Sleepover

Please note, the below words are defined for adults. Some words are explicitly taught in PSHE/ science lessons at an age-appropriate stage.

Teachers are now required to use scientific terms from Reception onwards when speaking about human bodies. For example, in Year 1, teachers will talk about keeping privates private by using the terms penis/vulva. This is to ensure that all children have a shared understanding and will avoid any possible of misunderstanding in safeguarding situations.

Puberty: Glossary of terms

A

Acne – Spots or blemishes brought on by hormonal changes. Can usually be treated with creams, facial washes and ointment.

Anus – The small opening at the end of the rectum or bottom, where poo comes out.

B

Bra – Underwear to support the breasts.

Breasts – These develop and grow during puberty. Sometimes one can grow bigger than the other. Breasts come in all shapes and sizes, and can be round or flat, soft or firm. Breasts produce milk after childbirth, to feed a baby.

C

Cervix – The plug at the end of the vaginal passage and the start (neck) of the uterus.

Chromosomes – In humans the sex chromosomes comprise one pair of the total of 23 pairs of chromosomes that provide all the information that make up a human. Individuals having two X chromosomes (XX) are female; individuals having one X chromosome and one Y chromosome (XY) are male. A man's sperm contains 22 chromosomes as well as either an X- or a Y-chromosome. A woman's egg contains 22 chromosomes plus an X-chromosome. The sperm that fertilises the egg determines the baby's sex. If the sperm carries an X-chromosome the baby will be XX and will become a girl. If the sperm carries a Y-chromosome the baby will be XY, a boy.

D

Deodorant – Can help mask or prevent body odour but does not make up for daily washing, and changing and washing clothes often.

Discharge – it is normal for girls to have a slight clear or milky discharge from the vagina. This keeps the vagina healthy and can vary from day to day. Discharge can increase at ovulation.

E

Ejaculation – Muscles in the base of the penis cause contractions, forcing semen to spurt out of the end of the penis. The muscle in the penis can contract between 3-15 times, ejaculating about a teaspoon of semen containing up to 300 million sperm.

Erection – An aroused, stiff/hard penis.

Emotions – Feelings we experience such as anger, joy, sorrow, loneliness, jealousy, happiness. Our feelings can change during puberty, with the release of new hormones

and changes happening to our bodies and in our relations. It is normal to feel more angry and moody at times, but if we feel too bad we should seek help.

F

Fallopian tubes – 2 tubes which the ova (eggs) travel along to reach the uterus (womb).

Foreskin – A sleeve of skin which covers the head of the penis. With an erection, the foreskin stretches, exposing the head of the penis. Some people have them removed for religious, health or cultural reasons.

Friends – People we are close to or feel comfortable with and enjoy spending time with.

G

Growth – Bodies grow a lot during puberty and we have a lot of adapting to do. Areas that develop include: chests, breasts, hips and sexual organs.

Genitals – Name given to all the external sexual organs.

H

Hair – Body hair appears around the genitals first (pubic hair) and then grows under the arms and on the legs. Young men also grow hair on their chest and face.

Hygiene – Changes to a young person's hormones and sweat glands, produce new body odours and sweat, which can be smelly. The best way to keep clean is to wash under arms and around the hair and genital area with soap and water regularly (ideally at least once a day) and to change pants and socks every day.

Hormone – chemical substances in the body that give messages to different parts of the body to start changing/developing during puberty.

I

Inner Lips – The smaller lips that surround the entrance to the vagina and urethra (wee hole), just inside the outer lips (also known as labia).

M

Masturbation (not explicitly taught, definition for adults if needed) – Rubbing, stroking or touching one's own genitals.

Menstruation – Another word for periods. A loss of blood (usually monthly) as the unused ovum (egg) comes out of the vaginal opening along with the lining of the uterus.

O

Oestrogen/progesterone – The female sex hormones. During puberty, oestrogen stimulates breast development and causes the vagina, uterus (womb) and Fallopian tubes (that carry eggs to the womb) to mature. Progesterone plays a part in regulating a girl's menstrual cycle.

Outer Lips - Outer lips of the vulva, which cover the sexual parts of a woman's or girl's body including her clitoris, urethra and the entrance to the vagina (also known as labia).

Ova – plural of ovum (eggs)

Ovary – where the ova (eggs) are kept. There are usually two.

Ovum – the egg from a female that could potentially become a baby if it meets with a sperm.

P

Period(s) – See menstruation

Puberty – Emotional and physical changes that happen in early adolescence, as the body begins to mature sexually and develop.

Penis – This is the reproductive organ that hangs outside the male body.

Pubic hair – Hair which starts to grow around the genitals during puberty.

R

Relationships – Intimate and close friendships or emotional attachments. These can take on more importance as we reach puberty.

S

Sanitary towels – made up of pads of cotton wool that a girl or woman presses onto the inside of a pair of knickers to catch the blood during a period to protect her clothes.

Semen – Contains sperm, the male reproductive agent, produced in their millions every day from puberty, in the testicles.

Sexual Intercourse – Sexual contact between individuals involving penetration, especially the insertion of a man's erect penis into a woman's vagina. If it occurs when the woman is ovulating (releasing an egg), it can lead to conception, where the sperm fertilises the egg.

Sexual Reproduction – Occurs when a male sex cell (sperm) and the female sex cell (egg) join. This fusion of sex cells is called fertilisation. Sexual reproduction allows some of the genetic information from each parent to mix, producing offspring that resemble their parents, but are not identical to them. In this way, sexual reproduction leads to variety in the offspring.

Scrotum – Sack or pouch which hold testicles. During puberty the scrotum becomes baggy, helping the testicles to hang away from the body. This helps to keep the temperature down, which allows sperm to be produced.

Sweat – During puberty new sweat glands start to work, producing a distinct body odour.

T

Tampon – a compressed pad of cotton wool created into a plug that can be inserted into the body in the vaginal passage by the girl or woman to soak up the period blood before it leaves the body in order to protect her clothes and to allow her to go swimming during her period, if she chooses.

Testicles – Also known as 'balls', these are held in the scrotum (sack/ball bag) found below the penis, which produce millions of sperm every day.

Testosterone – The male sex hormone. During puberty, rising levels of testosterone encourage the growth of the testicles, penis, and pubic hair. The voice begins to deepen, and muscles and body hair grow.

U

Urethra – The tube which runs from the bladder through the penis. It carries sperm to the penis and urine (wee) from the bladder to the penis.

Urinary opening – Opening of the urethra, a separate opening from the vagina (lying above it), where urine (wee) comes out.

Uterus – A fertilised egg (one that has joined a sperm) embeds itself into the lining of the uterus and grows into a baby. If this doesn't happen the lining of the uterus comes away as part of a period and renews itself for the next month.

V

Vagina – The opening of the reproductive part of the girl's body (the passage which leads to the womb).

Voice – For boys, puberty brings changes to the voice box. Voices 'drop' and become deeper. This happens as the larynx (voice box) grows and this makes voices deeper. Voice sometimes comes out as a squeak when the muscles of the larynx go out of control for a moment.

Vulva – Vulva refers to the external parts of the girl's genitals which you can see.

W

Wet dreams (not explicitly taught, definition for adults if needed) – Having an orgasm, ejaculating while you are asleep. This is normal for boys during puberty and is a sign of sexual awakening. Sometimes boys will notice a wet stain in their pyjamas or on their sheets.

Womb – (See uterus)

Appendix 3 – withdrawal from sex education form

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	