

# Godstowe

## *School Policy*

### Relationships and Sex Education

Reviewed  
September  
2023

#### **Introduction**

Relationships and Sex Education 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).

We aim to deliver a comprehensive programme of RSE, providing accurate information about the body, reproduction, sex, and sexual health at an age-appropriate level. We aim to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious and moral dimensions of sexual health. We aim to give our pupils essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

RSE will be delivered through PSHE and Science lessons. It will predominantly be taught in PSHE with support from professionals, including the school nurses, who will be used as appropriate.

RSE lessons are set within the wider context of the PSHE curriculum and address the emotional aspects of development and relationships and the physical aspects of puberty and reproduction. The Science curriculum is delivered in Key Stage 1 by class teachers and in Key Stages 2 and 3 by specialist Science teachers. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

Any RSE lesson may consider questions or issues that some children may find sensitive. Before embarking on these lessons, ground rules are established that prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When pupils ask questions, we aim to answer them honestly, within the ground rules established at the start of the session. When it is felt that answering a specific question would provide information at a level inappropriate to the development of the rest of the pupils, the question may be dealt with individually at another time. There is no expectation that any teacher delivering RSE will automatically answer pupil questions as this may infringe personal boundaries. However, in this instance, pupils will be advised to talk to their parents or to another member of staff. Teachers ensure that RSE lessons are an environment where questions and discussions on sexual matters can take place without any stigma or embarrassment.

We recognise that parents are key people in teaching their children about sex, relationships and growing up. As such, we aim to work in partnership with pupils and parents. Prior to any lesson on puberty or reproduction taking place parents are informed by letter.

## Aims

- To develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- To understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- To avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.
- To communicate effectively by developing appropriate terminology for sex and relationship issues.
- To develop an awareness of their sexuality and understand human sexuality; challenge sexism and prejudice and promote equality and diversity.
- To avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex and any sexual behaviour.

## Curriculum Content

### EYFS and Key Stage 1

	Class	Curriculum area	What is taught within each class across the year?
<b>F. Stage</b>	Nursery and Reception	Understanding the World	<ul style="list-style-type: none"> <li>● Learning about ourselves and the similarities and differences between peers.</li> <li>● Growth and change over time.</li> <li>● Life cycles – watching chicks hatch, tadpoles turn into frogs and caterpillars turn into butterflies.</li> </ul>
		PSHE	<ul style="list-style-type: none"> <li>● Personal hygiene</li> <li>● Getting on with others</li> </ul>
		ICT	<ul style="list-style-type: none"> <li>● Children are aware that they can use the internet to play and learn, supported by a trusted adult/ teacher.</li> <li>● Children begin to understand the differences between real and online experiences.</li> </ul>
<b>KS1</b>	Year 1	Science	<ul style="list-style-type: none"> <li>● Identify, name, draw and label the basic parts of the human body</li> </ul>
		PSHE	<ul style="list-style-type: none"> <li>● Self esteem</li> <li>● Showing respect</li> <li>● Relationships – family, friends; understanding others and respecting different feelings</li> <li>● Knowing the correct names for the external parts of the body</li> </ul>

		ICT	<ul style="list-style-type: none"> <li>• Children understand the use of the internet and what to do if they find something inappropriate online.</li> </ul>
	Year 2	Science	<ul style="list-style-type: none"> <li>• Notice that animals, including humans, have offspring that grow into adults.</li> <li>• Life cycles of animals looking at how we change</li> <li>• Learn that they are growing and changing and think about their developing independence.</li> </ul>
		PSHE	<ul style="list-style-type: none"> <li>• Self esteem</li> <li>• The concept of growth and change, including the human life cycle</li> <li>• Showing respect</li> <li>• Relationships – family, friends; understanding others and respecting different feelings</li> <li>• Knowing places that are safe and where to go for help</li> <li>• Making safe choices – saying no, when to keep a secret, when to tell</li> <li>• Knowing that we have rights over our own bodies.</li> <li>• Personal hygiene</li> </ul>
		ICT	<ul style="list-style-type: none"> <li>• Children practise E-Safety when communicating online.</li> <li>• Children learn that not everything on the internet is true.</li> </ul>

## Key Stage 2

In Year Five, the Science department teaches the girls about reproduction. During this time the girls are given talks by the school nurse relating to their periods. A letter is sent home advising parents of the process.

KS2	Year 3	Science	<ul style="list-style-type: none"> <li>Learn more about the human body and keeping themselves healthy</li> </ul>
		PSHE	<ul style="list-style-type: none"> <li>Changes from conception to adulthood.</li> <li>Know that it is usually the female who has a baby</li> <li>How babies develop in the mother's uterus</li> <li>Know that boys' and girls' bodies change so that they can make babies once an adult</li> <li>Identify how girls' bodies change on the outside</li> <li>Identify how girls' bodies change on the inside during puberty</li> <li>Recognise stereotypical family roles</li> <li>Self esteem</li> <li>Resisting unwanted peer pressure</li> <li>How to access help</li> <li>Bullying</li> <li>Relationships (family, friends, love, marriage)</li> <li>Understanding differences</li> </ul>
		ICT	<ul style="list-style-type: none"> <li>Children are given their email accounts for the first time.</li> <li>Children gather appropriate text and images and distinguish between fact and fiction.</li> </ul>
	Year 4	Science	<ul style="list-style-type: none"> <li>Learn more about the human body and how the body grows</li> </ul>
		PSHE	<ul style="list-style-type: none"> <li>Know that some personal characteristics are inherited from both parents and that this is because babies are made from the joining of parents' egg and sperm.</li> <li>Correctly label the internal and external parts of male and female bodies that are necessary for making a baby</li> <li>Know how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation is a natural part of this.</li> </ul>
		ICT	<ul style="list-style-type: none"> <li>Children use a range of online communication tools safely to exchange information and know what to do if they do not feel safe online.</li> </ul>

	Year 5	Science	<ul style="list-style-type: none"> <li>● Learn about the human life cycle. <i>(Spring Term - a letter is sent out to parents prior to the start of the topic outlining the general topic content)</i></li> <li>● Life processes are discussed, including the physical changes that take place at puberty, why they happen and how to manage them.</li> <li>● Describe the changes as humans develop from birth to old age. <i>Sister will support the teaching of puberty by looking specifically at menstruation. She will discuss what a period is and how to use sanitary products and deal with issues associated with body change.</i></li> </ul>
		PSHE	<ul style="list-style-type: none"> <li>● Be aware of their own self-image and</li> <li>● how their body image fits into that</li> <li>● Know how to develop their own self-esteem</li> <li>● Understand how a girl's body changes during puberty and understand the importance of looking after themselves physically and emotionally</li> <li>● Understand that puberty is a natural</li> <li>● Process that happens to everybody and that it will be ok for me</li> <li>● Understand that sexual intercourse can lead to conception and that is how babies are usually made</li> <li>● Understand that sometimes people need IVF to help them have a baby</li> </ul>
		ICT	<ul style="list-style-type: none"> <li>● Children understand the potential risks of providing personal information in an increasing range of online technologies, both within and outside of school.</li> </ul>

	Year 6	Science	<ul style="list-style-type: none"> <li>● Revise puberty in humans. <i>(Summer Term - a letter is sent out to parents prior to the start of the topic outlining the general topic content)</i></li> <li>● Know how to name the male and female reproductive system</li> <li>● Develop an understanding of human conception and childbirth.</li> </ul>
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		PSHE	<ul style="list-style-type: none"> <li>● Be aware of their own self-image and how their body image fits into that</li> <li>● Know how to develop their own self-esteem</li> <li>● Understand how a girl's body changes during puberty and understand the importance of looking after themselves physically and emotionally</li> <li>● Understand that puberty is a natural</li> <li>● Process that happens to everybody and that it will be ok for me</li> <li>● Understand how a baby forms from conception through the nine months of pregnancy and how it is born</li> <li>● Understand that being physically attracted to someone changes the nature of the relationship and what that might mean about having a boyfriend or girlfriend</li> </ul>
		ICT	<ul style="list-style-type: none"> <li>● Children know how to respond to unsuitable websites to do with human relationships e.g. Pornography</li> </ul>

### Key Stage 3

Work from Key Stage 2 is continued.

KS3	Year 7 & 8	PSHE /SCIENCE	<p><b>Work from Key Stage 2 is continued.</b></p> <ul style="list-style-type: none"> <li>● Relationships and friendships</li> <li>● Body awareness and body image</li> <li>● Taking risks</li> <li>● Health matters</li> <li>● Self awareness</li> <li>● Social skills</li> <li>● Self Confidence</li> <li>● Peer pressure</li> <li>● Right and wrong</li> <li>● Wellbeing</li> <li>● A balanced lifestyle</li> <li>● Conflict resolution</li> <li>● Drugs and alcohol</li> <li>● Sexual feelings</li> <li>● Fertilisation, pregnancy and birth</li> <li>● Facts and myths about contraception</li> <li>● HIV and Aids</li> <li>● STI's and condoms</li> <li>● The age of consent</li> <li>● Understanding risks</li> </ul>
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		ICT	<ul style="list-style-type: none"> <li>● The role of social media in body image</li> <li>● Cyber bullying/bullying</li> <li>● The role of internet in daily lives</li> </ul>
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### **Children with special needs**

Teaching and resources will be differentiated as appropriate to address the needs of all children in order for them to have full access to the content of sex and relationship education.

### **Withdrawal of students from sex and relationship education**

Some parents prefer to take responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the RSE (Education Act 1996) except those parts included in the statutory National Curriculum (ie in Science lessons). The school will make alternative arrangements in such cases, and this will usually involve the child joining another class for the duration of the RSE lesson. The parent will be advised that they have an obligation to provide the information at home using information available from the DfES. Parents are encouraged to discuss their decisions with staff at the earliest opportunity and are welcome to view any RSE resources the school uses.

### **Equal opportunities**

All pupils are entitled to receive sex and relationship education regardless of age, disability, sex, sexual orientation, ability, gender, race, religious belief, gender reassignment or grouping. Through sex and relationship education we seek to develop a positive view of female and male sexuality. It is our intention that all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development, with differentiated provision if required.

### **Safeguarding**

Staff are aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. Under the common law young people are entitled to the same duty of confidence as adults. Personal information about them should not be shared without their permission except for the purposes of child protection as detailed in the Safeguarding Policy.

### **Staff Development**

We acknowledge that the effective teaching of RSE, within the PSHE framework, requires particular skills and expertise. Staff will have the opportunity to attend awareness-raising sessions and to discuss whole-school issues. Those staff with specific responsibility for delivering the programme will be consulted as to their particular training requirements, and access to these will be through CPD. It is essential that those teachers delivering the programme are confident in their abilities, and in the support offered by this policy.

### **Links to Other Policies and Documentation**

The Department for Education published draft statutory guidance on RSE in Spring 2018, in preparation for the introduction of statutory relationships education (in primary schools) from September 2020.

Further information about the evidence base for sex and relationships education can be found in Does RSE work? and other Sex Education Forum briefings, at:

[www.sexeducationforum.org.uk/evidence](http://www.sexeducationforum.org.uk/evidence) plus the PSHE association.

See also:

- Safeguarding
- Equal Opportunities
- Health and Safety Behaviour
- Pastoral
- [www.jigsawpshe.com/jigsaw-rshe/](http://www.jigsawpshe.com/jigsaw-rshe/)