

## **Delta Federation**

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

#### **Introduction**

Relationship Education is now compulsory in all primary schools and parents are unable to withdraw their child from this. Sex education, however, is currently not compulsory. Despite this, the Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and maturity of the pupils. This policy is set out to explain how and why RSE is taught at Brooksward School.

RSE gives pupils essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. We recognise that some parents may be uncomfortable with the thought of their children receiving sex education in primary school. Equally, we recognise it is natural for children to have questions their bodies and to be curious about where they came from. In the age of information where children in primary school have access to the internet through mobile technology, we believe it is better that children receive age appropriate answers from us rather than using their peers or the internet their base of information.

Across Delta Federation Education and RSE is taken to be:

*“the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. 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.”*

(Relationships, Sex and Health Education Guidance September 2020)

#### **Aims**

By the end of our RSE, programme we aim for the pupils to know;

- the importance of a healthy family life and that other healthy families will look different to their own.
- that marriage is legally recognised as a lifelong commitment of two people to each other.
- how to seek help or advice from others if needed they feel unhappy or unsafe in any context.
- how important friendships are to our happiness, and how to choose friends based on good characteristics.
- the importance of self-respect and respecting others, despite any differences from themselves.
- about different types of bullying, the impact of bullying and how to get help for themselves or others.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.
- the rules for keeping safe online, how to recognise risks and harmful content and how to report them.
- how information and data is shared and used online.
- about the concept of privacy and what this means for children and adults.
- that each person’s body belongs to them, and the rights that a person has around this concept.
- how their bodies will change and develop throughout puberty, and how to prepare for this.
- how human life forms are created.
- Vocabulary that enables them to talk about the facts they have learnt and their feelings about them.

## **The teaching programme for Sex and Relationship Education**

This will be implemented by creating a programme of study that is bespoke to our school and all our children. Some aspects of RSE are taught within science, and others are taught as part of PSHE under one of our three points of focus. These are: Relationships, Living in the Wider World and Health and Wellbeing. Our science and PSHE curriculum is delivered by teaching staff weekly, during a timetabled slot.

In year 6 during the summer term, children will have a timetabled session which is dedicated to sex education. For this, parents notified in advance and have the right to withdraw their child. See appendix A.

### **Legal requirements**

All schools must teach the following as part of the National Curriculum, parents do not have the right to withdraw their child/children.

### **Key Principles**

Planning for RSE follows the whole school format for all subjects. Every child is entitled to receive RSE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children.

It is our intention all children have the opportunity to experience a programme of sex and relationship education at a level which is appropriate for their age and physical development with differentiated provision if required.

### **Foundation**

Children learn about the concept of male and female and about young animals. In ongoing PSHE work, they develop skills to form friendships and think about relationships with others.

### **Key Stage 1**

- that animals, including humans, move, feed, grow, use their senses and reproduce
- that humans and other animals can produce offspring and that these offspring grow into adults.
- recognise similarities and differences between themselves and others and to treat others with sensitivity and respect.
- basics on how to maintain hygiene routines and the importance of this.

### **Key Stage 2**

- that the life processes common to humans and other animals include nutrition, movement, growth and reproduction.
- growth and reproduction.
- about the main stages of the human life cycle.
- how relationships differ and what to do when a relationship changes (on and offline).

Issues such as emotions, relationship attitudes, dealing with change and making choices are also covered, at the level appropriate to the pupil's age group.

## **Resources**

Health professionals can be a valuable source of suitable resources. There are also a range of appropriate books within the school library and science and PSHE resource areas. Resources used will be appropriate to the age and the religious background of the pupils concerned.

For year 6 scheme of work teachers use videos and resources from:

“Sense – Making sense of Growing up and keeping safe for Key Stage 2”

## **Teaching and Learning**

In the foundation stage, KS1 and the early stages of KS2, teachers will seek to answer questions openly and appropriately. The teachers’ personal knowledge and understanding of the child will be a guide. We recognise that some children have given little thought to such issues and would not be ready for detailed explanations. Proper consideration also needs to be given to religions and cultural factors and to the wishes of parents.

For the teaching of the sex education programme in year 6, the children will normally be taught by two teachers together at the same time, with boys and girls being taught separately.

A range of teaching strategies is employed, from lead lessons followed by class discussion, group work, role-play and individual activities. Various resources are used, including videos. The material will be handled with sensitivity at all times. The children will be given opportunities to ask questions during lessons, or if they prefer in private. The staff will give honest, straight forward and clear answers. Some questions may be referred to the children’s parents. External Healthcare professionals may be asked to teach or discuss certain aspects of Sex and Relationships with the children.

A “post box” will be made available for pupils who may not feel able to raise issues personally. The teacher will ensure a suitable response within the following sessions where ever possible and appropriate.

## **Implementation through inclusion, including meeting the needs of SEND pupils**

Our teachers provide learning opportunities matched to the individual needs of all children including those with special educational needs and disabilities. RSE is taught inclusively to all children regardless of their race, religion and gender, whilst at the same time addressing the need for equal opportunity. The PSHE curriculum is in line with the single equality duty policy. Staff will ensure that no judgement will be passed on the lifestyles and choices made by others. If a safeguarding issue is raised, staff are required to follow the correct safeguarding procedure and safeguarding policy.

## **Implementation through resources**

Resources for RSE are stored centrally so all teachers have access to them. The PSHE curriculum leader will regularly review resources and obtain, within the constraints of the allocated budget, additional resources as necessary.

## **Implementation through Professional Development and Training**

The PSHE subject leader ensures they are kept informed of relevant changes to aspects of PSHE curriculum. The subject leader will support colleagues in the teaching of RSE by giving them information about current developments in the subject and providing a strategic lead and direction for the subject in school. The subject leader for PSHE will monitor the planning and delivery of sex education – both the use and effectiveness of the schemes of work for year 6 and the cross-curricular aspects. Class teachers will also review the programmes and seek feedback from parents. Ongoing training will be offered to staff as appropriate.

## **Right to withdraw**

All schools must teach the objectives set out within the National Curriculum Relationships Education, parents do not have the right to withdraw their child/children. All parents are informed that sex education will be taking place and a summary of the content will be available on request. Parents will be invited to preview any video material that will be shown to the children prior to the teaching and learning taking place. Parents have the right to withdraw their child/children from any units of work which fall outside of these objectives. Parents considering withdrawing their child are asked to discuss this with the teacher or Headteacher.

## **Specific Issues Statement**

Confidentiality: - before the sessions begin the matter of confidentiality will be negotiated with the pupils. The children will be given opportunities to ask questions or make comments privately to staff. A sealed box for anonymous questions is also provided.

Teachers will respect matters shared between pupils and staff, however it will be made clear that any issues of possible abuse or breach of law will have to be shared.

## **Child Abuse Procedures**

Any possible incidents disclosed or uncovered must be reported immediately to the Headteacher, who is the designated member of staff for Child Protection and dealt with under the school policy for child protection

Policy to be reviewed bi-annually.

T Bertans      PSHE Leader  
Jen Swain      Headteacher

July 2023  
Governors Approved:

## **APPENDIX 1**

## **Programme Year 6**

The sex education will take place over a number of sessions during Year 6 as part of the Health Module and will cover the following areas: -

Growing up and Responsibilities

Body Changes

Sexual intercourse and Relationships

### **Growing Up and Responsibilities**

The children will consider their role in the family, their position as oldest, youngest or only child and the advantages and disadvantages that they have felt. They will consider at what chronological age they think people become children, teenagers, young adults, middle aged and old. They will become aware that we are all different and grow at different rates. We may want to act independently but need to understand the responsibilities to people who are close to us and that may know of dangers that we have not seen and may not agree with our actions, (that parents say “no” for a reason). The children will consider how they would like to be (how they would like their future partner to be) when they “grow up” regarding looks, health and personality. They will become aware that not everyone becomes “grown up” at the same age, that adults have responsibilities and that they may voice their worries about becoming “grown up”. The children will look at different uses of the word “falling” and the “falling – in” and “falling – out” of love and people they love and will realise that people may respond by returning love but objects will not. There will be lots of opportunity for discussion about emotions during puberty and ways of coping with them.

### **Body Changes - “Puberty”**

Through the use of video materials children will:

- Consider the ways in which they have changed since they were babies, focusing on appearance, personality and relationships.
- Explore the idea that puberty is a natural change that happens to everyone at different times
- Understand what puberty is and the changes that happen in both boys and girls
- Observe the changes in boys and girls such as growing, changes to the skin, emotions, hair growth around the genitals and other parts of the body
- Understand the concept of masturbating as natural act that some people wish to explore
- Understand the changes of the penis during puberty including erections and the terms “ejaculation” and “wet dream”.
- Consider how the womb works, in particular what periods are and how some women choose to use different sanitary products.

### **Sexual Intercourse and Relationships**

This programme describes very clearly that having sex or/and making babies requires huge emotional maturity, thought, commitment and is a huge responsibility.

Through the use of video materials children will:

- Explore what is meant by the term love.
- Understand what sexual intercourse is and what it means to different people in different cultures and religions.
- Consider what homosexuality is.
- Explore the question “Where do babies come from?”
- Understand some different forms of contraception that some people use.

- Consider how some people have sex because it can be enjoyable.

## **Vocabulary**

This programme will introduce biological vocabulary such as:

Puberty, hormones, testicles, breasts, vagina, periods, sperm, egg, genitals, masturbating, penis, erection, sex, ejaculate, ejaculation, ovaries, fallopian tube, womb, fertilized, lesbian, gay, condom, pregnancy, contraception

Other language may come up during questioning.

## **Monitoring and Evaluation**

This will take place according to the procedure detailed in the policy document.

## Appendix 2

### PSHE and RSE Education – Information to Parents

From September 2020, schools in the UK began a new curriculum for Relationships and Health Education. Across Delta Federation, we deliver this as part of our broad and balanced curriculum through our weekly PSHE sessions and curriculum. During this, we will explore the themes of Relationships, Health and Wellbeing and Living in the Wider World in order to support our children to become healthy and responsible members of society who understand the issues facing them.

The purpose of this document is to inform you of what your child will be covering as part of this curriculum and give you the opportunity to ask any questions you may have.

Our children will explore the following areas:

	<b>Units</b>	<b>Description</b>
<b>Fo un da tio n er an d</b>	Self-confidence and awareness Managing feelings and behaviour Making relationships Safety of themselves and others	<b><u>The children will explore:</u></b> activities they like and dislike how, when and where to get help and support how they and others show feelings how to respond to others' feelings their behaviour and its consequences changes and how we adjust to them how to make and maintain relationships with others
<b>Ye ar s 1 an d</b>	<b><u>Health and Wellbeing</u></b> Ways of keeping physically and emotionally safe Healthy living Managing change and transition Influences on health and Wellbeing	<b><u>The children will explore:</u></b> -the benefits of a healthy lifestyle -dangerous items and safety, including E-Safety -a range of changes and how they make us feel -their strengths and weaknesses and how to set goals -how to manage feelings to improve our mental health -basics of hygiene and how to keep ourselves healthy
	<b><u>Living in the wider world</u></b> Rights and responsibilities Money and enterprise Belonging to different groups and communities Respecting and protecting the environment	<b><u>The children will explore:</u></b> -human and children's rights and the responsibilities that go along with them -the purpose of money and consider bias in advertising -belonging in different groups and how people are similar as well as different - how we are unique and what makes us special -natural and built environments and how to care for living things -how to make a 999 call in an emergency
	<b><u>Relationships</u></b> Feelings and emotions Anti- bullying Behaviour (fair and unfair, kind and unkind, what is right and wrong) Respect for self and others	<b><u>The children will explore:</u></b> - emotions in themselves and others -how to respond to others when they are experiencing a range of emotions - their likes and dislikes. -types of bullying and how to respond to unkind behaviour -how to behave in a range of situations and how their behaviour impacts others.

<p><b>Ye ar s 3 an d</b></p>	<p><b><u>Health and Wellbeing</u></b>  Managing risks to physical and emotional health and wellbeing  Achievements, strengths and aspirations  Healthy lifestyle  Substances  Keeping physically and emotionally safe</p>	<p><b><u>The children will explore:</u></b>  how to recognise strengths that they have and how to face new challenges positively.  what contributes to a healthy lifestyle, including mental health - what negative peer pressure is and strategies on how to resist it.  careers they would pursue and the idea that different skills are required for different jobs.  how habits form over time  how legal substances can damage health and that some are restricted in particular contexts eg. alcohol can be bought at 18 years old - how some substances are illegal</p>
	<p><b><u>Living in the wider world</u></b> Topical debates, problems, events  Money and managing it  Respect, diversity and equality  Respecting and protecting the environment</p>	<p><b><u>The children will explore:</u></b>  how to positively share an opinion but also to listen to an opposing opinion.  their own rights and know we have a responsibility to ensure everyone has access to their rights  the range of national, regional, religious and ethnic identities that are in the UK and community  the purpose of money and begin to understand the role loans, tax and interest play on finances  local and global issues facing society</p>
	<p><b><u>Relationships</u></b>  Positive and healthy relationships  Risky or negative relationships  Respect and relationships  Working together  Boundaries and relationships</p>	<p><b><u>The children will explore:</u></b>  a variety of relationships (family units, friends, associates) and knowing what makes a healthy relationship - our rights around marriage  the idea that bullying is regular targeted unkindness and knowing how to respond to it  how our actions affect others  personal boundaries</p>
<p><b>Ye ar s 5 an d</b></p>	<p><b><u>Health and Wellbeing</u></b>  Managing change, including puberty  Transition  Keeping safe  E-Safety</p>	<p><b><u>The children will explore:</u></b>  having self-worth and how to show that they value the worth of others.  the changes that are associated with puberty  how to deal with transitions (between key stages and schools), loss, separation, divorce and bereavement  how to make healthy choices which suit their personal lifestyle.  factors that contribute to peer pressure  how to protect themselves and their body. This includes discussions around the crime of FGM (Female Genital Mutilation).  how to be safe online including password, photo and data protection and where to get help when necessary  how it is common for people to experience mental ill health  how to report concerns or abuse  that it is a crime to share some images and content</p>
	<p><b><u>Living in the wider world</u></b>  Respect diversity and equality  Enterprise  Discrimination  Communities and identities</p>	<p><b><u>The children will explore:</u></b>  jobs that they are interested in and the skills required for those jobs - topical events which impact our lives  the importance of equality and diversity  how rules in society are made and how this can impact our lives  -the range of national, regional, religious and ethnic identities in the UK and describe some of the different beliefs and values in society  identify how resources can be allocated in different ways and how this can affect individuals, communities and the sustainability of the environment  identify the differences between real and fake news and how to identify it - that anti-social behaviours have consequences</p>



<p><b><u>Relationships</u></b>  Consequences of discrimination, teasing, bullying and aggressive behaviours  Equality and diversity in relationships  Working together  Relationships and boundaries</p>	<p><b><u>The children will explore:</u></b>  that it is a crime to force someone into marriage  how to recognise what stereotyping and aggression are and understanding the impact that it might have on an individual - growth and fixed mind-sets  factors which impact emotional well-being and how to cope with changes in emotional well-being, including mental health  that all family groups are unique  that there are different types of relationships and families, including same sex relationships  different relationships in their lives and how to maintain them  reasons for and consequences of bullying and appropriate ways to address it - the impact bullying has on people's lives and the consequences of this, including online bullying</p>
--	---

## Appendix 3

### Year 5/6 further information for Parents

During the Summer term, children in Years 5 and 6 in the Delta Federation will learn about Sex Education.

In Year 5,

through the Science curriculum (statutory), the children will learn about the changes humans go through as they age, including puberty. Through PSHE lessons, the children will then explore how these changes may make them feel and how to manage these feelings.

In Year 6, the children will learn about human reproduction, including conception and pregnancy in a series of PSHE sessions (non-statutory) detailed below.

<b>Year 5</b>
<b>Science – Animals including Humans (statutory)</b> Lesson 4: To understand the changes humans go through in puberty
<b>PSHE - Managing change, including puberty, transition and loss</b> Lesson 5: To understand how our body will change as we get older and move through puberty (focus on emotional changes/hormones and how to manage these feelings)

<b>Year 6</b>	
<b>Lesson</b>	<b>Objectives and Outcomes</b>
1 - Statutory	<u>LI: To explore the emotional and physical changes that occur during puberty (revision)</u>  Children: <ul style="list-style-type: none"> <li>• Can identify the physical, emotional and behavioural changes that occur during puberty for both males and females</li> <li>• Understand that puberty is individual and can occur anytime between 8-17</li> <li>• Understand that body changes at puberty are a preparation for sexual maturity</li> </ul>
2 – Non-statutory	<u>LI: To understand human reproduction in the context of the human life-cycle</u>  Children: <ul style="list-style-type: none"> <li>• Understand that sexuality is expressed in a variety of ways between consenting adults</li> <li>• Know that sexual intercourse may be one part of a loving relationship</li> <li>• Can explain how babies are made</li> <li>• Can name the male and female sex cells and reproductive organs</li> </ul>
3 - Non-statutory	<u>LI: To explore the process of conception and pregnancy</u>  Children: <ul style="list-style-type: none"> <li>• Describe the decisions that have to be made before having a baby</li> <li>• Know the key male and female body parts associated with conception and pregnancy</li> <li>• Can define conception and understand the importance of implantation in the womb</li> <li>• Know what pregnancy is, where it occurs and how long it takes</li> </ul>
4 - Non-statutory	<u>LI: To understand the roles and responsibilities of carers and parents</u>  Children: <ul style="list-style-type: none"> <li>• Can identify some of the skills and qualities needed to be a parent and carer</li> <li>• Understand the variety of ways in which parents and carers meet the needs of babies and children</li> <li>• Can recognise that both men and women can take on these roles and responsibilities</li> </ul>

## **FAQs**

### **What is PSHE education?**

PSHE stands for Personal, Social, Health Education.

Schools, in partnership with parents, have a vital role in preparing children and young people to negotiate the challenges and opportunities of an increasingly complex world. PSHE is the school subject that deals with real life issues affecting our children, families and communities. It supports pupils to be healthy (mentally and physically); safe (online and offline) and equipped to thrive in their relationships and careers. PSHE education helps all children and young people achieve their fullest potential.

### **Do all schools teach PSHE education?**

From September 2020, Relationships and Health Education are statutory and must be taught to all pupils through the PSHE curriculum.

### **Does my child have to take part in all units?**

Children cannot be withdrawn from the lessons covering Relationships Education. These units support the children to be healthy (mentally and physically); safe (online and offline) and equipped to thrive in their relationships and careers. In year 6, we cover basic sex education. Parents will be told about this in advance and are able to request that their child be withdrawn from these lessons. If this is the case, a member of staff will call you to discuss this further.

### **As a parent, how can I support my children's PSHE education?**

The personal, social, health and economic development of our children is achieved through partnership between school and the family. To support your children, you could:

- Go to information events for parents about the school's approach to PSHE related issues
- Talk with your children about the issues explored in PSHE education and encourage them to ask questions.

If you have any concerns about PSHE education or are worried about your child, do speak to their teacher.

### **What kind of relationships will we talk about?**

We will talk about relationships and families and how they might look different to each other but are equally valued and that families of many forms provide a nurturing environment for children. Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents / carers amongst others.

### **What is FGM?**

Female genital mutilation (FGM) is a procedure where the female genitals are deliberately cut, injured or changed, but there's no medical reason for this to be done. We will discuss the fact that it is a crime and that all children have rights in regards to their bodies. FGM also known as female circumcision or cutting, and by other terms, such as sunna, gudniin, halalays, tahur, megrez and khitan, among others. FGM is usually carried out on young girls between infancy and the age of 15, most commonly before puberty starts.

For more information on this, please visit <https://www.nhs.uk/conditions/female-genital-mutilation-fgm/>

### **What is covered under 'changes that are associated with puberty'?**

Within our managing change curriculum, we will discuss the way our bodies change as we are getting older for example, hair growth, voice changes and hormonal changes. We will discuss hygiene and how to keep ourselves clean and healthy. Puberty is also covered as part of our Science curriculum. This is a statutory part of the curriculum and children cannot be withdrawn from this.

### **Which legal and illegal substances are covered?**

Within our 'Substances' unit in years 3 and 4, children will learn what is meant by the term 'habit'. This will be related to their own experiences. For example, thumb sucking or swinging on a chair. They will explore the idea that it can be hard to change a habit. Once they understand the term 'habit', it will be linked to other habits that they may have seen adults engage with such as drinking alcohol, smoking tobacco or even drinking energy drinks. They will then learn that although these are all legal substances and that adults are allowed to consume them, they can damage a person's immediate and future health due to the effect that they have on the body. The children will learn that some of these are restricted based on age, such as paracetamol. We will then discuss the idea that some drugs are illegal and why they are classed in this manner.

**What should I do if I don't agree with a unit?**

If you have any concerns with any aspect of our curriculum, please speak to your class teacher or a member of school staff.

We hope that you have found this information informative. If you would like to discuss any of the content further, please contact the school office who will arrange for a member of staff to contact you.