

Tadworth Primary School



Relationships and Sex Education (RSE) Policy

Summer 2020

TADWORTH PRIMARY SCHOOL
RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY
Spring 2020

At Tadworth Primary School

Our aim is to educate the ‘whole’ child from Reception through to Year 6 enabling all our children to ‘**Enjoy and Achieve**’.

“We want to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society.” DFE April 2019

Definition of RSE:

RSE (Relationships and Sex Education) is learning accurate and age-appropriate skills, attitudes and knowledge about the body and reproduction. It also gives children essential skills for establishing and maintaining positive, enjoyable, respectful and loving relationships.

At Tadworth Primary School, we will also teach Sex Education. Sex Education includes discussions about the decisions that need to be considered before starting a family and learning the basic facts about conception and pregnancy.

RSE provides opportunities for pupils to:

- reflect upon the importance of stable and loving relationships
- develop personal attributes, including: honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, alongside self-respect and self-worth
- understand how to make informed and safe choices concerning relationships
- learn about the physical and emotional changes that occur as they grow and develop
- learn and use age appropriate vocabulary (see appendix)

RSE programme of study

At Tadworth, teachers follow the CWP scheme of work for RSE. This scheme shows clear progression and has resources that are age appropriate, these resources have been validated by the PSHE Association. Some aspects of RSE are part of the statutory Science curriculum (for your information, these Science objectives are written in italics in the table below). **Learning about puberty is a statutory part of the RSE framework** and has clear links with the Science curriculum.

RSE teaching takes place in a safe learning environment and is underpinned by our school’s ethos and values. Details of the activities and resources used to teach this subject are outlined in the scheme of work. This is available for parents to view on the school website.

Content of RSE programme of study

Year group	RSE Theme	Learning Intentions and Outcomes	Vocabulary (See appendix)
Year R	Family & Friendship	<p><u>Learning Intention:</u></p> <ul style="list-style-type: none"> To recognise the importance of friendship To recognise the importance of saying sorry and forgiveness To recognise that all families are different <p><u>Learning Outcomes:</u></p> <ul style="list-style-type: none"> Know that friendships can make us feel happy Know some ways that we can make new friends feel welcome Know that arguing with friends and then making up can make friendships stronger That resorting to violence is never right Identify different members of the family Understand how members of a family can help each other 	friendship, kindness, happy, sad, shy, feelings, lonely, sorry, angry, family, mum, dad, brother, sister, grandma, grandad, step mum, step dad, *foster mum, *foster dad
Year 1	<p>Growing and caring for ourselves</p> <p><i>KS1 science curriculum: identify, name, draw and label the basic parts of the human body</i></p>	<p><u>Learning Intention</u></p> <ul style="list-style-type: none"> To understand that we are all different but can still be friends To discuss how children grow and change To explore different types of families and who to ask for help To identify who can help when families make us feel unhappy or unsafe <p><u>Learning Outcomes</u></p> <ul style="list-style-type: none"> Know that we can be friends with people who are different to us Understand that babies need care and support Know that older children can do more by themselves Know there are different types of families Know which people we can ask for help 	friends, feelings, similar, different, family, boy, girl, male, female, private parts, penis*, vulva*
Year 2	<p>Differences</p> <p><i>KS1 science curriculum: identify, name, draw and label the basic parts of the human body notice that animals, including humans, have offspring which grow into adults</i></p>	<p><u>Learning Intention</u></p> <ul style="list-style-type: none"> To introduce the concept of gender stereotypes To identify differences between males and females To explore some of the differences between males and females and to understand how this is part of the lifecycle <p><u>Learning Outcomes</u></p> <ul style="list-style-type: none"> Understand that some people have fixed ideas about what boys and girls can do Describe the difference between male and female babies Describe some differences between male and female animals Understand that making a new life needs a male and a female To focus on sexual difference and name body parts Describe the physical differences between males and females Name the different body parts 	similar, different, sex*, gender roles, stereotypes, boy, girl, male*, female*, private parts, penis*, vulva*

Year 3	Valuing difference and keeping safe	<u>Learning Intention</u> <ul style="list-style-type: none"> To identify that people are unique and to respect those differences To explore the differences between male and female bodies To consider appropriate and inappropriate physical contact and consent To explore different types of families and who to go to for help and support <u>Learning Outcomes</u> <ul style="list-style-type: none"> Know and respect the body differences between ourselves and others Name male and female body parts using agreed words Understand that each person's body belongs to them Understand personal space and unwanted touch Understand that all families are different and have different family members Identify who to go to for help and support 	stereotypes, gender roles, similar, different, male*, female*, private parts, penis*, testicles, vulva*, vagina*, uterus, family, fostering*, adoption*, relationship,
Year 4	Growing up <i>KS2 science curriculum: describe the life process of reproduction in some plants and animals. describe the changes as humans develop to old age</i>	<u>Learning Intention</u> <ul style="list-style-type: none"> To explore the human lifecycle To identify some basic facts about puberty To explore how puberty is linked to reproduction To explore respect in a range of relationships To discuss the characteristics of healthy relationships <u>Learning Outcomes</u> <ul style="list-style-type: none"> Understand that puberty is an important stage in the human lifecycle Know some changes that happen during puberty Know about the physical and emotional changes that happen in puberty Understand that children change into adults to be able to reproduce if they choose to Know that respect is important in all relationships including online Explain how friendships can make people feel unhappy or uncomfortable. 	puberty*, lifecycle, reproduction, physical, breasts, sperm, egg, pubic hair*, emotional, feelings
Year 5	Puberty	<u>Learning Intention</u> <ul style="list-style-type: none"> To explore the emotional and physical changes occurring in puberty To understand male and female puberty changes in more detail To explore the impact of puberty on the body and the importance of physical hygiene To explore ways to get support during puberty <u>Learning Outcomes</u> <ul style="list-style-type: none"> Explain the main physical and emotional changes that happen during puberty Ask questions about puberty with confidence Understand how puberty affects the reproductive organs Describe what happens during menstruation and sperm production 	puberty*, physical changes, emotional changes, moods, menstruation, periods*, tampons, sanitary towels, wet dreams*, semen, erection*, sweat, breasts, spots, pubic hair*,

		<ul style="list-style-type: none"> • Explain how to keep clean during puberty • Explain how emotions/relationships change during puberty • Know how to get help and support during puberty 	facial hair, underarm hair, sexual feelings
Year 6	Puberty, relationships & Reproduction <i>KS2 science curriculum: recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</i>	<u>Learning Intention</u> <ul style="list-style-type: none"> • To consider puberty and reproduction • Exploring the importance of communication and respect in relationships • To consider different ways people might start a family • To explore positive and negative ways of communicating in a relationship <u>Learning Outcomes</u> <ul style="list-style-type: none"> • Describe how and why the body changes during puberty in preparation for reproduction • Talk about puberty and reproduction with confidence • Explain differences between healthy and unhealthy relationships • Know that communication and permission seeking are important • Describe the decisions that have to be made before having children • Know some basic facts about conception and pregnancy • To have considered when it is appropriate to share personal/private information in a relationship • To know how and where to get support if an online relationship goes wrong 	womb*, sperm, egg, conception, fertilization, pregnancy*, sexual intercourse*, twins, fostering*, adoption*, relationship, friendship, love, consent, intimacy, communication, personal/private information, internet safety

*Words that are currently defined in our vocab list which is attached

The Right to Withdraw (also known as the right to excuse)

Parents have the right to withdraw their children from some or all of sex education delivered as part of statutory RSE. Those parents wishing to exercise this right are invited to speak to the class teacher or head teacher who will explore concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the sex education programme until the request for withdrawal has been removed. Parents do not have the right to withdraw their child from statutory Relationships or Health Education or those aspects covered by the Science curriculum.

If a conversation arises about sexual health issues in a non-RSE lesson, with pupils present, who have been withdrawn from RSE lessons, the teacher must stop the conversation and ask that the issues be discussed at an appropriate time. The teacher must, as soon as possible, find an appropriate time to continue the conversation with pupils when the withdrawn child is not present.

Parents

At Tadworth Primary School we believe that the responsibility for Sex & Relationship Education is a shared role between parents and the school, recognising that it is not just about biological fact.

Parents will be informed before their child receives RSE in school. This will outline which RSE topics are being covered and direct parents to the website where they can view the lesson plans and resources.

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 Educations. Teachers will reply to, and answer, children's questions sensitively and openly. Questions which teachers feel uncertain about answering should be discussed with another member of staff or the RSE lead. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.

Monitoring, Evaluation and Assessment

RSE is monitored RSE subject leaders, who will have informal discussions with teaching staff to gain an overview of the effectiveness of the RSE curriculum. Staff meetings will also be used to update teachers on current initiatives, planning and resources.

Assessment is as central to effective teaching and learning in RSE education as it is in any other subject. Effective use of assessment allows pupils and teachers to reflect on the learning that has taken place, increases motivation for learning and helps to demonstrate impact.

Teachers can use a wide range of methods to assess progress such as:

- baseline assessments to gauge prior knowledge and understanding
- assessment for learning over the course of a lesson or series of lessons
- measuring progress and endpoint assessments

Equality and SEND

Tadworth complies with the relevant requirements of the Equality Act 2010. At Tadworth, we ensure the content of the curriculum is accessible to all pupils which may mean that differentiated resources and teaching are required.

The *PSHE planning framework for children with SEND* may be used to ensure that all children have access to the RSE curriculum using appropriate materials which recognise the need for a different approach.

Please read this policy in line with:

Child Protection Policy

Curriculum Policy

Equal Opportunities Policy

Safeguarding

PSHE Policy

Science Policy

Special Needs Policy

This policy has been produced in consultation with staff, parents and governors and will be reviewed annually, working in partnership with parents.

Review Date: July 2021