

The Michael Syddall Church of England (Aided) Primary School

Relationships and Sex Education (RSE) Policy

(Incorporating Relationships and Health Education)

Policy reviewed – February 2021

Policy to be reviewed – February 2022 (or sooner if required)

From September 2019, our school has adopted the Relationships, Relationships and Sex Education (RSE) and Health Education Statutory Guidance which is due in all schools in September 2020. Our PSHE Framework outlines objectives relevant to relationships and health education (as well as being outlined in this policy). This policy focusses on Relationships and Sex Education.

Relationships and Sex Education remains the only part of this statutory teaching that parents have the right to withdraw their child from. However, we encourage discussion with the school, class teacher and head teacher before this decision is finalised.

What Is Relationships and Sex Education?

Relationships and Sex Education is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

Defining Relationships Education:

The Department for Education defines relationships education as, *'teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults.'*

However, we believe relationships education is designed to help children to develop the skills to recognise and manage healthy relationships both online and in the real world. It is designed to build self-esteem and to explore personal identity.

It is about helping children understand and make sense of the world they are growing up in; to recognise the differences and similarities between their peers and their families; to understand the fact every human being is unique and has the right to be respected. There are many different family structures and all children have the right to feel safe.

Relationships education has been shown to help keep children safe by allowing them to understand appropriate and inappropriate touching, to realise that their body is special and belongs to them. It is about building the foundations of an understanding of consent and personal boundaries; in that no one has the right to touch them in a way they don't like but also the difference between public and private behaviours.

It is important for children to know the names and functions of their body parts and to be reassured it is natural to be curious about them. Indeed, by teaching children the correct terms for their private body parts, children are proven to be safer from abuse.

In addition, we believe that relationships education helps children to develop their vocabulary and emotional literacy to enable them to talk about and manage their feelings. It helps children build their own support networks and the confidence to ask for help when they feel unsafe. This is a required element of the Health Education Guidance.

Defining Sex Education at primary school:

Although The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made Relationship Education compulsory in all primary schools, Sex education is currently **not** compulsory. However, 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.

As set out in the guidance it is up to individual schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. We, like many other schools, already choose to teach some aspects of sex education and will continue to do so. Our Sex Education lessons, which are supplementary to the statutory learning outcomes set out in the Key Stage 2 Science curriculum, are solely for children in Year 6 and are delivered through the **HSE Busy Bodies** materials. These sessions answer the question: How are babies made? In an age-appropriate way, they explain sexual intercourse, how conception occurs, pregnancy and birth. Parents are always invited to view these materials prior to the lessons starting.

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 completely natural for children to have questions about sex, 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 than it being left to their peers or the internet.

In our school, sex education is an opportunity to answer children's questions about where they came from, an opportunity to explore their own stories and to be clear about how a baby is conceived and formed as set out in human life cycle which is covered through the national curriculum for science. Furthermore, it should ensure that all children are prepared for both the physical and emotional changes of puberty including menstruation. Children need to understand how both girls' and boys' bodies function and change as they grow into adults.

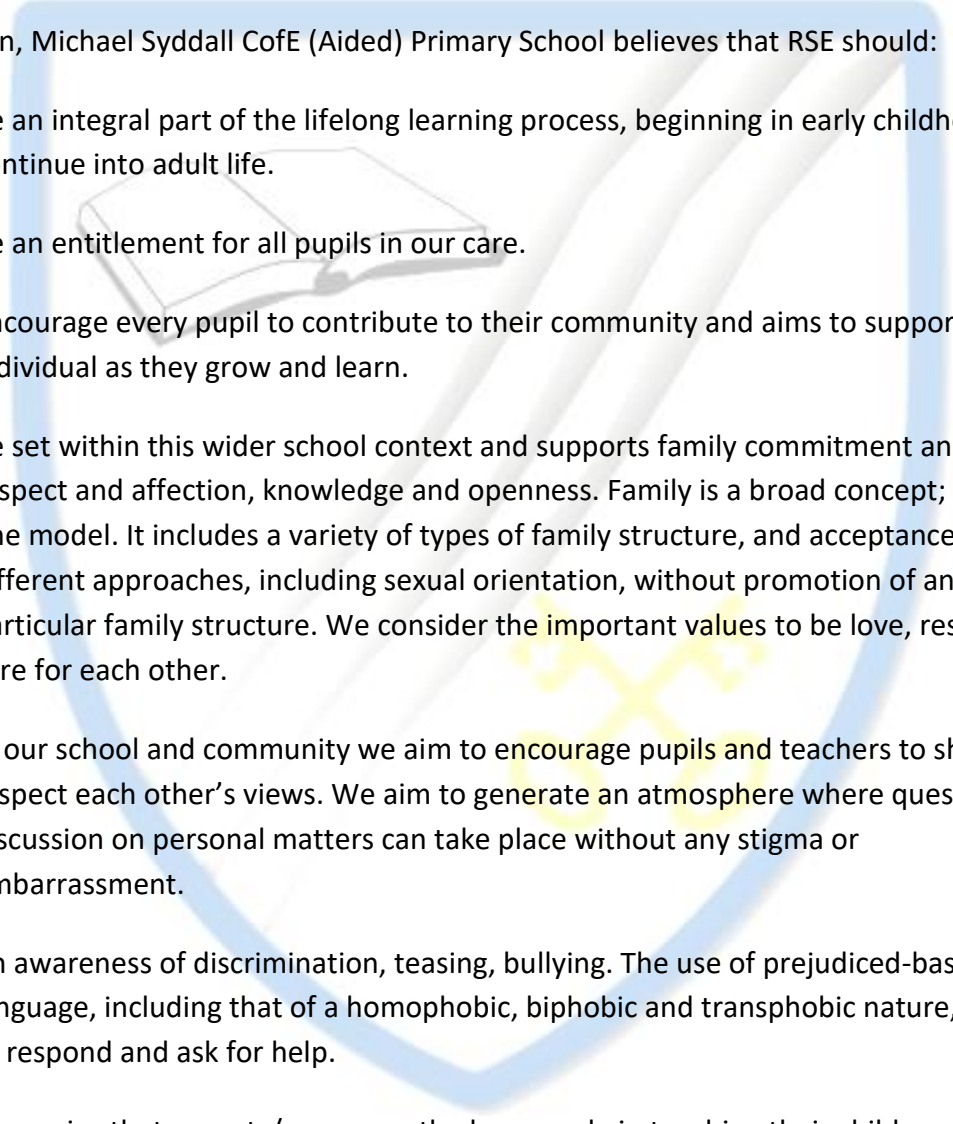
We believe that sex education should allow children a safe space to ask the questions they may have without shame or judgement. Starting learning in primary school is the best way

of preventing the topic of sex, reproduction and private body parts of becoming taboo and children from becoming embarrassed by the topic.

We believe it is the duty of our school to give our young people the learning that will enable them to live safe, fulfilled and healthy lives. This includes ensuring that they have the skills to keep themselves safe from harm and develop positive and healthy relationships, free from exploitation pressure or abuse.

Principles and Values

In addition, Michael Syddall CofE (Aided) Primary School believes that RSE should:

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- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
 - Be an entitlement for all pupils in our care.
 - Encourage every pupil to contribute to their community and aims to support each individual as they grow and learn.
 - Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model. It includes a variety of types of family structure, and acceptance of different approaches, including sexual orientation, without promotion of any particular family structure. We consider the important values to be love, respect and care for each other.
 - In our school and community we aim to encourage pupils and teachers to share and respect each other's views. We aim to generate an atmosphere where questions and discussion on personal matters can take place without any stigma or embarrassment.
 - An awareness of discrimination, teasing, bullying. The use of prejudiced-based language, including that of a homophobic, biphobic and transphobic nature, and how to respond and ask for help.
 - Recognise that parents/carers are the key people in teaching their children about relationships, growing up and sex.
 - Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, other mentors or advisers.

Whilst as a school we are aware we need to be mindful of and respectful to a wide variety of faith and cultural beliefs, and we will make every attempt to be appropriately sensitive; equally it is essential that young people still have access to the learning they need to stay

safe, healthy and understand their rights as individuals. This must include clear, impartial scientific and factual information. Furthermore, all teaching should reflect the law as it applies to relationships, marriage, adoption and care.

We acknowledge that all young people deserve the right to honest, open and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

Legislation

This policy was produced and then updated following guidance from the [Department for Education \(Relationships Education, Relationships and Sex Education \(RSE\) and Health Education 2019\)](#) and through consultation with our staff, governing body, and most importantly with our pupils and parents.

We recognise that as a school we have a legal responsibility under The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made under sections 34 & 35 of the [Children & Social Work Act 2017](#), to provide comprehensive Relationship Education and Health Education for all pupils receiving primary education.

As part of the [Education Act 2002/Academies Act 2010](#) all schools must provide a balanced and broad-based curriculum which *promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society*, whilst also preparing pupils *for the opportunities, responsibilities and experiences of later life*.

We recognise that we have a responsibility under the [Equality Act 2010](#) to ensure the best for all pupils irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion, sexual orientation or whether they are looked after children.

As a result RSE needs to be sensitive to the different needs of individual pupils and may need to adapt and change as the pupils of the school change. Not only does the teaching need to be sensitive of these needs, but also to help the pupils realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours or prejudice-based language.

Personal Development and Relationship Education in our school has three main elements:

Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively
- developing self-respect and empathy for others
- learning to make choices with an absence of prejudice
- developing an appreciation of the consequences of choices made

- managing conflict
- empower pupils with the skills to be able to recognise inappropriate/ uncomfortable situations and/or behaviours with their peers and adults

Attitudes and Values

- learning the importance of values, individual conscience and moral choices
- learning the value of family life, stable and loving relationships and marriage
- learning about the nurture of children
- demonstrating the values of respect, love and care
- exploring, considering and understanding moral dilemmas
- developing skills including negotiation and decision-making
- challenging misconceptions

Knowledge and Understanding

- Language – talk, listen, share, discuss, question, negotiate
- Decision making – assess options, make choices, predict outcomes
- Assertiveness – expression of feelings
- Relationships with others – making and managing friendships
- Personal safety – apply practices for keeping safe
- learning and understanding physical and emotional development at appropriate stages
- understanding physical and emotional changes and the development of relationships
- learning about reproduction, human sexuality and personal health
- learn about where to go for help or advice in school and how to access a range of local and national support agencies

Aims

- *To provide knowledge and information*
- *To encourage respect and consideration for others*
- *To foster self-esteem*
- *To encourage personal responsibility*

The aim of Personal Social Health Education is to provide balanced factual information about physical and emotional changes, together with consideration of the broader emotional, ethical, religious and moral dimensions of sexual health. Our PSHE programme aims to prepare pupils through an age and maturity appropriate curriculum, which will prepare them for an adult life in which they can:

- 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.

- understand the consequences of their actions and behave responsibly within developing relationships.
- avoid being pressured into uncomfortable or dangerous situations.
- communicate effectively by developing appropriate terminology for sex and relationship issues.
- develop awareness of their sexuality, understand differences and promote equality and diversity
- have sufficient information and skills to protect themselves from infection
- be aware of sources of help and acquire the skills and confidence to access health advice and support

Roles and Responsibilities

The PSHE Leader

The school has a Leader for PSHE who is responsible for all aspects of the subject including RSE. In respect of RSE, responsibilities are to:

- ensure that all staff are confident in the skills to teach and discuss RSE issues
- monitor and advise on organisation, planning and resource issues across the school
- ensure procedures for assessment, monitoring and evaluation are included.
- liaise with the named governor for RSE
- review / update the policy on a two year cycle.

The Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including teaching and learning.

The Headteacher's responsibilities in respect of RSE are to:

- liaise with the PSHE Leader
- keep the governing body fully informed of issues and progress in RSE
- act upon any concerns which may arise from pupil disclosure during RSE sessions.

The Governing Body

The Governing body, in co-operation with the Headteacher, determines / agrees the school's general policy and approach to RSE provision for all pupils. They will continue their involvement through bi-annual evaluation by the named governor.

The Teacher

Teaching children about RSE is a whole-school, on-going process and all teachers are sensitive to each individual pupil's needs. Teachers promote positive, healthy choices and relationships on a daily basis. It is the responsibility of all staff to teach RSE in line with the principles and statements set out in this policy, and in particular:

- to establish with pupils a set of ground rules which set the parameters for discussion

- to recognise when there is a concern about sexual abuse and to follow concerns under Child Protection procedures
- promote the spiritual, moral, cultural, mental and physical development of pupils at the school
- prepare pupils for the opportunities, responsibilities and experiences of adult life
- discuss all types of relationships with sensitivity and respect
- approach the teaching of SRE with an awareness of the children's needs in this area e.g. through assessment of their knowledge and understanding; through dialogue with Child Protection Officer about vulnerable pupils
- be developmental and appropriate to the age and stage of the child – common starting points are not assumed
- inform children about changes and growing up as part of the Science and PSHE curriculum.

When teaching any work in RSE, sensitive questions may arise. Such questions are answered as appropriate. This is in accordance with DfE guidance. However, teachers should:

- deflect questions that are of a personal nature
- delay answers to some questions to allow clarification
- not be drawn into providing more information than is appropriate to the age of the child
- acknowledge questions that are too explicit which may need to be answered at a parent's discretion by the parent or carer.

The Teaching Assistant

Teaching Assistants may support teachers in the preparation and organisation of resources and with particular children to facilitate access to materials (e.g. as a reader or scribe). They should not work with children outside of the classroom.

Organisation and Content of Personal Development Education

In school we meet the learning objectives as set out in the Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019 for primary schools with a whole school approach, following the North Yorkshire PSHE and Citizenship Entitlement Framework (September 2019).

Relationships Education	Health Education
<ul style="list-style-type: none"> • Families and people who care for me • Caring Friendships • Respectful relationships • Online relationships • Being Safe 	<ul style="list-style-type: none"> • Mental wellbeing • Internet safety and harms • Physical health and fitness • Healthy Eating • Drugs, alcohol and tobacco • Health and prevention • Basic First Aid • Changing adolescent body

Science

EYFS

- Know about similarities and differences in relation to living things. Talk about features of their own environment and how environments may vary from one another. Make observations of animals and explain why things occur and talk about changes (KUW – ELG)

Year 1

- Identify, name, draw and label the basic parts of the human body and say which part of the human body is associated with each sense.
- Notice that animals, including humans, have offspring, which grow into adults.
- Find out about and describe the basic needs of animals, including humans for survival.
- Describe the importance for humans of exercise, eating the right amount of different types of food, and hygiene.

Year 2

- Notice that animals, including humans, have offspring which grow into adults (life cycle – baby, toddler, child, teenager, adult)
- Children should be introduced to the processes of reproduction and growth in animals. They should recognise growth, not be expected to understand how reproduction occurs.

Year 3

- Explain the importance of a nutritionally balanced diet.
- Describe and explain the skeletal system of a human.
- Describe and explain the muscular system of a human.

Year 5

- Describe the changes as humans develop to old age.
- Describe the differences in the life cycles of a mammal (including human) an amphibian, an insect and a bird.

Year 6

- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

Computing – E safety

EYFS / KS1

- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

KS2

- Use technology safely and respectfully, recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content or contact.

PSHE – taught through the theme of Me and My Relationships

Year 1

- I know that there are different types of relationships including families, friends and others (this includes same sex families) and I respect those differences
- I know that family and friends should care for each other and families can give love, security and stability
- I know when relationships both on and offline make me feel unhappy or unsafe and I am able to ask for help
- I know the names for the main body parts (including external genitalia) and why it is important to keep them private
- I understand what is meant by 'privacy'; my right to keep things 'private' and the importance of respecting others' privacy both on and offline and between friends
- I can name people who look after me, my networks and who to go to if I am worried about anything on and offline and how to attract their attention
- I know what being a good friend means both on and offline and how they should make us feel happy and secure
- I can play and work cooperatively
- I can listen to other people and show them respect
- I can share appropriately
- I can recognise that my behaviour affects others both on and offline
- I know the difference between right and wrong, fair and unfair and kind and unkind both on and offline
- I can recognise there are different types of teasing both on and offline
- I know about change and loss and the associated feelings (including moving home, losing toys, pets or friends)
- I know how to be nice to people both on and off line

Year 2

- I know the characteristics of a healthy family life and the importance of caring for each other and spending time together
- I know when relationships both on and offline make me feel unhappy or unsafe and I am able to ask for help

- I know about the changes that have happened to my body since birth and the process of growing from young to old and how people's needs change
- I have an understanding of stereotypes and how these can have a negative impact (e.g gender, age)
- I understand the importance of valuing of one's own body and recognising its uniqueness
- I know the names for the main body parts (including external genitalia) and the similarities/differences between most boys and girls
- I know that individuals have rights over their own bodies, and that there are differences between good and bad touching (this includes between peers)
- I can name people who look after me, my networks and who to go to if I am worried about anything on and offline and how to attract their attention
- I know the 'recipe' for being a good friend both on and offline and that trust is a core ingredient
- I know that there are different types of negative behaviours, bullying and teasing both on and offline I know that these behaviours are wrong and know how to deal with them including if I experience or witness it, I know how to get help
- I can listen to others and respect their viewpoints
- I can identify and respect differences and similarities between people of different backgrounds (ethnic, cultural and faith, physically)

Year 3

- I can identify different types of relationships and show ways to maintain positive and healthy relationships (this includes same sex relationships) both on and offline
- I understand that relationships both on and offline may change over time and how to ask for help if this make me unhappy
- I can judge what kind of physical contact is acceptable or unacceptable and how to respond -including who I should tell and how to tell them
- I understand the difference between secrets and surprises and understand not to keep adult secrets both on and offline and when to support a friend to tell a trusted adult
- I know how other families are similar or different to mine (this includes same sex)
- I understand that it is OK to be different to others
- I understand about growing and changing and new opportunities and responsibilities both on and offline that increasing independence may bring
- I can name people who look after me, my networks and who to go to if I am worried about anything on or offline and how to attract their attention
- I know how to be a good friend both on and offline and how to manage a fall out with a friend without a physical reaction e.g not violent
- I can describe the nature and consequences of negative behaviours, bullying both on and offline and express some ways of responding to it even if I am not the target of the behaviour I can still get help (this includes different types of bullying, how to recognise it, how to seek help and coping strategies)

- I can empathise with other people and understand how people can react differently to the same situation
- I can listen to and show respect for the views of others both on and offline
- I know the importance of valuing myself
- I can recognise and challenge stereotypes (including supporting trans children)
- I know about change and loss including separation, divorce and bereavement and the associated feelings

Year 4

- I feel good about myself and my body and having an understanding of how the media presents 'body image'
- I understand that my body and emotions will change as I grow older and I know the importance of taking care of my own body
- I can recognise what love is and understand that marriage / civil partnerships represent a legally recognised commitment freely entered into by two people
- I know that there are different kinds of families and partnerships (includes same sex) and I understand the importance of stable, loving and caring relationships
- I can demonstrate the features of good healthy friendship both on and offline and have the skills to manage a falling out
- I can name people who look after me, my networks and who to go to if I am worried about anything on or offline and how to attract their attention
- I can respond appropriately to other people's feelings
- I can recognise my worth as an individual and the worth of other people
- I understand a range of feelings and how these make me feel both emotionally and physically

Year 5

- I understand simple, safe routines to prevent the spread of bacteria and viruses and the importance of immunisation
- I know the ways in which children grow and develop in puberty – physically and emotionally
- I can manage my periods (menstruation) or I understand how girls manage their periods and I am respectful of this
- I recognise, as I approach puberty, how people's emotions change at that time and how to deal with my feelings towards myself, my family and others in a positive way
- I am aware of different types of relationships and what makes them a positive, healthy relationships both on and offline and I have the skills to form and maintain a healthy relationship
- I can name people who look after me, my networks and who to go to if I am worried about anything on or offline and how to attract their attention
- I know where individuals, families and groups can get help and support
- I know how to be a good friend both on and offline and how to manage a fall out with a friend without a physical reaction e.g not violent

- I understand what boundaries are appropriate in friendships with peers and others both on and offline
- I understand the importance of being respectful to everyone and to recognise and care about others people's feelings both on and offline but if appropriate I feel able to confidentially challenge their view point

Year 6

- I understand the physical and emotional changes I will go through at puberty
- I can look after my body and health as I go through puberty
- I can manage my periods (menstruation) or I understand how girls manage their periods and I am respectful of this
- I know about human reproduction including conception
- I recognise different risks in different situations both on and offline and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable (this could include between peers)
- I understand that civil partnerships and marriages are examples of stable, loving relationships freely entered into by both people (include same sex relationships)
- I know that relationships change over time and the features of a positive healthy relationship both on and offline (including friendships)
- I know how to ask for help and have a range of strategies to resist pressure to do something dangerous, unhealthy, that makes me feel uncomfortable, anxious or that I believe is wrong including when to share a confidential secret all of which can happen both on and offline
- I can name people who look after me, my networks and who to go to if I am worried about anything on or offline and how to attract their attention
- I can recognise the difference between aggressive and assertive behaviour both on and offline and developed some strategies to resolve disputes and conflict
- I realise the consequences of anti-social and aggressive behaviours, such as bullying, cyber-bullying, homophobia, transphobia and biphobia and racism which can happen both on and offline on individuals and communities
- I can recognise and challenge discrimination and stereotyping which can happen both on and offline (including cultural, ethnic, religious diversity, sexuality, gender and disability)
- I understand the nature, causes and consequences of hate crime which can happen both on and offline and I know I need to tell a trusted adult

Delivery of RSE

We believe it is important that lessons are delivered by classroom teachers as it highlights to the children that relationship and sex education is something we can all talk about. Our classroom teachers know our children. This means they are more likely to be aware of any additional needs, support or particularly sensitive topics that may make a child in their form

vulnerable due to some of the sensitive nature of the topic. We believe this makes them ideally placed to deliver the material sensitively to all children in their class.

We do not separate our classes into girls and boys for any of the sessions, including lessons around puberty. We believe it is important for both girls and boys to learn about each other's bodies, changes and experiences. By keeping children together in mixed groups, children will learn to talk openly without embarrassment in front of each other and we can foster better understanding, break down gender stereotypes and build positive relationships and respect for each other, regardless of gender. This ensures that any non-binary or transgender children are included without feeling vulnerable.

Inclusion

Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic, cultural and religious groups. We encourage parents/ carers to discuss any concerns with the Headteacher.

Pupils with Special Needs

We will ensure that all pupils receive age appropriate sex and relationship education, and we will offer provision appropriate to the particular needs of all our pupils, taking specialist advice where necessary.

Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate question and offer support.

Right of Withdrawal of Pupils from Sex and Relationship Education

We believe that successful teaching around RSE can only take place when parents and school work together. Especially, considering we both want children to grow up safe and happy in healthy relationships, with the ability to manage their emotions and speak up when they feel unsafe. Therefore, we are committed to working together with parents.

We endeavour to be transparent and give parents information about all the programmes and lessons we deliver around RSE as we recognise it can be a sensitive subject for some families for a number of reasons.

We recognise the importance of parents knowing about the content of the lessons so they can carry on the conversations at home and have an opportunity to talk to their children about their own families, beliefs and values. Long term plans showing which content is to be

covered when, will be available on the school website for parents to access. Parents should talk to classroom teachers for more information about the lessons to be taught.

We recognise under the new guidance for Relationship Education, Relationship & Sex education and Health Education (DfE 2019), parents retain the right to request their child is removed from some or all of the elements of sex education which go beyond the national curriculum for science. Maintained schools are required to teach about the main external body parts and changes to the human body as it grows from birth to old age, including puberty. **There is no right to withdraw from the national curriculum.** Any parents who wish to discuss this should ask to speak to Mrs McHarg (headteacher).

Should a parent decide that they do not wish for their Y6 child to take part in any of the supplementary Sex Education lessons, we would ask that they first speak to the classroom teacher to discuss their concerns. We will happily show parents all of the teaching materials and context of any of our lessons and explain the reasons why any material is included. We will also highlight that whilst parents have the right to withdraw their child from these lessons, they do not have the right to withdraw other children from receiving these lessons. We believe it is better for children to hear from safe adults than to hear second hand from their class-mates at break-time.

Policy on Menstruation

We recognise that the onset of menstruation can be a confusing or distressing time for children if they are not prepared. As a school we acknowledge we have a responsibility to prepare children for menstruation and make adequate and sensitive arrangements to help children manage their period. Especially children whose family may not be able to afford or will not provide sanitary products.

We recognise that period poverty exists in the UK and that some children are forced to avoid attending school if they are on their period, when they are unable to manage it sensitively. We do not want that to be the case in our school and will make every reasonable effort to support children to access their education and enjoy school.

Puberty is occurring earlier than ever before, and it is now not uncommon for children to start their periods whilst in primary school. For this reason we deliver puberty lessons to all children in years 5 & 6.

As part of these lessons all children will be told about menstruation and there will be discussion of what periods are, explanation of other symptoms associated with periods, how they can be managed hygienically, and sensitively.

Menstruation is a healthy biological function. It should not be something that a person is made to feel embarrassed, shameful or be teased about. As a school we need to treat each other with respect and empathy and this includes changes that take place during puberty such as menstruation.

During lessons where puberty and menstruation are discussed, we will take the opportunity to highlight the location of sanitary bins available in school, and how these are to be used.

In school we always have menstruation essentials available, such as sanitary products. Children will be made aware of where these are kept and how they can be accessed through members of staff.

When school trips or residential visits are arranged (especially for years 4, 5 & 6), provisions to deal with a child's period needs to be considered and added to the risk assessment and planned for.

Resources

At Michael Syddall CofE (Aided) Primary School, we have chosen to use the NYCC recommended resources produced by the Irish Health Services Executive.

These resources - Busy Bodies are available to view on line at:

www.healthpromotion.ie/health/inner/busy_bodies

The DVD is split into 5 sections:

- 1) Introduction to puberty - Years 5/6
- 2) What happens to boys? – Years 5/6 – shown to both boys and girls
- 3) What happens to girls? – Years 5/6 – shown to both boys and girls *
- 4) How babies are made? – Year 5/6
- 5) Enjoy growing up – looking after yourself – Years 5/6

*This section may be shown to Year 4 girls with parental consent if appropriate.

Parents will be consulted at a meeting prior to the resources being used in class and will be required to sign a consent form prior to these lessons.

Questions and Ground Rules

Any PSHE lesson may consider questions or issues that some will find sensitive. Before embarking on these lessons, ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson.

We are aware that children are likely to have many questions that may occur at any time. Children tend to ask whatever is on their mind. We see this as a positive point and a sign that we have created a safe environment where children feel empowered to feed their natural curiosity and learn about themselves, their bodies and the world around them. However, we acknowledge that some parents may feel uncomfortable about how particular questions may be dealt with in class.

We believe children are better off receiving honest, open answers from safe adults in their lives, rather than it being left to the internet or older children with a smart phone. In the age of information, where children in primary have access to tablets, smart phones and the internet (often unsupervised) it is essential that we help children to recognise they are able to ask questions without judgement rather than searching for answers on the internet.

By tackling the topic in a matter of fact manner, without embarrassment means that we take the mystic allure out of the topic, making sex no longer the secret taboo. However uncomfortable a proposition that may be it is far better than the alternative. For children these questions are not rude, they are simply signs of a healthy and natural curiosity. We can stop the topic becoming taboo and embarrassing and removing the stigma before it has had chance to form.

We believe that if children ask a question they deserve an answer. If ignored they merely build unnecessary barriers, making children think they have done something wrong; they are unlikely to ask again, and are instead left to seek their answers from less reliable or child friendly sources, due to shame. However uncomfortable the question may be, the thought is already in their head. It is much better that we, as safe adults, take responsibility and tackle the question safely and age appropriately.

Dealing with children's questions age appropriately will be done as follows:

- Children will be praised for asking questions. We wish to encourage children to seek answers from safe adults.
- If a question is relevant to the whole class, we will answer it to the whole group.
- However, as with any other subject, there may occasionally, be the need to differentiate depending on children's knowledge and experience. Some children may need additional information or support compared to others.
- If a child asks a question that is not necessarily suitable for the entire class, we will respond, by saying: *"that is fantastic question, hold that thought, I am going to set everyone some work and I will come and talk to you and answer your question in a minute when everyone else is working."*
- If the member of staff doesn't have an answer or doesn't know, they will say so. There is no shame in not knowing the answer but the member of staff should make an effort to help the child to find the answer later.
- If the member of staff is not sure how best to answer a particularly tricky question, our suggested response is: *"That is a brilliant question, I would like to give you an equally brilliant answer, so let me have a think about it and once I know the best way to explain it clearly I will come back to you"*
- This will allow teaching staff time to think, seek help, advice or support from colleagues, or to speak to senior management.

- If a child asks a question we know parents may be uncomfortable with, staff may choose to delay answering the question (as above) until they have spoken to the parent/carer if possible and talk through their response.
- Teachers will answer questions, openly, honestly, scientifically and factually without relying on their own personal beliefs. Teachers will not be expected to answer personal questions about themselves or to ask direct personal questions of their students that could make either parties vulnerable.

Confidentiality

It should be made clear to pupils that all adults in school cannot guarantee absolute confidentiality. This should be made clear when forming the class Ground Rules.

Monitoring and Evaluation of Personal Development Education

Assessment of PSHE and Citizenship, which includes RSE is not about assessing someone's 'character or behaviour' but the extent to which they are progressing in their learning, their on-going learning needs and the impact the learning is having on the pupils. It is important that the children's learning is assessed because assessment increases "motivation and improves learning; it provides feedback about pupils' progress and achievements, and how their learning might be improved; it helps pupils to reflect on and identify what they have learned and what they need to do to continue their learning; it allows the leadership team, governors and school inspectors to see the impact the provision is having for pupils and whole school outcomes" (PSHE association).

Assessment in RSE needs to establish: What children already know and understand? What they have misunderstood? What gaps they have in their knowledge and what preconceptions/prejudices may have to be challenged.

The PSHE association argues that the model of assessment that is most meaningful for PSHE / RSE is 'ipsative assessment' when a pupil compares their own results against their previous results in a similar way to an athlete measuring today's performance against their own previous performance.

Assessment for Learning (formative assessment) - regular assessment of pupils' progress against the intended learning outcomes is important to ensure that learners are making expected progress and to inform planning for subsequent lessons and units of work. The children are continually assessed against the intended learning outcomes. The NY Entitlement Framework is structured in such a way that each concept is revisited at least on an annual basis, in an age-appropriate way (a spiral approach) which allows for all children's needs to be addressed effectively based on previous assessment information.

Class teachers update assessments at the end of every unit to help other teachers plan effectively for future learning.