



Pennoweth Primary School

Relationship and Sex Education Policy

Date Agreed:	May 2021
Date for Review:	April 2023

This policy has been written in accordance with the statutory guidance document 'Relationships and Sex Education (RSE) and Health Education' (DfE, 2019)

Statutory Requirement

Department for Education guidance states that by the summer term 2021, all primary schools must teach Relationships and Health Education. The teaching of Sex Education in primary schools remains non-statutory, with the exception of the elements contained in the Science national curriculum; including knowledge of the main external body parts, the changes as humans develop into old age and reproduction in some plants and animals. Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within PSHE lessons.

Within the statutory guidance document for RSE and Health Education, the DfE also encourages schools to deliver age-appropriate sex education if they feel their pupils need this information:

"It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement..."

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science – how a baby is conceived and born."

At Pennoweth we will ensure that any relationship and sex education is provided in a way that enables pupils to be taught about the nature of marriage and adult relationships and their role in family life and for bringing up children. Pupils will be protected from teaching materials which are inappropriate, having regard to the age and cultural background of the pupils concerned.

Definition

Within this policy, as in the DfE guidance, Relationships Education is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to respectful friendships, family relationships and relationships with other children and with adults, including online.

For the purpose of this policy, Health Education is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

Sex education is defined as teaching children how human reproduction occurs, including how a baby is conceived and born. This draws on knowledge of the human life cycle set out in the national curriculum for science. For the purposes of this policy, we specifically identify any non-statutory Sex Education that falls outside of Science and those related elements (the physical changes associated with puberty) within statutory Health Education.

RSE is not about the promotion of sexual activity.

Curriculum

Below is the detailed breakdown of the National Curriculum for Science, the new statutory curriculum for PSHE which came into force 2019/20 (extended introduction date due to Covid-19) and the recommended Relationship and Sex Education objectives. Parents/Carers are unable to withdraw children from the Science and PSHE elements of the curriculum but can withdraw their children from RSE. We strongly believe that finding out about RSE topics in a safe and nurturing environment is the best way to ensure that facts aren't misinterpreted in playground chat and will support children in future years as they grow and mature. The school uses the 'Lifewise' teaching resource to inform our lesson planning for PSHE (and RSE) and Cornerstones to deliver our Science curriculum. Lesson objectives are, over time, repeated; this does not mean children are taught the same thing twice, rather it gives the class teacher the ability to use the best lesson to match the need of the class and the stage of development. This is a spiral curriculum meaning it builds on previous learning and develops a better understanding each year. Below are some of the PSHE statutory statements that must be taught by the end of the primary school years:

- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.
- What sort of boundaries are appropriate in friendships with peers and others (including in a digital context).
- That each person's body belongs to them and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.

- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to get advice eg family, school and/or other sources.
- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- About menstrual wellbeing including the key facts about the menstrual cycle.

The RSE objectives are taught alongside other PSHE objectives, for example, appropriate and inappropriate touch. It is widely recommended that children are taught the correct vocabulary so that if they should ever have to disclose any information, misunderstandings are avoided. We strongly believe in delivering this content in a safe and supportive environment to help children avoid developing misconceptions about these themes. Many of the topics / areas will be compulsory in secondary education. We feel that our science, PSHE and RSE curriculum will give children a solid foundation on which to build. With each topic / theme, children are taught and will revisit which body parts are 'private' through age-appropriate resources eg NSPCC PANTS rule.

Delivery of RSE

Our RSE programme will be delivered in an age appropriate and sensitive manner by class teachers. Teaching is normally carried out in mixed gender groups, though some content is covered in single sex groups eg menstrual hygiene.

We aim to provide a learning atmosphere where children feel safe and relaxed, and where they feel confident to engage in discussions around potentially sensitive subjects and themes.

Ground rules in class and across the school are essential when discussing sensitive subject matter and teaching RSE. Clear ground rules are established in partnership with the class, then reinforced at the start of each relevant lesson. As a minimum, ground rules are likely to include the following guidelines:

- Listen politely to each other
- Everyone gets a turn to speak, if they want to
- Everyone has a right not to speak
- Everyone's contribution is respected
- We don't ask or have to answer any personal questions
- We use anatomically correct language when we have learnt it

Confidentiality

Pennoweth encourages children to talk to their parents and carers and will give them support to do so. Teachers cannot offer or guarantee absolute confidentiality. It is only in the most exceptional circumstances that teachers will handle information without parental knowledge and this will be grounds for serious concerns and child protection issues will need to be raised.

Dealing with sensitive issues

Teachers need to be sure that they are aware of issues that may arise out of teaching and learning about RSE. The following are protocols for discussion based lessons with children:

- No one (teacher or pupil) will have to answer a personal question
- No one will be forced to take part in a discussion
- Only the correct biological names for body parts will be used
- Meanings of words will be explained in a sensible and factual way

Right to withdraw

As previously stated, the RSE curriculum consists of both statutory and non-statutory elements:

- Parents / Carers do have the right to withdraw their children from the non-statutory/non-Science components of sex education within RSE
- Parents / Carers do not have the right to withdraw their children from statutory relationships education, health education or the Science curriculum.

A letter informing parents that RSE lessons are going to take place will be sent out ahead of the lessons taking place. On this letter will be information on how parents can reply to inform the school whether or not they wish their child to take part.

Equal opportunities

The staff at Pennoweth are committed to the view that all children are of equal value and have equal rights to education, whatever their race, gender, class, disability, learning need, age or religion.

Special educational needs

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons and a differentiated program will be provided where necessary to ensure that all pupils gain a full understanding.

Monitoring and evaluation

The governing body will review this policy bi-annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Science National Curriculum	Cornerstones coverage of Science objectives	Covered in PSHE with a link to RSE	Lifewise link	RSE
YEAR 1 Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	The basic body parts are the head, arms, legs, nose, eyes, ears, mouth, hands and feet. The five sense are hearing, sight, smell, taste and touch.	To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	Y1 – Relationships – Sex Education- My Body Belongs to Me Lessons 1 & 2	Lifewise <ul style="list-style-type: none"> • To identify, name and locate the nipples, anus, vulva, vagina, penis and testicles on a simple diagram. • To know that these are the correct scientific names for the parts of the body.
		To know who to speak to if they are concerned about their health		
		To know who to trust		
		To know who to speak to if they are feeling unhappy or uncomfortable		
		To understand self-respect and being respectful to others		
		To understand and learn the PANTS rules	N/A (NSPCC) https://www.nspcc.org.uk/globalassets/documents/advice-and-info/underwear-rule-children-guide-english.pdf	
YEAR 2 Notice that animals, including humans, have offspring which grow	Human offspring go through different stages as they grow to become adults. These include baby, toddler,	To know the process of growth in animals, including humans	Y2 – Relationships – Sex Education- My Body is Growing - Lessons 1 & 2	Lifewise <ul style="list-style-type: none"> • That animals and humans mate to reproduce. • To know some of the basic
		To know that animals, including humans, have offspring		
		To know that offspring grow into adults		

into adults. Children identify that adults have babies.	child, teenager, adult and elderly.	To understand the process of growth in animals, including humans		<p>changes in humans to support offspring.</p> <ul style="list-style-type: none"> • Understand the stages of human development in broad terms and consider female and male outward appearance during these stages. • To order a male and female according to age and development on a timeline
		To know that they can talk to a trusted adult about any concerns or questions that they may have		
		To understand and learn the PANTS rules		
YEAR 3 N/A	Humans have a skeleton and muscles for movement, support and protecting organs. Major bones in the human body include the skull, ribs, spine, humerus,	<p>To know that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food, they get nutrition from what they eat</p> <p>To identify that humans and some other animals have skeletons and muscles for support,</p>	Y3 – Sex Education – My Body, Your Body - Lessons 1 & 2	<p>Lifewise</p> <ul style="list-style-type: none"> • To consolidate understanding of the names and locations of different parts of the body, including the genitals.] • Consider how body parts

	ulna, radius, pelvis, femur, tibia and fibula. Major muscle groups in the human body include the biceps, triceps, abdominals, trapezius, gluteals, hamstrings, quadriceps.	protection and movement		grow or change to accommodate the growth or feeding of offspring
		To know that they can talk to a trusted adult about any concerns or questions that they may have	Y2 – Sex Education- My Body is Growing - Lessons 1 & 2	
		To understand and learn the PANTS rules	NSPCC https://www.nspcc.org.uk/globalassets/documents/advice-and-info/underwear-rule-children-guide-english.pdf	
YEAR 4 Learning from Year 2 will be re-introduced to discuss other animals.		To understand and learn the PANTS rules	https://learning.nspcc.org.uk/media/1387/underwear-rule-resources-lesson-plan.pdf Y4 – Sex Education – Keeping My Body Safe – Lessons 1 & 2	Lifewise <ul style="list-style-type: none"> To name body parts and know which parts should be private. To consolidate understanding of the names and locations of different parts of the body.
		To name body parts and know which parts should be private		
		To know the difference between appropriate and inappropriate touch		
		To understand that they have the right to say “no” to unwanted touch		
		To think about who they trust and who they can ask for help		
		To understand the difference between what ‘good’ touch and ‘bad’ is		
		To be able to name those in their lives that they can trust		
		To understand the		

		<p>difference between good secrets and bad secrets</p> <p>To understand the meaning of privacy and how they should keep their body private and safe</p> <p>To know what to say if they are uncomfortable, unhappy, afraid or upset by anyone else or their actions</p> <p>To know that they can talk to a trusted adult about any concerns or questions that they may have</p>		
<p>YEAR 5 Identify physical differences (external observable) between male and female humans. Introduce terms sperm and egg – meet to form embryo (new life). Children will</p>	<p>Humans reproduce sexually, which involves two parents (one female and one male) and produces offspring that are different from the parents.</p> <p>Reproduction is the process of producing offspring and is</p>	<p>To identify, locate and use the terminology for the basic parts of the human body</p> <p>To know who to speak to if they are concerned about their health</p> <p>To know that their bodies will experience puberty and what this means for their bodies and minds</p> <p>To discuss the life process of reproduction in humans</p>	<p>Y5 – SEX EDUCATION – MY BODY CHANGES – Lessons 1 & 2</p> <p>Y5 – SEX EDUCATION – MY BODY CHANGES – Lessons 1 & 2</p>	<p>Lifewise</p> <ul style="list-style-type: none"> To use the correct terminology for genitals / private parts Changes in a woman's body both inside and out as she gets older Discuss sperm production and fertilisation of the female egg cell

<p>learn how a sperm reaches an egg using the key words below. A Fertilised egg grows and develops in the womb. Research of the gestation periods of different animals and compare to humans. What changes happen between a baby and a toddler. What changes happen between a toddler and child (age 3-12). KEY WORDS - male and</p>	<p>essential for the continued survival of a species. There are two types of reproduction: sexual and asexual. Sexual reproduction involves two parents (one female and one male) and produces offspring that are different from the parents. Asexual reproduction involves one parent and produces offspring that is identical to the parent.</p>	To know about menstrual well-being and the menstrual cycle		<ul style="list-style-type: none"> • Discuss how sometimes sperm is released from the penis and that this is commonly known as a 'wet dream'. • Discuss that the penis may feel hard and grow bigger at times and that this is normal • Identify the changes associated with puberty
		To describe the changes which happen as humans age		
		To know that they can talk to a trusted adult about any concerns or questions that they may have		
		To understand and learn the PANTS rules	<p>NSPCC</p> <p>https://www.nspcc.org.uk/globalassets/documents/advice-and-info/underwear-rule-children-guide-english.pdf</p>	
		To know about why changes occur in the female body	<p>Y5 - SEX EDUCATION - MY BODY CHANGES</p> <p>Y6 - SEX EDUCATION - MY AMAZING BODY</p>	

female reproductive organs, egg, sperm, womb, vagina, penis.				
YEAR 6 N/A		<p>To know about the menstrual cycle and why and how this occurs</p> <p>To know about how puberty and the menstrual cycle might affect both mind and body</p> <p>To know about the changes in the male body as it ages</p> <p>To know that mood swings, emotions, embarrassment and feelings of insecurity and that these are normal feelings around the time of puberty</p> <p>To know about the human life cycle and the considerations to be made before creating an embryo</p> <p>To know about what a relationship is and how there are many different types of relationship in</p>	<p>Y5 – SEX EDUCATION – MY BODY CHANGES</p> <p>Y6 – SEX EDUCATION – MY AMAZING BODY</p>	<p>Lifewise</p> <ul style="list-style-type: none"> • It is about understanding when you are ready to begin an intimate or sexual relationship. • It talks about what consent means and that this is essential between individuals who are developing their relationship further. • It talks about the age of consent in the UK and the possible consequences of breaking this law.

	our society today		<p>FGM</p> <ul style="list-style-type: none"> To know that they have rights and when the law is being broken.
	To know about the qualities of a good relationship – love, care, trust and respect		
	To know that their body is their own and that they have a right to say ‘no’ to any relationship		
	Sexual reproduction and how the penis becomes hard and is carefully inserted inside the vagina		
	To know sperm is released and the possibility of these cells fertilising a female egg cell inside the vagina		
	To know about the creation of an embryo and the human gestation period		
	To know about the responsibilities, emotions and consequences of intimate or sexual relationships		
	To know that they can talk to a trusted adult about any concerns or questions that they may have		

		To understand and learn the PANTS rules	NSPCC https://www.nspcc.org.uk/globalassets/documents/advice-and-info/underwear-rule-children-guide-english.pdf	