

Thongsley Fields Primary & Nursery School

Relationships & Sex Education Policy

Curriculum

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1.The Context of our Relationships & Sex Education Policy

1.1 Relationships and Sex Education in our school

We believe Relationships and Sex Education is learning about emotional, social and physical aspects of our lives, about ourselves and our relationships. It enables pupils to develop essential life skills for building and maintaining positive, enjoyable, respectful and non-exploitative relationships. It equips pupils with information and skills they need to understand about themselves, their peers and people they meet in the wider community. It explores risks, choices, rights, responsibilities and attitudes. It will help pupils to develop skills to keep themselves and others safer, physically and emotionally, both on and off line. Relationships Education enables pupils to explore their own attitudes and those of others respectfully.

Relationships, Sex and Health Education makes a major contribution to fulfilling our school's mission and aim which is to give all of our children the very best possible life experiences. We expect all of our children to work hard and to make the most of their time with us. We will help them to develop the self-discipline, sense of responsibility and respect for others that they will need to grow as caring, successful members of society. We expect high standards of work and behaviour and promote an active involvement in school life.

Parental support is vital in achieving these aims and we will do our very best to nurture a positive working relationship between home and school.

1.2 Context of Wider PSHCE

We deliver Relationships Education as part of our wider provision of Personal, Social, Health and Citizenship Education (PSHCE), which also includes statutory Relationship and Health Education. The aims of Relationships Education are further supported by interventions, extracurricular and enrichment activities we provide. For example, assembly times, circle times and developing as a Healthy School.

1.3 Aims of Relationships and Sex Education

Through the delivery of Relationships and Sex Education we intend to further our school's aims of providing a curriculum which is relevant to the needs of pupils, both now and in the future. It will enable pupils to develop knowledge, skills and attitudes which enhance their personal development and wellbeing. This will have a direct, positive effect on their progress and achievement in school.

All adults in school will work towards achieving these aims for Relationships Education. We seek to enable our children to:

- develop interpersonal and communication skills

- develop positive, personal values and a moral framework that will guide their decisions and behaviour
- respect themselves and others, their views, backgrounds, cultures and experiences
- develop respectful, caring relationships based on mutuality, reciprocity and trust
- develop their ability to keep themselves and others safe, physically and emotionally, both on and off line
- develop their understanding of a variety of families and how families are central to the wellbeing of children
- recognise and avoid coercive and exploitative relationships
- explore relationships in ways appropriate to their age and stage of development
- value, care for and respect their bodies
- build confidence in accessing additional advice and support for themselves and others.

1.4 Entitlements

We, together with our community partners, are committed to working towards the implementation and development of the following entitlements.

Children are entitled to:

- Accurate, up-to-date, useful and appropriate information delivered in a way that meets their individual needs
- A well-planned, well-delivered RSE programme, which is flexible to cater for their changing needs over time
- Know where and how to access information, support and local services
- Be informed about issues of confidentiality and how it affects them
- Have their views and ideas received in a respectful and non-judgemental manner
- Be involved in developing and evaluating the content, delivery and timing of their RSE programme.

Adults working with children are entitled to:

- Access to high quality, up-to-date, accurate information, resources and training
- Mutual understanding of roles and responsibilities in relation to the planning and delivery of RSE
- Contribute their views and ideas in support of the development of RSE for children
- Professional guidance and support
- Opportunities to share good practice
- Be informed about issues of confidentiality and procedures to be followed.

Parents, carers and other adults in the community are entitled to:

- Accessible, accurate, up-to-date, information delivered in a way which meets their needs
- A safe and supportive environment for their children
- Information on how and when RSE is taught
- Understand their rights and responsibilities in relation to RSE policy and curriculum
- Be informed about issues of confidentiality and how it affects them and their children
- Have their views and ideas received in a respectful, non-judgemental manner.

1.4 The Wider Agenda

RSE is part of the wider agenda of promoting positive relationships and sexual health for young people to which many individuals and organisations in our community contribute. Our RSE Policy contributes to meeting local and national priorities as described in strategies such as:

[Relationships and sex education \(RSE\) and health education](#) July 2020

[Sexual Health Enquiry – Health and Social Care Committee](#) Oct 2018

[Sexual Health Improvement Framework](#) 2013

[Transforming Children and young people’s Mental Health Provision](#) July 2018

[Keeping Children Safe in Education 2018](#) including duties to prevent female genital mutilation (FGM), child sexual exploitation (CSE) and peer on peer abuse.

[The link between pupil health and wellbeing and attainment 2014](#) Public Health England

This policy draws on and is informed by the following national and local documents:

[Sex and Relationships Education for the 21st Century’](#) (Brook, PSHE Association, Sex Education Forum)

[Sex Education Forum Guidance & Resources](#) (Sex Education Forum)

[National Curriculum](#) (DfE 2014)

[Sex and Relationship Education Guidance](#) (DfEE 2000)

[Not Yet Good Enough \(Ofsted 2013\)](#) (report on PSHE)

[Programme of Study for PSHE Education](#) (PSHE Association)

[Young People, Relationships and Sex – The New Norms](#) (IPPR 2014)

[Health-Related Behaviour Survey](#) 2016 SHEU

[Shhh....No Talking – LGBTQ Inclusive RSE in the UK](#) 2016

[Digital Romance Report](#) December 2017

[‘It’s just everywhere’ Sexism in Schools](#) Report December 2017

[Sexting in schools and colleges: Responding to incidents and safeguarding young people](#) UKCISS

[International technical guidance on sexuality education](#) UNESCO

2.Implementing our policy

2.1 Inclusion

In relation to those with special educational needs or disability, we ensure our Relationships Education programme provides for those with additional needs. We recognise that those with SEND are often more vulnerable to sexual harassment and abuse and that we need to ensure that children are supported to develop appropriate strategies and attitudes to keep themselves safer. We consider:

- their level of vulnerability to coercion and pressure
- their previous experience of negative behaviours in peer or child-adult relationships
- their need to learn and demonstrate appropriate behaviour
- their need to develop self-esteem and positive body image
- the need to involve all staff, including ancillary staff and parents/carers, in policy development, planning and training
- the management of personal care

- clarity about sources of support for pupils.

2.2 Equality

The [Equality Act 2010](#) has special resonance in Relationships Education. Through this area of learning we seek to develop key interpersonal skills such as respect and empathy which enable pupils to understand the rights and responsibilities we all have towards one another.

The protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

We will ensure that our provision of Relationships Education is not only equally accessible and inclusive for all pupils with protected characteristics, or who have family members with protected characteristics, but also that it reduces discrimination, advances equality of opportunity and encourages good relations between different groups.

In order to ensure that Relationships Education meets the needs of all:

- We will reflect a range of lifestyles and family structures so that all children see themselves and their families reflected back in the lessons.
- We will ensure that the law in relation to, for example, marriage, online behaviours, sexuality, gender and violence are explained in age appropriate ways.
- Where there are different cultural or religious views about families, relationships or behaviours, we will share these to ensure children see their family views represented.
- We will not seek to gain consensus, but will accept and celebrate difference.
- We will, as appropriate, ensure that a variety of views and beliefs are reflected back to pupils.
- In order to ensure that children of all genders can access information they need, we will teach in mixed gender groups wherever possible.
- We will encourage respect and discourage abusive and exploitative relationships.
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

We support children in developing their knowledge about and attitudes towards diversity throughout units of work including:

- Diversity and Communities
- Family and Friends
- Beginning and Belonging

2.3 Safeguarding

We understand the importance of high quality Relationships, Sex and Health Education as we fulfil our statutory safeguarding duties. Relationship Education enables pupils to understand about mutual, consensual and reciprocated relationships in all their forms. Whether the children are learning about friendships, families, relationships in school or the wider community, they will be developing essential skills which underpin their ability to recognise abusive relationships. Teaching about 'Family and Friends' and 'Anti-bullying' enables us to fulfil our statutory duty to prevent 'peer-on-peer' abuse.

In the case of Relationships and Sex Education and Personal Safety, we recognise that effective teaching may alert children to what is appropriate and inappropriate behaviour (including inappropriate sexual behaviour) and that there is an increased possibility that a disclosure relating to abuse may be made. Relationships and Sex Education and Personal Safety enable us to fulfil our duty to prevent Female Genital Mutilation (FGM). All staff are aware of the Safeguarding and Child Protection procedures and will report disclosures or concerns to the Designated Safeguarding Lead (DSL) immediately.

2.4 Development of the Policy

This policy has been developed in consultation with [pupils, staff, governors and parents/carers](#). The consultation period followed the provision of information about the duties and statutory elements which have to be included in Relationships Education. It has also included gathering views on needs and priorities for the school community.

All views expressed by [pupils, staff, governors and parents/carers](#) about the policy have been considered. Consultation did not give a veto to individual members of the school community. The final decision on policy and delivery has been made by the school, having listened to the needs and views of the school community.

2.5 Consulting on our Policy

Before consultation activities, parents/carers, pupils and other stakeholders were given information about RSE and associated duties in accessible formats. They were asked for their views about appropriate ages for particular topics, to share relevant views and beliefs and to consider the suitability of the school's aims for RSE.

Consultation	
Parents	Via school website.
Governors	TBC
Pupils	TBC
Staff	Staff meeting 18 th November

Some parents/carers and pupils have been consulted directly through website, emails, [surveys and publishing structured lesson content](#). Parents/carers and pupils have also been represented by a [working party, pupil council, focus group, parent/carer forum, parent/carer governors](#).

Further consultation with governors, staff, parents/carers and pupils will be carried out when the policy is reviewed, which happens at least every 3 years.

3. Involving the whole school community.

3.1 Working with Staff

Teaching Relationships Education can be very rewarding, but we understand that, in order to feel confident, staff need opportunities to develop their own knowledge, skills and attitudes. We recognise that every adult has different personal beliefs and attitudes, but that all teachers must understand and comply with their duties connected with safeguarding, equality and inclusion.

Teachers have a duty to deliver statutory areas of the curriculum and all teachers will be supported to develop their skills in delivering non statutory areas such as sex education. We will discuss relevant issues and staff concerns and, where appropriate, arrange training to enable staff members to feel confident in delivering the various aspects of Relationships Education. We will also encourage the sharing of good practice. We may also use team teaching to develop confidence.

Those with special responsibility for the development of Relationships Education will be offered opportunities to consult with advisors and attend external training courses.

3.2 Engaging with Pupils

We will involve pupils in the evaluation and development of their Relationships Education in ways appropriate to their age. We will seek opportunities to discuss children's views about the content of their PSHCE lessons.

- We will refer to local/countywide/national data e.g. Health Related Behaviour Survey for our school/district.
- We will engage the pupils in assessment activities to establish their development needs, for example 'Draw and Write' activities.
- We will encourage pupils to ask questions as they arise by providing anonymous question boxes.
- We will ask pupils to reflect on their learning and set goals for future learning.
- We will consult pupils (e.g. through School Council) about their perception of the strengths of our Relationships Education provision and the areas to be further developed.

3.3 Working with Governors

This policy has been developed with governor involvement, so that the governors are able to fulfil their statutory duties. It is the responsibility of the governors to ensure, through consultation, that the Relationships and Health Education Policy reflects the needs and views of our community. In order to facilitate this process, the Relationships Education Policy will appear annually on the agenda of one governors' meeting. The policy will be available on the school's website.

It is the role of governors to ensure that:

- pupils make progress in Relationships Education in line with the expected educational outcomes
- the subject is well led, effectively managed and well planned
- the quality of provision is subject to regular and effective self-evaluation
- teaching is delivered in a way which is accessible to all
- clear information is given to parents/carers
- the subject is resourced and taught in a way which enables the school to fulfil statutory requirements.

3.4 Communicating with Parents/carers

Parents/carers are the first educators of their children about relationships, emotions, empathy, respect and growing up. We recognise that many children like to receive information about relationships from their parents/carers in addition to their learning in school. Therefore, we seek to work in partnership with parents/carers when planning and delivering Relationships Education. We will encourage this partnership by:

- Sharing details of our curriculum on our website
- Informing parents/carers by newsletter or leaflet of forthcoming Relationships, Sex and Health Education topics e.g. Anti-bullying week, Life Bus visits etc.
- Informing parents/carers about PSHCE, Relationships and Health Education and RSE programmes as their child joins the school through the school brochure/prospectus/website
- Providing supportive information about parents' role in Relationships and Health Education
- Inviting parents to discuss their views and concerns about Relationships Sex and Health Education on an informal basis through drop ins. *When Covid restrictions allow, remotely until that point.*
- Signposting parents/carers to sources of support to help them address the needs of their child or build their own confidence in talking about relationships with their children.

3.5 Working with External Agencies and the Wider Community

We believe that all aspects of Relationships and Health Education are most effectively taught by those who know our pupils well and are aware of their needs. We encourage visitors to our school, who may enhance, but never replace, our planned provision. We will work closely with visitors to ensure that the needs of our pupils are met.

We will follow this Code of Practice when working with visitors:

- The care and management of pupils is the responsibility of the school at all times.
- In class teaching situations, visitors will not be asked to work alone with pupils, but will be supported by a member of staff.
- The school will know whether visitors are DBS checked and arrangements will be made to accompany them as appropriate.
- All visitors will be made aware of the content and principles of this Policy, prior to their visit.
- All lessons will be planned in direct liaison with the PSHCE Co-ordinator/Class teacher, taking account of the age and needs of the group and the context of the work within the Relationships Education programme.
- Visitors will be reminded that, whilst contributing to Relationships Education in a classroom setting, they must adhere to the same confidentiality code as staff members. Class teaching must be seen as separate from health or other targeted interventions to support wellbeing.
- Any resources which a visitor wishes to use or distribute will be discussed and agreed with the PSHCE Co-ordinator/Class Teacher beforehand.
- The contributions of visitors will be regularly monitored and evaluated.

Our Relationships and Sex Education Curriculum (see appendix) is wholly consistent with the DfE statutory requirements for Relationships Education and Health Education (2020), National Curriculum (2014), other DfE and OfSTED guidance. It also reflects best practice described by the Sex Education Forum and PSHE Association. We consider Relationships Education to be a continuous process of learning, which begins before the children enter our school and continues into adulthood. We have planned a curriculum appropriate to each age group with a spiral of progression. All adults working with children have a part to play in supporting the delivery of Relationships Education. Relationships Education is learning about:

- Families and People who care for me
- Caring Friendships
- Respectful relationships
- Online Relationships
- Being Safe

Our PSHE topic structure does not separate delivery of Relationships Education from Health Education and wider PSHE. We deliver topics which, taking the lead from children's lived experiences, consider related themes including development of knowledge, skills and attitudes in an integrated way. The topics where Relationships Education is a significant driver are:

- Anti-bullying
- Digital Lifestyles
- Diversity and Communities
- Family and Friends
- Managing Change
- My Emotions
- Personal Safety
- Relationships and Sex Education

Also: Working Together, Beginning and Belonging, Rights, Rules and Responsibilities

Relationships Education will be taught in:

- PSHE through designated lessons, circle time, focused events and weeks.
- Other curriculum areas, especially Science, English, RE, PE and computing
- Enrichment activities, especially our assembly programme, growth mind-set approaches, visits from the Life Education Centre, social skills groups, involvement in educational trips and visits and activities carried out as part of our development as a healthy school.

4. Curriculum Organisation

4.1 Teaching Methodologies

Our aim is that teachers use a range of teaching methodologies where skills such as communication, compromise and negotiation are practised in classroom situations and where attitudes such as respect and empathy are modelled and discussed. We encourage teachers to ensure that group work, debate, taking other people's view points and working together are practised in all PSHCE lessons and across the wider curriculum. Our Relationships Education lessons are not simple opportunities to give information, but to explore views and perspectives and develop possible solutions through discussion and interaction.

In keeping with this approach we base our curriculum on a series of questions children will have the opportunity to engage with, rather than banks of knowledge they will acquire.

Ground Rules: Relationships Education is taught in a safe, non-judgemental environment where all adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of any Relationships Education work, in addition to those already used in the classroom. They will cover the following areas:

- appropriate use of language
- the asking and answering of personal questions
- strategies for checking or accessing information.

Distancing Techniques: In order to protect children's privacy, we will employ teaching and learning strategies which enable them to discuss issues without disclosing personal experience. For example, we will use fiction, puppets, case studies, role-play and videos to enable children to share ideas and opinions and to practise their decision-making skills in a safe learning environment.

4.2 Anti-bullying and Friends and Family

See Anti-bullying policy.

4.3 Relationships and Sex Education (RSE)

Our topic, RSE, combines elements of Relationships Education (e.g. learning about families, personal safety and emotional wellbeing) with aspects of Health Education (e.g. learning about the spread of illnesses and the changing adolescent body). This combination offers the best location for our provision of non-statutory sex education.

Although 'RSE' as a subject is not statutory at primary level, many aspects of our RSE topic are statutory parts of Relationships Education and Health Education. Some elements of our RSE topic are part of the statutory National Curriculum for Science (e.g. the biological aspects of puberty, reproduction and the spread of viruses).

We will ensure that children receive teaching about puberty at Y5 and Y6 in order to prepare them for the physical, emotional and social changes they are approaching or undergoing.

We understand that at times children will benefit from varying methods of delivering the RSE curriculum. For example, we may use single-sex groups or small group teaching where this will help us to meet the needs of particular children more effectively, we will use team teaching where this enables us to best use teacher expertise. We will ensure there are positive educational reasons for each method of delivery.

4.4 Curriculum Materials and Resources

We will primarily use the *Cambridgeshire Primary Personal Development Programme* and the resources recommended within it when planning and delivering Relationships Education. We will avoid a 'resource-led' approach, instead focussing on the needs of the children and our planned learning objectives. We will carefully select resources which meet these objectives. We will evaluate teaching resources thoroughly before using them. We will select resources which:

- are consistent with our curriculum for Relationships Education
- relate to the aims and objectives of this policy
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the children
- appeal to adults and children
- are up-to-date in factual content
- are produced by a reputable organisation
- do not show unfair bias e.g. towards a commercial product, religious view point
- avoid racial, gender, sexual, cultural and religious stereotyping and heteronormativity
- encourage active and participative learning
- conform to the statutory requirements for Relationships Education.

4.5 Safe and Effective Practice

In our school we have a clear Safeguarding Policy, which is shared with staff, pupils and parents/carers. This policy is communicated to parents/carers in the School website.

Staff are aware of the following points and procedures:

- Staff are unable to offer absolute confidentiality.
- We will reassure children that staff will act in their best interests and that this may involve sharing information if the child is at risk of harm.
- Children will be told if information is to be shared (taking special care with very young children or those with significant special needs) and will be offered appropriate support.

Professionals, such as school nurses and youth workers, are bound by their professional codes of conduct when offering advice and guidance to individual pupils. This often involves offering a greater level of confidentiality than school staff are able to give. However, in a classroom and other teaching situations, when they are contributing to our planned Relationships Education programme, they will follow the school's Safeguarding Policy. Health professionals will ensure that children are aware of the boundaries of confidentiality when beginning work with classes.

Answering Questions: We acknowledge that sensitive and complex issues will arise in Relationships Education, as pupils will naturally ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content. As a first principle, we will answer questions relating to the planned curriculum for that age group or below to the whole class. We will answer questions relating to areas beyond the planned curriculum for that age group, in a sensitive and age appropriate way, only to the pupil/s who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it, they will seek guidance from the PSHE leader/Designated Safeguarding Lead. In some cases the question will reach beyond the planned curriculum and the question will not be answered in school.

When answering questions, we shall ensure that sharing personal information by adults, pupils or their families is discouraged. Where the question indicates the need for pastoral support, the conversation will be deferred to a time outside the teaching session and other colleagues may be involved. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, coercion or exploitation, teachers will pass this information to the DSL in line with the school Safeguarding policy.

Sexually Active Pupils: There are extremely rare occasions where a primary-aged child, who is sexually active or contemplating sexual activity, approaches an adult. If this occurs in our school, it will be viewed as a child protection issue. The designated member of staff will follow Safeguarding Procedures and seek advice from the DSL.

4.6 Assessment, Recording, Reporting

Relationships Education will be assessed in a variety of ways, including the use of self-assessment and teacher assessment. Guidance provided in the Cambridgeshire Primary PDP will be used. From time to time the PSHCE leader will ask staff to reflect on the effectiveness of learning in particular units of work, using the RAG rating sheets in each unit. We will also use RE/ PSHCE books to record whole class discussions and group work in PSHCE. In some cases, we will ask the children to record key learning activities in an RE/ PSHCE Book, to show their development and progress.

5. Sex Education

5.1 Definition of Sex Education

Following guidance from the DfE, we define Sex Education as learning about 'how a (human) baby is conceived and born'. This extends the learning about sexual reproduction in 'some plants and animals' required through the Science national curriculum. It also complements the statutory requirement to teach about puberty as part of Science and Health Education, as understanding sexual reproduction in humans enables children to understand the processes of puberty.

5.2 Consultation about Sex Education

We have taken into account the DfE's recommendation that all primary schools have a Sex Education programme and we understand that this is not statutory. We understand that our teaching in sex education must be tailored to the needs and physical and emotional maturity of the pupils. Parents/carers, governors and pupils have been consulted about this and our school has decided that we will offer content in Sex Education in the context of Relationships Education and RSE.

5.3 Content of Sex Education

The content of our Sex Education programme will be gradually developed in an age appropriate way.

- The children will not learn about human sexual reproduction until Y5/6.

- Y1/2 will learn that human babies grow inside their mothers alongside learning in Science that adult animals produce offspring like themselves. (Cats have kittens. Cows have calves etc.)
- Y3/4 will learn that every human began when a seed from a male and an egg from a female join together. They will not yet learn about the means by which egg and sperm join.
- Y5/6 will learn about human sexual reproduction and other ways that eggs and sperm are joined (e.g. IVF) in age appropriate detail. They will learn about vaginal birth and caesarean section in age appropriate ways, reflecting the experiences of children and families they know.

5.4 Teaching Methodologies

In Sex Education there is a certain amount of knowledge which has to be imparted. Teachers will give the facts in an accessible way using a range of approaches, such as picture books and scientific descriptions. Pupils will be asked to consolidate their learning in ways which enable them to develop skills to confidently discuss sexual body parts and functions.

5.5 Delivery of the Sex Education Curriculum

Sex Education will be delivered as part of our topic called Relationships and Sex Education (RSE) by a teacher, who knows the needs and natures of the children. The teacher is best placed to tailor the learning to the needs of the pupils.

Parents/carers will be informed by letter and/or digital communication such as email or via the school website about the content of the curriculum in advance of teaching and will be invited to talk to staff if they have questions.

Teachers will be offered support to develop their skills and to learn from others where needed.

5.6 Right to be excused from Sex Education

Parents/carers have the right to request that their child be excused from some or all of Sex Education. Pupils do however, need to take part in the statutory learning related Relationships Education.

Before granting any such request the Head Teacher/PSHE Leader will discuss the request with parents/carers (and if appropriate with the child) to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The educational, social and emotional benefits for the child of being part of the lessons will also be discussed. We will record the discussion and the outcomes.

We will consider compromise arrangements which will enable the child to receive Sex Education at school (*e.g. same sex teaching group*).

If a pupil is excused from Sex Education, we will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

The parents/carers will be asked to reconfirm their decision to withdraw their children from Sex Education each time a Sex Education element is planned for their child.

6. Monitoring, review and evaluation.

Monitoring, review and evaluation of the Policy is the responsibility of the PSHCE leader/head teacher. The governing body will ask for information relating to the effectiveness of the policy when it is monitored every year. Information will be gathered from the Head Teacher, the PSHCE Leader parents/carers and pupils to inform judgements about effectiveness.

The policy will be comprehensively reviewed with engagement from members of the school community every three years, or sooner if an issue or incident occurs which warrants it.

7. Appendices

7.1 Linked National Documents

[RSE and Health Education](#)

[Children and Social Work Bill 2017.](#)

[Sex and Relationships Education for the 21st Century’.](#)

[Equality Act 2010](#)

[Keeping Children Safe in Education](#)

7.2 Our Charter: Working Together in RSE

We are all committed to working towards the implementation and development of the following entitlements.

Children and Young People are entitled to:

- Be valued and respected for who they are, taking into account their background, culture, faith, identity and needs
- Accurate, up-to-date, useful and age-appropriate information delivered in a way that meets their individual needs
- A well-planned, well-delivered RSE programme, which is flexible to cater for their changing needs over time
- Know where and how to access information, support and local services
- Be informed about confidentiality and how it affects them
- Have their views and ideas received in a respectful and non-judgemental manner
- Be involved in developing and evaluating the content, delivery and timing of their RSE programme as appropriate.

Adults working with children are entitled to:

- Access to high quality, up-to-date, accurate information, resources and training
- Mutual understanding of roles and responsibilities in relation to the planning and delivery of RSE
- Contribute their views and ideas in support of the development of RSE for their pupils
- Professional guidance and support
- A clear understanding of school policy relating to RSE.

Parents, carers and other adults in the community are entitled to:

- Accurate, up-to-date, information about RSE policy delivered in an accessible way
- A safe learning environment for their children
- Information on how and when their children are taught RSE
- Understand their right to withdraw their child from the aspects of the curriculum defined as 'sex education' and the process for expressing this right
- Have their views and needs listened to in a respectful, non-judgemental manner.

7.3 Answering Children's Questions Related to Sex and Relationships Education (RSE)

This section intends to make those working with children aged 3-11 aware of some of the questions children might ask regarding sex and relationships. It is intended to help staff members feel more confident and supported in this area of work. As a first principle, questions relating to the taught planned curriculum for that age group will be answered to the whole class. Questions relating to areas beyond or outside the taught planned curriculum for that age group should be answered in a sensitive and age appropriate way and only to the child or children who have asked the question.

If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it, they should seek guidance from the PSHE leader and/or Headteacher.

When answering questions, sharing personal information by adults, pupils or their families should be discouraged. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, teachers must pass this information to a Designated Safeguarding Lead in line with school policy.

Throughout their school life, we encourage children to ask questions. We hope that children will develop enquiring minds in all areas of the curriculum. However, some people are concerned about suitable answers to the RSE-related questions children ask. They may be worried about what is acceptable and what is not. We recognise that every adult may have different views on appropriate answers to children's questions, depending on their personal views and experiences. The following series of questions is not exhaustive; neither are the responses prescriptive. They are intended to give guidance and build confidence and security when answering children's questions. The responses below have been developed to offer a whole school approach to answering such questions and to sit alongside the SRE Policy.

It is extremely unlikely that a younger child will ask some of the listed questions, but the answers suggested here presume that the child has sufficient knowledge to have asked the question and therefore deserves a response. When answering the questions of older children, adults should ensure the children have the understanding expressed in the suggested answers for younger children.

7.4 Principles for Answering Children's Questions Relating to RSE When a child asks a question that we might find difficult to answer:

- We will always acknowledge the question and give the message that it is okay to ask, e.g. ‘Thanks for asking that question.’ Or ‘That’s an interesting one.’
- We will check out the context of the child’s question before we answer, e.g. ‘Tell me a bit about where you heard about that.’ or ‘I’m not quite sure what you mean, could you tell me some more?’
- We don’t have to answer straight away. We can ‘buy some time’, but we’ll always make sure we get back to the child, e.g. ‘Thanks for asking that question. I’d like to talk about it later when we can talk about it without being interrupted.’
- As we give our answer we will check that the child understands, e.g. ‘Is that the sort of thing you wanted to know?’ or ‘Does that make sense?’
- We can ask for guidance from a colleague.
- We can say we’re not sure or we don’t know. But we will always make sure that we find out the answer or refer the child to someone who can help them, e.g. ‘I’m not sure how to answer that one. Perhaps you could ask someone at home. Who would be a good person to ask?’
- If we feel uncomfortable answering the question we could say ‘I’m not the best person to answer that question, let’s go and ask...

7.5 Vocabulary and terminology

The following table shows the range of vocabulary which might be taught in each of the RSE units of work in the Primary Personal Development Programme. This table is for guidance only staff teams will discuss the vocabulary they are going to use with their particular cohort and embed these decisions in the RSE programme. The table does not illustrate words which you should use, but words which you should consider using. In each case the list of words is cumulative i.e. the word penis is included in the foundation stage list: it should be used in all following lists.

	Key areas of learning	Feelings/relationships	Body parts and processes	Other
Foundation	External body parts	Range of feelings words e.g. happy, pleased, calm, sad baby child girl boy	Size Shape range of simple external body parts e.g. hands, head, teeth penis testicles vulva/ vagina bottom	range of action words e.g. run, jump growing up germs
KS1 Year 1/2	External body parts	same similar different unique special responsibility	birth death range of more specific external body parts e.g. stomach, chest	male female man woman teenager adult
KS2 Year 3/4	External body parts Differences between male and female	love dependent independent	breast nipple anus scrotum	toiletries bacteria infection hygiene
KS2 Year 5/6	Puberty Sexual reproduction Internal body parts	commitment marriage stable relationship	Puberty Period Menstruation Cervix Labia fallopian tube clitoris ovary/ ovum vulva/ vagina uterus/womb sperm/sperm duct urethra pubic hair voice breaking arousal erection sexual intercourse sex ejaculate conception pregnancy ovulation	sanitary towel tampon body odour deodorant

7.6 Key Stage 2 teaching and learning in relation to consent.

Key areas of Personal Development relating to Consent	Sample Children's Questions from KS2 Personal Development Frameworks	Key areas of Personal Development relating to Consent	Sample Children's Questions from KS2 Personal Development Frameworks
Self awareness Emotional awareness Body Image Communication (Enthusiastic consent) Healthy relationships Gender roles Personal Safety Skills Physical Contact and boundary setting Respecting Rights over our own bodies Asking for Help	<ul style="list-style-type: none"> What is special about me and other people? How do my actions and emotions affect the way I and others feel? What influences my view of my body? How can I act to show I'm assertive? Do I understand why a person or group of people may feel the need to have power over another person or group of people? What makes up my 'identity' and that of other people? How can I keep myself and others safe? When am I responsible for how others feel? What sorts of physical contact do I feel comfortable with? Who are the adults and friends I can trust and to whom I can talk about my feelings? When might I need to break a promise or tell a secret? 	Self awareness Body Image Communication Gender Roles Personal Safety Skills Asking for Help	<ul style="list-style-type: none"> What do I feel proud of about myself? How do I manage strong emotions? What influences my view of my body? How can I express my feelings positively as I grow up? When might it be good to take risk? What are the different consequences of taking physical, emotional and social risks? What makes up my 'identity' and that of other people? How can I show respect for different views, lifestyles and beliefs? What are the negative effects of stereotyping? Who can I talk to when I need help? How can I help and support other people?

7.5 Long Term PSHE plan

Long Term Plan A - Two year rolling programme, whole school same theme

YEAR A	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
SEAL	<i>New Beginnings</i>	<i>Getting On and Falling Out</i>	<i>Going for Goals</i>	<i>Good to be Me</i>		
Foundation	Beginning and Belonging MMR1 BBF	Family and Friends (incl. anti-bullying) MMR2 FFF My Emotions MMR3 MEF	Me and My World Cit2 MWF	My Body and Growing Up HSL1 BGF	Keeping Safe (incl. Drug Education) HSL 2 KSF	Healthy Lifestyles HSL3 HLF
Year 1 & 2 Year 3 & 4 Year 5 & 6	Beginning and Belonging MMR4 BB12 MMR9 BB34 MMR14 BB56	Family and Friends MMR6 FF12 MMR11 FF34 MMR16 FF56 Anti-bullying MMR 7 AB12 MMR12 AB34 MMR17 AB56	Working Together Cit3 WT12 Cit6 WT34 Cit9 WT56 Financial Capability EW1 FC12 EW2 FC34 EW3 FC56	Sex & Relationships Education HSL6 SR1 HSL10 SR2 HSL13 SR3 HSL17 SR4 HSL20 SR5 HSL24 SR6	Managing Risk HSL4 MR12 HSL11 MR34 HSL18 MR56 Safety Contexts HSL5 SC12 HSL12 SC34 HSL19 SC56	Healthy Lifestyles HSL7 HL12 HSL14 HL34 HSL21 HL56
YEAR B	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
SEAL	<i>New Beginnings</i>	<i>Say No to Bullying</i>	<i>Relationships</i>			<i>Changes</i>
Foundation	Beginning and Belonging MMR1 BBF	Family and Friends (incl. anti-bullying) MMR2 FFF My Emotions MMR3 MEF	Identities & Diversity Cit1 IDF	My Body and Growing Up HSL1 BGF	Keeping Safe (incl. Drug Education) HSL 2 KSF	Healthy Lifestyles HSL3 HLF
Year 1 & 2 Year 3 & 4 Year 5 & 6	Rights, Rules and Responsibilities Cit5 RR12 Cit8 RR34 Cit11 RR56	My Emotions MMR5 ME12 MMR10 ME34 MMR15 ME56 Anti-bullying MMR7 AB12 MMR12 AB34 MMR17 AB56	Diversity and Communities Cit4 DC12 Cit7 DC34 Cit10 DC56	Drug Education HSL8 DE12 HSL15 DE34 HSL22 DE56	Personal Safety HSL9 PS12 HSL16 PS34 HSL23 PS56 Sex & Relationships Education HSL20 SR5 HSL24 SR6	Managing Change MMR8 MC12 MMR13 MC34 MMR18 MC56