



## **Belvoirdale Primary School**

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

Agreed by Governing Body: \_\_\_\_\_

Date: \_\_\_\_\_

To be Reviewed: \_\_\_\_\_ As required \_\_\_\_\_

**Introduction:**

We refer to RSE (Relationship and Sex Education) as we place the emphasis upon relationships, supporting pupils understanding and skill in developing positive and healthy relationships. High quality RSE education helps us to provide a community in which pupils can grow, learn, and develop positive, healthy behaviour and attitudes for life.

It is important that RSE starts early and is relevant to pupils at each stage in their development and maturity. Belvoirdale's overarching aim is for the children to understand the importance of family life, stable relationships, respect and care for others and ourselves.

RSE encompasses a whole variety of key life skills such as; forming and maintain friendships, being confident, being assertive and recognising that we all have choices.

**Aims:**

This policy aims to clarify the content and the manner in which RSE is delivered in this school. Our RSE content is taken directly from guidance set out from the Sex and Relationship Education Scheme of Work for the Early Years Foundation Stage, Key Stage 1 and Key Stage 2. Written by Caroline Davies – who is a Healthy Schools Advisor for Leicestershire and other national local authorities.

The scheme selected is designed to not only ensure age appropriateness but to also complement our ongoing PSHE curriculum and to intertwine with our science curriculum.

**Curriculum:**

Children are exposed to information and messages from T.V, internet, film, music videos, books and magazines. They are influenced by family and friends and significant adults. Part of our role is to ensure that children are able to understand and not misinterpret the information they acquire and to provide safe contexts where they are able to consider and evaluate the information they receive.

The RSE curriculum is carefully designed to be appropriate to pupils' ages and stages of development, and includes a strong safeguarding element. We will ensure that the RSE education Belvoirdale pupils receive, is age appropriate and only exactly what is within the recommended guidance. Although the pupils may be in a split year group class for RSE, they will be taught as individual year groups.

Belvoirdale's RSE education is very clear; parent booklets explain exactly what is taught within each year group. This includes the topics and the objectives covered. These booklets can be found in the appendix to this policy and are also available on the school website: <http://www.belvoirdale.org/sex-and-relationship-education>

Each RSE session is delivered in a sensitive and thoughtful manner, each week in individual year groups for a recommended time of a maximum 20 minutes. Pupils will work in mixed

and occasionally single gender groups if it is appropriate. See Appendix 1 for coverage and objectives.

### **Monitoring and Evaluation:**

The PSHE subject leader will be responsible for the overseeing the implementation of RSE. The subject leader and teachers within each phase are responsible for ensuring that the provided scheme of work is covered within their year groups. Although there is rarely written work in relation to RSE, teachers will record each session in their year group RSE book. This will provide a learning journey showing what has been discussed.

### **Safeguarding and Child Protection**

RSE plays a vital part in meeting schools' safeguarding obligations. *Ofsted* is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.

Belvoirdale recognise that because effective RSE may alert children to what is appropriate and inappropriate sexual behaviour, there is an increased possibility that a disclosure relating to abuse may be made:

If a disclosure happens, please refer to the school's Child Protection Policy (safeguarding) for the appropriate procedures.

### **Working with Parents/Carers and the School Community:**

Parents and carers are the key figures in supporting their children through the emotional and physical aspects of growing up. Belvoirdale will seek to work in partnership with parents and carers when planning and delivering RSE. Belvoirdale will encourage this partnership by:

- a. *Informing parents and carers by giving them a booklet of what RSE their child will be taught*
- b. *Inviting parents to learn more about resources and activities used in RSE*
- c. *Gathering parents' views on the RSE following a parent meeting*
- d. *Informing parents and carers about the RSE programme on the school website*

### **Withdrawal:**

Parents have the right to withdraw their child from the teaching of RSE, unless the teaching and learning contains other statutory content within another part of the National Curriculum such as science. Areas for which a child cannot be withdrawn are listed within the year group booklets and under the heading of objectives within this policy,

Belvoirdale encourages parents to discuss any concerns at the earliest opportunity with the class teacher and the headteacher. If a parent wishes their child to be withdrawn from Relationship and Sex Education lessons, they should write a letter to explain their reasons for withdrawal, making it clear which aspects of the programme they do not wish their child to participate in. They will then be invited to a meeting with the Headteacher so that both parties are clear on the agreed outcome.

**RSE policy review:**

As part of effective RSE provision, the RSE policy will be reviewed as required to ensure that it continues to meet the evolving needs to pupils, staff and parents and that is in line with the latest government guidance.

The policy will be reviewed by the RSE leader and approved by the governing body.

# Appendix

**Coverage and objectives:**

***Foundation Stage pupils are taught the following:***

## **Myself and Others**

We will be thinking about seeing and expressing some feelings and recognise that how we feel can affect other people.

**Learning outcomes:**

- To begin to have identified some of their feelings and recognised some of the ways they express them
- To recognise how our feelings can influence our friendships
- To realise that their behaviour (words and actions) can affect other people.

## **Family Networks**

We will be able to identify who we can talk to at home and at school, and how to ask for help.

**Learning outcomes:**

- To have identified family members and friends and the roles that they play.
- To know who they can talk to at home and in school.

## **Body Awareness**

Be able to discuss how they have grown from babies, and explain how everybody is similar but different, using correct terms of the body.

**Learning outcomes:**

- To know that humans produce babies that grow into children and then into adults.
- To consider the ways they have changed physically since they were born
- To begin to recognise the proper names for the external parts of the body
- To be able to describe some of the functions of some of the parts of the body.

## **Hygiene**

Know why it is important to keep clean and be able to discuss what you can do to keep yourself clean.

**Learning outcomes:**

- To explain why it is important to keep clean.
- To understand some basic hygiene routines.
- To understand some areas in which they can look after themselves e.g. dressing and undressing independently

## ***Year 1 pupils are taught the following:***

### **Myself and Others**

We will be recognising that everybody is special, and although we are similar, we are different and its ok to enjoy doing different things.

#### **Learning outcomes:**

- To know the importance of valuing oneself.
- To begin to realise that everyone is different and that this is ok

### **Body Parts**

We will be naming the external parts of the body, including the vagina and penis using correct terminology and identifying the differences between boys and girls.

#### **Learning outcomes:**

- Name the external parts of the body, including the vagina and penis, and identify the differences between boys and girls.

### **Family**

Understanding that families have special roles in children's lives and how they care for each other.

#### **Learning outcomes:**

- Describe their family circumstances, recognising that families are different for everyone.

### **Friendships**

We will be exploring what friendship is and how to keep a friendship.

#### **Learning outcomes:**

- To describe who a friend is and what a friend does.
- To demonstrate some skills needed to make and maintain friendships.

### **Choices**

We will be exploring how in life we have choices.

#### **Learning outcomes:**

- To recognise that some choices will be wrong and other choices will be right
- To identify a simple way for decision making.

## ***Year 2 pupils are taught the following:***

### **Body Development:**

**This topic is part of the Science National Curriculum and must therefore be delivered**

In this unit we will be exploring: knowing that adults have babies, which will grow into children. We will be looking for children to be able to describe some of the ways they have changed and developed since they were babies.

### **Learning outcomes:**

- To learn that humans produce babies, which grow into children and then into adults
- How they have changed and developed since they were babies.

### **Looking after the body**

We will be discussing why it is important to keep clean, to know when they need help to keep clean and be able to demonstrate some personal hygiene routines.

### **Learning outcomes:**

- To be able to describe and carry out basic hygiene routines.
- To describe how to look after particular parts of the body.

### **Safety:**

Understand what personal space means. We will also identify what are acceptable and not acceptable touches and be able to identify sources of help.

### **Learning outcomes:**

- To have considered personal space
- To know that my body belongs to me.
- To have considered touches that we like and do not like e.g. how pushing would hurt but a hug is comforting
- To have identified people we can talk to.

### **Secrets:**

Identify and discuss the difference between a good and bad secret, demonstrate the skills needed to say 'no' and know who they can ask for help.

### **Learning outcomes:**

- To have considered good secrets and bad secrets.
- To have identified who they can talk to and ask for help if needed

## ***Year 3 pupils are taught the following:***

### **Self Esteem**

In this unit we will be discussing children's own individual strengths and abilities and identifying an area that can be improved and strengthened.

#### **Learning outcomes:**

- To see oneself as special, to recognise strengths, abilities and personal characteristics.
- To have begun to build self-esteem and confidence by looking at their skills and achievements.
- To begin to identify personal areas that need improvement.

### **Differences and Similarities**

In this unit we will be recognising that humans have differences and similarities that arise from a number of factors including cultural, ethnic, racial and religious diversity, gender and disability.

#### **Learning outcomes:**

- To consider factors that contribute to their own identity.
- Consider similarities and differences between people in their community.
- Understand that people's actions and responses will be affected by different factors.
- Be able to recognise and challenge some stereotypes

### **Decision Making**

In this unit we will be thinking about what decision making is and what consequences are.

#### **Learning outcomes:**

- To be able to demonstrate simple decision making strategies.
- To know that there are consequences for every decision.

### **Safety**

We will be exploring how pressure comes from a variety of sources and learning techniques to resist pressure.

#### **Learning outcomes:**

- To be able to identify potential pressures in different environments.
- To recognise that pressure to behave in an acceptable or risky way can come from a variety of sources, including media and people they know.
- To demonstrate basic techniques to resist pressure.
- To know who they can go to for support and help.

## ***Year 4 pupils are taught the following:***

### **Emotions**

In this unit we will be describing how a range of emotions affect us.

#### **Learning outcomes:**

- To identify and recognise in themselves a range of different emotions.
- To understand how their emotions affect their interactions with other people.
- To give examples of their actions which can affect the emotions of other people.
- To appreciate that their emotions can lead them into risky situations.

### **Changes**

We will understand that change occurs all the time and some changes affect us.

We will also be discussing physical changes and reassuring children that changes might happen at different times for different people and that this is ok.

#### **.Learning outcomes:**

- To appreciate that over time we change, physically and emotionally.
- To consider changes that can take place in our lives and those of others.
- To appreciate that as we change we are able to do different things and take on different responsibilities.

### **Assertiveness**

We will be exploring how assertiveness is a key skill needed in relationships, and in everyday life. By understanding what assertiveness means and by being able to practise assertiveness in a safe, non-threatening environment, we will enable children to use this skill in everyday life.

#### **Learning outcomes:**

- To understand and be able to use assertiveness skills.
- To have practised being assertive in different situations.

## ***Year 5 pupils are taught the following:***

### **Relationships:**

We will be discussing a range of family relationships; describing the different qualities associated with friends and with family. Within the unit we will discuss the meaning of the word 'love' and the different meanings 'love' has e.g. loving your friends, family and hobbies. We will also be developing our skills to prevent conflict between friends.

### **Learning outcomes:**

- To have explored some of the differences in relationships between friends and family.
- To be able to consider and discuss a range of family types including homosexual/lesbian parents, single parents, foster carers
- To have considered the meaning of the word love and the variety of different meanings that it has
- To have considered how other people feel in some situations and how this helps or hinders friendships
- To have practised skills needed to maintain relationships

### **Support networks:**

We will be identifying people in the children's immediate support network and beyond, and those that they can ask for help from, in certain situations.

### **Learning outcomes:**

- Identify people in their support network and describe why they are special to them.
- Demonstrate that they know how to ask for help and support.
- Identify whom to ask for help in certain situations.
- Identify some sources of outside support beyond their immediate network
- Identify possible risks in seeking support and how to manage these.

### **Puberty and Hygiene**

**This topic is part of the Science National Curriculum and must therefore be delivered**

Within the unit we will be understanding the importance of keeping clean and be able to name the sexual and reproductive parts of the human body using correct terminology. In addition we will discuss the main physical and emotional changes in puberty for boys and girls.

### **Learning outcomes:**

- To name the main male and female internal and external sexual reproductive parts, using the correct terminology.
- To be aware that puberty occurs at different times for different people and be able to explain why.
- To identify and describe the main physical and emotional changes that takes place at puberty for boys and girls.
- To be able to identify and understand how hygiene needs change during puberty.
- To make clear the link between changes at puberty, sexual intercourse and the start of a baby.

- To explore girls perceptions of boys and boys perceptions of girls in a variety of situations.

### **Reproduction and Pregnancy**

**This topic is part of the Science National Curriculum and must therefore be delivered.**

We will be discussing how conception occurs and the main stages of development of a baby in the uterus.

#### **Learning outcomes:**

- To be able to explain how conception occurs in humans.
- To understand that many people use contraception to control when they have children and how many they have.
- To be aware of the stages of development of a baby in the uterus.
- To be able to discuss some of the responsibilities of parenthood.

## ***Year 6 pupils are taught the following:***

### **Resolving Conflict in Relationships**

We will describe different types of conflict; explain what factors help or hinder conflict situations and begin to identify a win win situation.

#### **Learning outcomes:**

- To be able to describe different types of conflict
- To explain actions help and hinder conflict situations.
- To be able to recognise a win / win situation.
- To know how to respond in these situations.

### **Taking Risks**

We will identify risks in specific situations; recognise what influences your decisions and demonstrate assertiveness skills in the face of different pressures.

#### **Learning outcomes:**

- To be able to identify some risks in specific situations.
- To be able to identify what influences their decisions.
- To understand how self-confidence, communication skills and assertiveness can help them to keep safe.
- To have practiced voicing their concerns and their choices in the face of different pressures.

### **Stereotyping**

We will understand what stereotyping is; discuss how the media portrays stereotypical images and have demonstrated skills in challenging stereotypical views.

#### **Learning outcomes:**

- To be able to define what stereotyping is.
- To be able to identify when stereotyping occurs.
- To have explored media – music, television, magazines etc – portrayal of stereotypical images.
- To have practiced challenging stereotypical views in a safe environment.

### **HIV**

We will know what HIV and AIDS mean and identify how HIV is transmitted. We will discuss how HIV positive people are portrayed and identify how they can help / support people who are HIV positive.

#### **Learning outcomes:**

- To explore the myths and misconceptions about HIV and AIDS.
- To learn correct information about HIV.
- To discuss how HIV can and cannot be transmitted.
- To explore prejudice and discrimination in relation to HIV and AIDS.

To identify ways in which they can help and support those who are HIV positive or who have AIDS