



Ferndown First School

Relationships & Sex Education (RSE) Policy

Approved by: SSB

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Review due: Annually

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1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Enable children to understand and respect their bodies, and be able to cope with the changes puberty brings, without fear or confusion.
- Help children develop positive and healthy relationships appropriate to their age, development etc (respect for self and others).
- Support children to have positive self-image and body image.
- Help children understand that they have full control over their bodies.
- Help children understand that there are many different relationships in society.

2. Statutory requirements

Statutory Relationships and Health Education

“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...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.”

DfE Guidance p.8

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”

“This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools.”

“In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.”

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

Secretary of State Foreword DfE Guidance 2019 p.4-5

“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 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 of lessons.”

DfE Guidance p.8

“All schools must have in place a written policy for Relationships Education and RSE.”

DfE Guidance p.1

As a maintained First school we must provide relationships education to all pupils as per Section 34 of the Children and Social work Act 2017. Whilst we are not required to provide sex education, we do need to teach the elements of sex education contained in the science curriculum. We choose to teach sex education as we believe it an important and necessary part of all pupils' education.

In teaching RSE, we must have regard to guidance issued by the Secretary of State as outlined in Section 403 of the Education Act 1996.

At Ferndown First School we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with stakeholders.

- Review – a review was led by the PSHE coordinator and members of the SLT.
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
- Parent/stakeholders – parents and any interested parties were invited to attend a meeting about changes to our SRE policy and delivery.
- Ratification – once amendments were made, the policy was shared with governors and ratified.
- All parents are invited to an annual meeting with teachers to fully understand the subject specific content which their children receive.

4. What is relationships and sex education?

The Government's definition is this:

“It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual activity – this would be inappropriate teaching.”

(Department for Education and Employment, RSE Guidance, 2000)

This is what every school in the country is expected to adhere to. How they teach it is up to each individual school. Whilst PSHE education remains a non-statutory subject, Section 2.5 of the National Curriculum framework document states that:

‘All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.’

Along with the National Curriculum framework, the DfE also published a guidance document on PSHE education, which states that the subject is: ‘An important and necessary part of all pupils' education.’

It goes on to note that:

‘Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (RSE) and the importance of physical activity and diet for a healthy lifestyle.’

5. Curriculum

Our RSE curriculum is taught through PSHE commercial schemes Jigsaw and SCARF. The unit entitled ‘Growing and Changing’ is where the RSE element is taught.

5.1 What do we teach about Sex and Relationships?

It is all in the context of the whole PSHE curriculum and underpinned by the value system of the school, i.e. valuing loving, stable relationships, respect for each other, etc.

These are the key ideas within the Growing and Changing unit of work:

<i>Life cycles</i>	Safeguarding
<i>How babies are made</i>	Family stereotypes
<i>My changing body</i>	Self and body image
<i>Puberty</i>	How babies grow
Growing from young to old	Change & accepting change
Looking ahead & Moving on	Self-respect and saying no

The key ideas in ***bold italics*** are those that are also taught within the Science curriculum. As the schemes are developmental and progressive, not all key ideas are taught in every year group.

Further information about what is covered in the science and SRE curriculum can be found in appendix 1.

5.2 Year group specific content

The Growing and Changing unit is taught over a period of 6 weeks in the second half of the summer term. Each year group will be taught similar ideas in different ways, appropriate to their age and development stage.

EYFS – Growing up: how we have changed since we were babies

Year 1 – Boys’ and girls’ bodies; body parts

Year 2 – Boys’ and girls’ bodies; body parts and respecting privacy

Year 3 – How babies grow and how boys’ and girls’ bodies change as they grow older

Year 4 – Internal and external reproductive body parts, body changes in girls and menstruation.

6. Delivery of RSE

RSE is taught by the child’s class teacher.

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).

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
- A celebration of the many different types of relationships

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, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

To ensure all children feel included and to prepare children for life in modern Britain we include LGBT parents and relationships as part of the rainbow of different relationship children may come across.

We believe that this helps every child and young person understand that LGBT people are part of normal, everyday life.

6.1 Why we teach boys and girls about each other's development

We believe it is very important for children to understand each other's development. The world may become rather confusing if 50% of the population was not aware of what the other 50% of the population was doing. It also helps to ensure that children are mindful of their peers' needs and allows them to develop into sensitive, caring individuals who understand the changes that boys and girls experience.

6.2 Children's questions

Children are encouraged to ask questions. If a question from a child arises and the teacher feels it would be inappropriate to answer (e.g. because of its mature or explicit nature), the child's teacher will inform the child's parents/carers of the questions and they will decide how to best answer the question at home.

7. Roles and responsibilities

7.1 The governing board

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

7.2 The Headteacher

The Headteacher 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 (see section 8).

7.3 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 Headteacher.

7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

8. 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/non-science] components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the Headteacher.

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

9. Training

The PSHE coordinator will ensure all new staff are supported to deliver SRE lessons.

The Headteacher will, where appropriate, also invite visitors from outside the school, such as school nurses, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by our Teaching & Learning Committee through:

- Short and informal lesson drop-ins.
- Talking to the children.
- Talking to parents.
- Talking to staff.

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

This policy will be reviewed annually by the School Standards Board and SLT.

At every review, the policy will be approved by the School Standards Board and Headteacher.

Appendix 1: Science and RSE Curriculum Coverage

RSE CURRICULUM			
Year group	Concept	Key knowledge and skills	Science Key Knowledge and Skills
EYFS	<p>Life Cycles</p> <p>How have we changed since we were babies</p> <p>Look forward to change.</p>	<ul style="list-style-type: none"> ✓ Know the names and of some parts of the body (see vocabulary list) ✓ Know that we grow from baby to adult ✓ Know who to talk to if they are feeling worried ✓ Say how they have changed from a baby ✓ Say how they feel about changing class <p>Vocabulary:</p> <p>Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories.</p>	<ul style="list-style-type: none"> • We are humans • Some of us are boys and some are girls. • Name some parts of the body (head, eyes, nose, mouth, ears, shoulder, arms, hands, fingers, tummy, bottom, legs, knees, feet, toes) • Know we need food, drink and sleep.
Year 1	<p>Getting help</p> <p>Becoming independent</p> <p>Body parts: penis, testicles, anus, vagina, vulva, and give reasons why they are private.</p> <p>Taking care of self and others</p>	<ul style="list-style-type: none"> ✓ Know that changes happen when we grow up ✓ Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these ✓ Know who to ask for help if they are worried or frightened ✓ Identify some things that have changed and some things that have stayed the same since being a baby (including the body) ✓ Name the body parts girls and boys have that are the same and which body parts are different. <p>Vocabulary:</p> <p>Changes, Life cycles, Baby, Adult, Adulthood, Grown-up, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping.</p>	<ul style="list-style-type: none"> • Name body parts (head, neck, hair, fingers, arms, elbows, legs, knees, ankles, toes, face, ears, eyes, hair, mouth, teeth. shoulders, chest, arms, legs, "tummy"-stomach, feet, hands) • Humans and other animals have senses to find out about the world • There are 5 senses. • Sight = eyes, Hearing = ears, Smell = nose, Taste = tongue, Touch = skin
Year 2	<p>Correct terms for private parts.</p> <p>Positive and negative types of touches. Life cycles</p> <p>Being supportive</p> <p>Growing and changing</p> <p>Privacy</p>	<ul style="list-style-type: none"> ✓ Know the different stages of growth and what people are able to do at these different stages. ✓ Know the correct names for private body parts ✓ Know who can see someone's private part, what consent means and how to protect privacy. ✓ Know there are different types of touch and that some are acceptable and some are unacceptable ✓ Name the physical differences between boys and girls. ✓ Identify the independence and responsibilities they have now compared to being a baby or toddler 	<ul style="list-style-type: none"> • Know that animals and humans have offspring that grow into adults. • Know that some offspring can look very different to their parents • Sleep is important to be healthy

		<ul style="list-style-type: none"> ✓ Say what types of touch they find comfortable/uncomfortable <p>Vocabulary:</p> <p>Control, Old, Young, Respect, Appearance, Physical, Toddler, Child, Teenager, Independent, Responsibilities, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Looking forward.</p>	<ul style="list-style-type: none"> • Good hygiene keeps us healthy • Good hygiene includes - washing hands before food/drink, brushing teeth, cleaning self regularly
Year 3	<p>How boys' and girls' bodies change on the inside/outside and why changes are necessary for reproduction.</p> <p>Personal space.</p> <p>Basic first aid</p>	<ul style="list-style-type: none"> ✓ Know that in nature it is usually the female that carries the baby ✓ Know that babies need love and care from their parents/carers ✓ Know how a girls and boys body will change when it reaches puberty. ✓ Know what makes a positive relationship and what makes a negative relationship. ✓ Say what qualities a healthy positive relationship has. ✓ Describe how boys and girls bodies change on the inside and outside. ✓ Express how they feel about puberty <p>Vocabulary:</p> <p>Changes, Birth, Animals, Babies, Mother, Growing up, Baby, Grow, Uterus, Womb, Nutrients, Survive, Love, Affection, Care, Puberty, Control, Male, Female, Testicles, Sperm, Penis, Ovaries, Egg, Ovum / ova, Womb / uterus, Vagina, Stereotypes, Task, Roles, Challenge, Looking forward, Excited, Nervous, Anxious, Happy.</p>	
Year 4	<p>Understand puberty including menstruation and conception</p> <p>Managing difficult feelings</p> <p>Relationships including marriage</p> <p>Moving school</p>	<ul style="list-style-type: none"> ✓ Know the names of the different internal and external body parts that are needed to make a baby ✓ Know what happens to a woman or a man's body during puberty and that this is linked to reproduction. ✓ Know that change is a normal part of life and that some cannot be controlled and have to be accepted ✓ Know that change can bring about a range of different emotions ✓ Express any concerns they have about puberty and say who they can talk to about puberty if they are worried <p>Vocabulary:</p> <p>Personal, Unique, Characteristics, Parents, Sperm, Egg / ovum, Penis, Testicles, Vagina / vulva, Womb / uterus, Ovaries, Making love, Having sex, Sexual intercourse, Fertilise, Conception, Puberty, Menstruation, Periods, , Change, Control, Emotions, Acceptance, Looking forward, Excited, Nervous, Anxious, Happy.</p>	

Appendix 2: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS

Name of child		Class	
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Name of parent		Date	
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Reason for withdrawing from sex education within relationships and sex education

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Any other information you would like the school to consider

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Parent signature	
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TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents	
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