



# **New Pastures Primary School**

## **Relationships and Sex Education Policy**

1	Summary	Relationships and Sex Education Policy			
2	Responsible person	P. Belnavis			
3	Accountable SLT member	A. Eager			
4	Applies to	<input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
5	Who has overseen development of this policy	Head teacher, staff, parent governor			
6	Who has been consulted and recommended policy for approval	Staff, parent governors			
7	Approved by and date	February 2021			
8	Version number	2			
9	Available on	Every	<input type="checkbox"/> Y <input type="checkbox"/> N	Trust website Academy website SharePoint	<input type="checkbox"/> Y <input type="checkbox"/> N <input checked="" type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Y <input type="checkbox"/> N
10	Related documents (if applicable)				
11	Disseminated to	<input checked="" type="checkbox"/> Trustees/governors <input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
12	Date of implementation (when shared)	February 2021			
13	Consulted with recognised trade unions	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N			

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## 1. Introduction

From September 2020, changes to the curriculum in England made relationships education compulsory in all primary schools and relationships and sex education (RSE) made compulsory in all secondary schools. Schools are also required to teach health education. This policy has been written to ensure we are meeting the requirements of the National Curriculum 2014 for Science and the non-statutory framework for Personal Social and Health Education (PSHE) and Citizenship at Key Stages 1 and 2. This policy also takes into account the Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance issued by the DfE in 2019. It is intended to be used as an outline to the guiding principles by which the staff of this school will teach Relationships and Sex Education (RSE).

## 2. What is RSE

RSE stands for “**relationships and sex education**” and as part of the curriculum is an approach to teaching children about relationships and health which all primary school children are required to learn about.

RSE is “learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. 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).

At New Pastures Primary School our approach goes beyond provision of biological information to focus on clarifying attitudes and values and developing self-esteem and the skills to manage relationships.

## 3. Our Aims

At New Pastures Primary School we believe that effective RSE is essential to enable children to make informed decisions about their lives. It reflects the school’s vision and values which demonstrate and teach the skills, knowledge and understanding pupils need to lead confident, healthy lives to become informed, active and responsible citizens. The RSE programme is integrated into the PSHE curriculum within the school and is delivered such that it meets with the guidance set out in latest DfE guidance ‘Sex and relationships Education Guidance’ (2000). It does not promote any one form of relationship but ensures there is no stigmatisation of children based upon their home circumstances.

In our school RSE is taught in the context of relationships and promotes self-esteem and emotional health and wellbeing to help children form healthy meaningful relationships, based on respect for themselves and for others. We believe that RSE must include information about physical, moral and emotional development and the school will ensure that pupils are given information appropriate to their age and stage of development.

Relationships and Sex Education is described as lifelong learning about physical, moral and emotional development.

This means that we want our children to understand:

- the importance of stable and loving relationships;
- the importance of respect for one another, regardless of religion, culture or sexual orientation;
- about sexuality and sexual health;
- about physical, moral and emotional development.

We believe this will help them become confident and responsible young people and prepare them for adult life.

The DFE guidance suggests that RSE should have the following three elements so children develop positive:

- attitudes and values;
- personal and social skills;
- knowledge and understanding.

At New Pastures Primary the aims of the RSE curriculum are:

- to encourage children to develop the skills of listening, empathy, talking about feelings and relationships with family and friends;
- to teach pupils the correct vocabulary to describe themselves and their bodies and understand the process of reproduction;
- understand the attitudes and skills needed to maintain sexual health;
- recognise and avoid exploitive relationships;
- be prepared for puberty and the emotional and physical effects of body changes.

#### **4. RSE provision**

We aim to develop RSE in the context of a broad and balanced curriculum that is part of the wider framework of Personal, Social and Health Education (PSHE). At New Pastures Primary RSE is delivered through a number of areas of the curriculum and is taught explicitly through the following subjects: Science, Religious Education, Physical Education, Computing, PSHE & Citizenship - including the scheme of work 'Jigsaw' ([www.jigsawpshe.com](http://www.jigsawpshe.com)). Jigsaw brings together PSHE Education, emotional literacy social skills and spiritual development in a whole scheme of learning, across six themes. Each theme lasts for half a term. It is a whole school approach, with all year groups working on the same theme at the same time. The specific RSE content is taught through the theme 'Changing me'. Children are taught in their classes using a variety of teaching approaches and resources. Whilst the core RSE content is delivered through 'Changing Me' theme, essential work is done previously to build children's self-esteem, to enhance their own sense of self regard to their body image and how to develop caring relationships. This work underpins the RSE content and is part of a holistic approach to teaching and learning. See appendix 1 for whole school overview of outcomes.

## **5. Working with parents / carers and the right to withdraw**

New Pastures Primary School believes in working in partnership with parents and carers and understands the importance of sharing our RSE programme with families so that they are able to support their children's physical, moral, mental wellbeing and emotional development at home.

Information will be sent to parents to make them aware that their child will take part in RSE discussions and parents will be informed of topics for discussion. There will also be opportunities for parents to view a sample of the resources used in lessons.

Parents have the right to withdraw their children from the non-statutory/non-science components of RSE lessons. Requests for withdrawal must be put in writing for the attention of the Headteacher. Please note that in view of the cross curricular nature of the school's teaching, it is impossible to guarantee that any child will be excluded from discussions of RSE matters which arise outside specific sex education.

## **6. Role and responsibilities**

### **The governing board**

The governing board will approve the RSE policy and hold the Head Teacher to account for its implementation.

The Head Teacher

The Head Teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE

### **Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way;
- Modelling positive attitudes to RSE;
- Monitoring progress;
- Responding to the needs of individual pupils;
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non statutory/non-science components of RSE.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Head Teacher.

### **Pupils**

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. Alternative work will be set for children who have been withdrawn from these lessons

## **7. Training**

Staff in school have continuing professional development (CPD) on the delivery of RSE. External agencies such as the school nursing team are also invited in to teach things such as safe touch, puberty and reproduction.

## **8. Monitoring**

The delivery of RSE is monitored by the head teacher/SLT and subject leads. Monitoring is carried out through planning scrutinies, observations, discussion and learning walks.

## Appendix 1 - Outcomes for 'Changing Me' Themes

### Foundation Stage

Year	Piece 1	Piece 2	Piece 3	Piece 4	Piece 5	Piece 6
Foundation Stage 1	<b>My body</b> I can name parts of my body and show respect for myself	<b>Respecting my body</b> I can tell you some things I can do and some food I can eat to be healthy	<b>Growing up</b> I understand that we all start as babies and grow into children and then adults	<b>Growth and change</b> I know that I grow and change	<b>Fun and fears</b> I can talk about how I feel moving to school from nursery	<b>Celebration</b> I can remember some fun things about nursery this year
Foundation Stage 2	<b>My body</b> I can name parts of the body and show respect for myself	<b>Respecting my body</b> I can tell you some things I can do and foods I can eat to be healthy	<b>Growing up</b> I understand that we all start as babies and grow into children and then adults	<b>Fun and fears P1</b> I can express how I feel about moving to Year 1	<b>Fun and fears P2</b> I can talk about my worries and / or the things I am looking forward to about being in year 1	<b>Celebration</b> I can share my memories of the best bits of this year in reception

### Year 1 and Year 2 (KS1)

Year	Piece 1	Piece 2	Piece 3	Piece 4	Piece 5	Piece 6
Year 1	<b>Life cycles</b> I am starting to understand the life cycles of animals and humans  I understand that changes happen as we grow and that this is OK	<b>Changing me</b> I can tell you some things about me that have changed and some things about me that have stayed the same  I know that changes are OK and that sometimes they will happen whether I want them to or not	<b>My changing body</b> I can tell you how my body has changed since  I was a baby  I understand that growing up is natural and that everybody grows at different rates	<b>Boys' and girls' bodies</b> I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina and anus  I respect my body and understand which parts are private	<b>Learning and growing</b> I understand that every time I learn something new I change a little bit  I enjoy learning new things	<b>Coping with changes</b> I can tell you about changes that have happened in my life  I know some ways to cope with changes



Year	Piece 1	Piece 2	Piece 3	Piece 4	Piece 5	Piece 6
Year 2	<p><b>Life cycles in nature</b> I can recognise cycles of life in nature</p> <p>I understand there are some changes that are outside my control and can recognise how I feel about this</p>	<p><b>Growing from young to old</b> I can tell you about the natural process of growing old and understand that this is not in my control</p> <p>I can identify people I respect who are older than me</p>	<p><b>The changing me</b> I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old</p> <p>I feel proud about becoming more independent</p>	<p><b>Boys' and girls' bodies</b> I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate some parts of my body are private</p> <p>I can tell you what I like/don't like about being a boy / girl</p>	<p><b>Assertiveness</b> I understand there are different types of touch and can tell you which ones I like and don't like</p> <p>I am confident to say what I like and don't like and can ask for help</p>	<p><b>Looking ahead</b> I can say what I am looking forward to in year three</p> <p>I can start to think about changes I will make when I am in year 3 and know how to go about this</p>

### Key Stage 2

Year	Piece 1	Piece 2	Piece 3	Piece 4	Piece 5	Piece 6
Year 3	<p><b>How babies grow</b> I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby</p> <p>I can express how I feel when I see babies or baby animals</p>	<p><b>Babies</b> I understand how babies grow and develop in the mother's uterus I understand what a baby needs to live and grow</p> <p>I can express how I might if I had a new baby in my family</p>	<p><b>Outside body changes</b> I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies</p> <p>I can identify how boys' and girls' bodies change on the outside during this growing up process</p> <p>I recognise how I feel about these changes happening to me and know how to cope with those feelings</p>	<p><b>Inside body changes</b> I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up</p> <p>I recognise how I feel about these changes happening to me and know how to cope with these feelings</p>	<p><b>Family stereotypes</b> I can start to recognise stereotypical ideas I might have about parenting and family roles</p> <p>I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes</p>	<p><b>Looking ahead</b> I can identify what I am looking forward to when I am in year 4</p> <p>Start to think about changes I will make next year and know how to go about this</p>

Year	Piece 1	Piece 2	Piece 3	Piece 4	Piece 5	Piece 6
Year 4	<p><b>Unique me</b> I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm</p> <p>I appreciate that I am a truly unique human being</p>	<p><b>Having a baby</b> I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby</p> <p>I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult</p>	<p><b>Girls and puberty</b> I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this</p> <p>I have strategies to help me cope with the physical and emotional changes I will experience during puberty</p>	<p><b>Circles of change</b> I know how the circle of change works and can apply it to changes I want to make in my life</p> <p>I am confident enough to try to make changes when I think they will benefit me</p>	<p><b>Accepting change</b> I can identify changes that have been and may continue to be outside of my control that I learn to accept</p> <p>I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively</p>	<p><b>Looking ahead</b> I can identify what I am looking forward to when I am in year 5</p> <p>I can reflect on the changes I would like to make next year and can describe how to go about this</p>
Year 5	<p><b>Self and body image</b> I am aware of my own self-image and how my body image fits into that</p> <p>I know how to develop my own self esteem</p>	<p><b>Puberty for girls</b> I can describe how a girls' body changes during puberty and understand the importance of looking after yourself physically and emotionally</p> <p>I understand that puberty is a natural process that happens to everybody and that it will be ok for me</p>	<p><b>Puberty for boys</b> I can describe how boys' and girls' bodies change during puberty</p> <p>I can express how I feel about the changes that will happen to me during puberty</p>	<p><b>Conception</b> I understand that sexual intercourse can lead to conception and that is how babies are usually made</p> <p>I understand that sometimes people need IVF to help them have a baby</p> <p>I appreciate how amazing it is that human bodies can reproduce in these ways</p>	<p><b>Looking ahead</b> I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)</p> <p>I am confident that I can cope with the changes that growing up will bring</p>	<p><b>Looking ahead to year 6</b> I can identify what I am looking forward to when I am in year 6</p> <p>I can start to think about changes I will make next year and know how to go about this</p>

Year	Piece 1	Piece 2	Piece 3	Piece 4	Piece 5	Piece 6
Year 6	<p><b>Self and body image</b> I am aware of my own self-image and how my body image fits into that</p> <p>I know how to develop my own self esteem</p>	<p><b>Puberty</b> I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally</p> <p>I can express how I feel about the changes that will happen to me during puberty</p>	<p><b>Babies: conception to birth</b> I can describe how a baby develops from conception through the nine months of pregnancy and how it is born</p> <p>I can recognise how I feel when I reflect on the development and birth of a baby</p>	<p><b>Boyfriends and girlfriends</b> I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend / boyfriend</p> <p>I understand that respect for one another is essential in a boyfriend / girlfriend relationship and that I should not feel pressured into doing something I don't want to</p>	<p><b>Real self and ideal self</b> I am aware of the importance of a positive self-esteem and what I can do to develop it</p> <p>I can express how I feel about my self-image and know how to challenge negative 'body-talk'</p>	<p><b>The year ahead</b> I can identify what I am looking forward to and what worries me about the transition to secondary school</p> <p>I know how to prepare myself emotionally for the changes next year</p>