

# **Manadon Vale Primary School**

## **Relationships and Sex Education Policy 2024**

### **Rationale**

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society. The duties on schools in this area are set out in legislation.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

This guidance also sets out both the rights of parents/carers to withdraw pupils from sex education (but not Relationships or Health Education) and the process that Headteachers should follow in considering a request from a parent. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

Schools are free to determine how to deliver the content set out in this guidance, in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme or lessons. Teaching will include sufficient well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real life situations.

Relationship and Sex Education is part of the lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of respect, love and care within stable and loving relationships, including marriage, for family life. It is also about the teaching of safe sex, sexuality and the promotion of sexual health. Relationship and Sex Education involves:

- Giving information and building knowledge
- Challenging beliefs and stereotypes
- Forming positive attitudes and values
- Developing sexual identity
- Promoting necessary skills for effective communication; loving, caring and happy relationships and positive behaviour

The process of Relationship and Sex Education in school is considered to be an integral part of the curriculum entitlement for all children.

## **Philosophy**

At Manadon Vale Primary School we believe that Relationship and Sex Education should:

- Occur within a known and safe climate of trust, care, mutual respect and responsibility
- Be taught through an integrated curriculum from Foundation stage through Key Stages 1 and 2
- Be age appropriate and tailored to the age, physical and emotional maturity of the children
- Meet the realistic learning needs of pupils including the development of their values, attitudes, personal skills and understanding about the onset of physical changes including puberty

## **Aims and Objectives**

Through teaching Relationship and Sex Education at Manadon Vale Primary School we aim to:

- To inform children about essential knowledge concerned with the human life cycle.
- To encourage children to respect their own bodies and of other people.
- To increase children's knowledge and understanding of changes that take place in their own bodies during puberty.
- Provide accurate and reliable information, which will help children to make sensible and informed decisions about their own bodies.
- Make children feel safe and comfortable in their own discussions about themselves and their bodies.
- Encourage and promote positive and responsible attitudes towards relationships.
- To make children aware of the importance of mature, stable relationships and the responsibilities of parenting.
- To be aware of the different approaches to sex and marriage, procreation and family life within their own culture and other cultures.
- Dispel myths and fears.
- Emphasise the need for good personal hygiene.
- Enable children to empathise with the feelings of others.
- Contribute to home-school links, and support parents and carers.
- To recognise that parenthood is a matter of choice.
- To make pupils aware of the range of sexual attitudes and behaviour in present day society and recognise the importance of personal choice in managing relationships so that they do not present risks to health and personal safety

## **Teaching and Learning**

Please see Appendix 1 for the programmes of study within key stages 1 and 2, their links with the statutory science curriculum and the more explicit elements of Relationship and Sex Education for upper primary pupils.

## **Organisation**

All Relationship and Sex Education lessons are delivered to single year group classes. Each unit of the programme is taught during the summer terms for each year group. This means the Relationship and Sex Education programme is delivered in a sequential way to pupils of the same age reducing the wider spread of maturity of mixed age classes. The school will inform parents/carers in curriculum letters that the programme is due to be delivered.

## **Cross-curricular links**

During Key Stage 1, as part of the statutory science curriculum, children are taught:

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

During Key Stage 2, as part of the statutory science curriculum, children are taught:

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

The Relationship and Sex Education programme forms part of the Personal, Social, Health and Emotional Education which teaches children about personal safety, relationships, responsibilities to others and a wide range of health issues. At Manadon Vale, we teach PSHE through Jigsaw.

### **Teaching Strategies**

Initial lessons are delivered to single year group classes of children by their class teachers (in a few instances the school nurse may be involved). Follow up activities cater for individual, paired and group work and whole class, mixed gender teaching. Teachers adopt an appropriate strategy for each session. Teachers are encouraged to deal factually, honestly and simply with children's questions about physical differences between the sexes and about human reproduction. They establish clear parameters of what is appropriate and inappropriate in a whole class setting. The following "ground rules" are to be established and maintained during Relationship and Sex Education lessons:

- No one (teacher or pupil) will have to answer a personal question.
- No one will be forced to participate in a discussion.
- Only the correct scientific names for human body parts will be used.
- Slang is only used once in the DVDs to explain a term.
- Meanings of words will be explained in a sensible and factual way.
- "Secret Questions" - children will be able to post any questions regarding Relationship and Sex Education anonymously in a box, these questions will then be addressed by teachers in subsequent lessons.
- There will be no direct promotion of sexual orientation.

### **The Learning Environment**

All Relationship and Sex Education lessons will be delivered, where possible, by the child's class teacher in a classroom environment. All lessons will have established and sensible ground rules to be adhered to - see strategies outlined above. We recognise that children learn best in a variety of ways and different learning styles will be catered for wherever possible.

### **Entitlement**

All pupils are entitled to receive the Relationship and Sex Education programme unless parents have requested that they be withdrawn.

Parents have the right to withdraw their child from all or part of the Relationship and Sex Education programme except for those parts which are included in the statutory National Curriculum.

Parents who wish to withdraw their child from the Relationship and Sex Education programme should in the first instance discuss this with the Headteacher before informing the Headteacher in writing of their decision. The school will arrange a meeting for parents to discuss our Relationship and Sex Education prior to delivery.

Children not taking part in Relationship and Sex Education lessons will be taught extension activities to the existing scheme of work for Personal, Social and Health Education in another classroom.

### **The role of parents/carers**

Most parents/carers want to prepare their children for the bodily and emotional changes which they encounter when they reach puberty. It is recognised that parents may need support in:

- Helping their children learn the correct names for parts of the human body
- Talking with their children about feelings and relationships

- Answering questions about growing up, feeling attraction, relationships, sexuality, sex, contraception, having babies and sexual health.

### **Pupils with Special Educational Needs**

All children are included in the Relationship and Sex Education programme unless they are withdrawn by parents/carers. Children with Special Educational Needs will be given the opportunity of prior learning within a small group in order to prepare them for the whole class group discussion. This will help prepare children with the necessary information and details to give them a more solid understanding. Follow up written work is differentiated, with some activities offering a level of challenge for the more able. Children who experience difficulties with their literacy skills will be supported by the teacher or a teaching assistant during group work. Some parents and carers of children with special educational needs may find it difficult to accept their children's developing sexuality. Some pupils will be more vulnerable to abuse and exploitation than their peers, and others may be confused about what is acceptable public behaviour. These children will need help to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are and are not acceptable.

### **Child protection/Confidentiality**

Any issues raised by children with staff are addressed on an individual basis with appropriate confidentiality. However, where there is cause for concern regarding a disclosure by a child which results in a member of staff considering that the child may be at risk, the Headteacher may decide to contact the Multi Agency Support Hub within the Department for Social Care, in line with the school's policy regarding Child Protection.

Although parents and children are encouraged to talk to each other, a teacher may keep information and discussions confidential if requested to do so by a pupil. They may seek guidance from the Designated Safeguarding Lead without breaking confidence. Teachers must break confidence if it is an issue of child protection or if they think it is in the child's best interest to do so.

In seeking to support the welfare of pupils, the school will usually inform parents, but wherever possible the pupil will be encouraged to talk to their parent/carer themselves. Occasionally, this may be against the wishes of the child and/or may place the child at risk. On these rare occasions the school may act, in the best interests of the child without informing the parents.

This policy will next be reviewed in academic year 2024-2025.

## **Appendix 1: Programmes of Study**

The following statements are offered as illustrations of outcomes for RSE for each key stage. They give a basis for planning work to develop knowledge and understanding, values and attitudes and personal skills in RSE. They draw on DfES and other guidance on RSE and they reflect elements of the non-statutory framework for PSHE. Those statements marked with an asterisk are part of the National Curriculum Science requirements.

By the end of KS1, children will be able to:

- Recognise and compare the main external parts of the human body
- Recognise similarities and differences between themselves and others and treat them with sensitivity
- Identify and share their feelings with others
- Recognise safe and unsafe situations
- Identify and be able to talk to someone they trust
- Be aware that their feelings and actions have an impact on others Make friends, talk to them and share feelings
- Use simple rules for dealing with strangers and resisting pressure when they feel uncomfortable or at risk

Children will know and understand:

- That animals, including humans reproduce
- That humans and animals can produce offspring and that these grow into adults
- The basic rules for keeping themselves safe and healthy about safe places to play and safe people to be with
- The needs of babies and young people
- Ways in which they are like or different from others that they have control over their actions and bodies
- The names of the external parts of the body and agreed names for sexual parts why families are special for caring and sharing

Children will have considered:

- Why families are special
- The similarities and differences between people
- How their feelings and actions have an impact on other people

By the end of KS2, children will be able to:

- express opinions, for example, about relationships and bullying listed to, and support others
- respect other people's viewpoints and beliefs
- recognise their changing emotions with friends and family and be able to express their feelings positively
- identify with adults they can trust and who they can ask for help
- be self-confident in a wide range of situations such as finding new friends form opinions they can articulate to a variety of audiences
- recognise their own worth and identify positive things about themselves
- balance the stresses of life in order to promote both their own mental health and well-being of others discuss moral problems
- listen to, support their friends and manage friendship problems recognise and challenge stereotypes, for example in relation to gender
- recognise the pressure of unwanted physical contact, and know ways of resisting it

Children will know and understand:

- That the life processes common to human and other animals include growth and reproduction about the main stages of the human life cycle
- About physical changes that take place during puberty, why they happen and how to manage them the many relationships in which they are involved
- Where they can access information, support and help how the media impact on forming attitudes
- Within relationships that their actions have consequences and be able to anticipate the results of them

- About different forms of bullying people and the feelings of both bullies and victims why being different can provoke bullying and know why it is unacceptable understanding physical and emotional risks involved in sexual activity
- About, and accept, a wide range of different family arrangements for example second marriages, fostering, extended families and three or more generations living together

Children will have considered:

- the diversity of lifestyles
- others' points of view, including parents/carers
- why differences can provoke bullying and know why it is unacceptable when it is appropriate to take a risk and when to say no and seek help the diversity of values and customs in school and in the community the need for love and trust in established relationships

Here is a brief outline of what is covered more explicitly, in each year group at upper primary:

- Year 5: Friendships and other relationships, changes of puberty, diversity, respect for others, emotions and self awareness, reproduction.
- Year 6: Changes of puberty, reproduction, prejudice, decision-making, stereotypes, different relationships, dealing with problems, challenging media messages.

## Appendix 2 ~ Resources

- The School **JIGSAW** curriculum
- Teachernet [www.teachernet.gov.uk/pshe](http://www.teachernet.gov.uk/pshe)

DfES resource for teachers and school managers. Includes lesson plans, resources and case studies.

- Sex Education Forum [www.ncb.org.uk/sef](http://www.ncb.org.uk/sef)

Publications and resources lists for policy and planning of RSE

- Wired for Health [www.wiredforhealth.gov.uk](http://www.wiredforhealth.gov.uk)

Series of websites to support the National Healthy Schools Standard. Sections for teachers, health professionals, children and young people.

## Appendix 3 ~ Language and terminology used

adolescent	heterosexual	sanitary protection
baby	hips	scrotum
birth	homosexual	sexual attraction
bladder	hormones	sexual intercourse
breasts	labia	sperm
cervix	lesbian	teenager
clitoris	masturbation	testes
conception	menstrual cycle	testicle
egg	menstruation	testosterone
embryo	ova	umbilical cord
emotions	ovary	urethra
erection	ovulation	uterus
facial hair	penis	vagina
fallopian tubes	period	vulva
fertilise	perspiration	wet dream
foetus	pregnancy	womb
genitalia	puberty	
gestation	pubic hair	

## Appendix 4 ~ Contentious issues

The following definitions would be used when asked about these contentious issues:

- **Orgasm:** A pleasurable feeling that men and women can experience during intercourse or masturbation.
- **Termination/Abortion:** When a pregnancy is terminated.

Areas which may arise through questioning or discussion:

- **Contraception:** The opposite of conception. A method used to prevent the sperm reaching and fertilising the egg ie: contraceptive pill, morning -after pill, cap, coil, condom. (Family planning and responsibility would be discussed in the context of "family").
- **Masturbation:** When men or woman gain sexual pleasure from touching or in other ways stimulating their own sexual areas/genitalia. (Masturbation questions are most likely to arise from individuals in single sex lessons).

There are other areas which may arise from discussion or from genuine questioning. As with all previous areas these would be discussed honestly, at the child's level of understanding and in the context of a stable, loving and caring relationship. No question will be answered which may be considered to invade personal practice.

### Sex Education: Living and Growing DVD

<p><u>Programme 1: Girl Talk</u> Changes that happen to girls' bodies when they reach puberty, both physical and emotional; relationships with boys; relationships with parents; coping with periods, age at which a girl reaches puberty varies with each individual.</p> <p><i>Vocabulary: crush, hormone, menstruation, period, puberty, sexual attraction</i></p>	<p><u>Programme 2: Boy Talk</u> Presented by Dr David Bull: puberty is a confusing time for boys; pressure for boys to look tough; relationships with girls; greater awareness of the word 'sex'; changes that happen to boys when they reach puberty, both physical and emotional; changing relationships with parents; age at which a boy reaches puberty varies with each individual.</p> <p><i>Vocabulary: girlfriend, masturbation, puberty, relationship, shaving, spots, wet dream</i></p>
<p><u>Programme 3: Let's Talk About Sex</u> Presented by Dr David Bull: sex and the media; six young investigators find out how much sex is mentioned in the media and pop music; different meanings of the word 'sex' - gender or act carried out by 2 adults who love each other; homosexuality and child pregnancy; use of the word 'gay'; importance of finding someone you can trust to talk to; introduction of a question box.</p>	<p><u>Programme 4: Changes</u> Introduction of 2 children called Kadi and Leon who feature in the next 3 programmes; changes in home circumstances (moving house) and physical changes; animation to show differences between males and females - sexual parts externally and internally; changes during puberty; having a baby is something adults may decide to do within a stable, loving relationship.</p> <p><i>Vocabulary: clitoris, egg, ovaries, penis, period, puberty, menstruation, scrotum, sexual relationship, sperm, testicles, vagina.</i></p>

#### Programme 5: How Babies Are Made

Housewarming party at Leon's new house; relationship between the couples who are guests at the party and how they are special to one another, animation used to describe sexual relationships and making love; ultimately making love is the process by which the sperm fertilises the egg to make a baby; sex is a special form of touching that makes people feel good; other ways of touching can be cuddling by a grandparent.

*Vocabulary: caring, conception, egg, fertilisation, friend, honesty, love, making love, sexual relationship, sperm, trust, womb.*

#### Programme 6: How Babies Are Born

Reminders about differences between boys' and girls' sex parts and explains that by making love (having sexual intercourse) the sperm can join with the egg to make a baby (fertilisation); ultrasound scan of a baby in the womb; importance of the umbilical cord; animated drawings show the baby growing in the womb and the baby being pushed through the cervix by muscle contractions; film of live birth; babies' needs; parents get very tired when looking after a new baby.

*Vocabulary: fertilisation, foetus, labour, oxygen, pregnancy, pregnant, ultrasound.*