



South Molton United C of E Primary School
Relationships and Sex Education (RSE) Policy

VISION

At South Molton United Church of England Primary School,
children have a sense of belonging in a supportive, happy environment,
where their range of talents will be nurtured,
enabling them to flourish and achieve excellence.
Every child is valued as a unique person and can develop their sense of
discovery,
expectation and wonder.

We embrace Christian values, which enable us to be compassionate and
responsible members of our community and make positive contributions to
society.

This policy should be read in conjunction with the school's Child Protection and
Safeguarding Policy, Equality Policy, PSHE Policy, Teaching and Learning Policy,
Curriculum Policy and Anti Bullying Policy.

Policy adopted by the governing board in July 2021 and
reviewed at the FGB meeting on 13th July 2022

Next review Summer 2023

Rationale and Aims:

At SMUPS the aims of our RSE curriculum are:

- To sensitively meet the needs of our pupils in partnership with parents/carers.
- To enable our young people to make responsible and informed choices and decisions about their lives.
- To prepare children as fully as possible for the physical and emotional challenges of growing up.
 - To support the personal and social development of all pupils.
 - To give pupils an elementary knowledge and understanding of human reproduction.
- To offer balanced and factual information appropriate to the age and maturity of the pupils acknowledging the moral and ethical issues involved
 - To ensure the safety of our pupils in an increasingly complicated world where they are exposed to lots of conflicting messages about body image and relationships.

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.

How we achieve these aims and objectives

'RSE is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings'. (Sex Education Forum 1999). Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

We use materials from Coram Life Education - Scarf PSHE Programme.

Equal Opportunities Statement

South Molton United C of E Primary School is committed to the provision of RSE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups.

Aims and Entitlements

We aim to:

- help pupils develop sensitivity and respect for themselves and others;
- provide a friendly and caring environment in which children are able to ask questions and further their understanding;
- support pupils in taking responsibility for their actions and the consequences of their actions;
- provide equality of opportunity for all children in a caring community in which each individual is encouraged to make a valuable contribution.

Adults will work towards achieving these aims for RSE in our school. We seek to enable our children to:

- develop interpersonal and communication skills.
- develop positive values and a moral framework that will guide their decisions and behaviour.
- develop understanding of the value of marriage, stable relationships and family life as a positive environment for bringing up children.
 - respect themselves and others, their views, backgrounds, cultures and experiences.
 - develop loving, caring relationships based on mutual respect.
- be able to name the parts of the body and understand the process of human reproduction.

- understand the reasons for and benefits of delaying sexual activity.
- be prepared for puberty and the emotional and physical effects of body changes.
- understand the attitudes and skills needed to maintain their sexual health.
 - recognise and avoid exploitative relationships.
 - value, care for and respect their bodies.
 - access additional advice and support.

All children are entitled to:

- Accurate, up-to-date, useful and appropriate information delivered in a way that meets their individual needs.
- A well-planned, well-delivered RSE programme, which is flexible to cater for their changing needs over time.
 - Know where and how to access information, support and local services.
 - Be informed about issues of confidentiality and how it affects them.
- Have their views and ideas received in a respectful and non-judgemental manner.
- Be involved in developing and evaluating the content, delivery and timing of their RSE programme.

Teaching staff have and will continue to have ongoing CPD to enable them to deliver the RSE curriculum in the most effective ways and to ensure that their knowledge of supporting resources and materials is up to date. This will include sharing of best practice. The school will also engage appropriate external providers such as NSPCC and Coram Life Education to deliver specific sessions or training. We will be flexible in our approaches to teaching RSE and where appropriate may deliver some sessions or parts of sessions to girls and boys separately.

Parents and Carers will be given accurate and up to date information regarding the planned content prior to delivery as well as information on how RSE will be taught within school. They will also be given information regarding their rights and responsibilities in relation to the RSE curriculum and have the opportunity to provide feedback on the curriculum and the impact of the curriculum.

The RSE Curriculum

Please note, this is a very brief summary of key learning in RSE and PSHE. Full lesson plans and schemes are available upon request. Please also note that the curriculum revises and revisits content from previous years as it builds age appropriate understanding and knowledge.

Reception:

Children will be able to:

- Explain that a baby is made by a woman and a man, and grows inside a mother's tummy.
 - Understand that every family is different.
- Talk about similarities and differences between themselves and others.
- Use the language and describe the different life stages of: baby, child, teenager, adult, older age.
 - Talk about their own experience of growing up.
 - Talk about how they have changed as they have grown.
- Explain the differences between babies, children, and adults.
 - Understand that we are all unique.
- Name parts of the body (including reproductive parts) using the correct vocabulary.
 - Explain which parts of their body are kept private and safe and why.
 - Tell or ask an appropriate adult for help if they feel unsafe.
 - Talk about the important people in their lives.
 - Understand that we have different special people.
 - Name key people outside of families that care for them.
 - Talk about when they might feel unsafe or unhappy.
 - Name the people who will help them.
 - Notice when a friend is in need at school and help them.
 - Describe different emotions.
 - Explore how we feel at certain times or events.
 - Identify ways to change feelings and calm down.
 - Identify events that can make a person feel sad.
 - Suggest ways in which they can help a friend who is sad.
 - Choose ways to help themselves when they feel sad.

YEAR ONE

Children will be able to:

- Understand some of the tasks required to look after a baby;
- Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.
 - Identify parts of the body that are private;
 - Describe ways in which private parts can be kept private;
 - Identify people they can talk to about their private parts.
 - Explain the difference between a secret and a nice surprise;
 - Identify situations as being secrets or surprises;
- Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.
 - Understand and learn the PANTS rules;
 - Name and know which parts should be private;
- Explain the difference between appropriate and inappropriate touch;
- Understand that they have the right to say "no" to unwanted touch;
- Start thinking about who they trust and who they can ask for help.
- Explain the difference between unkindness, teasing and bullying;
 - Understand that bullying is usually quite rare.
 - Explain the difference between teasing and bullying;
- Give examples of what they can do if they experience or witness bullying;
 - Say who they could get help from in a bullying situation.
- Recognise how others might be feeling by reading body language/facial expressions;
- Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.)
 - Recognise that people's bodies and feelings can be hurt;
 - Suggest ways of dealing with different kinds of hurt.
 - Identify simple qualities of friendship;
 - Suggest simple strategies for making up.
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 - Identify the differences and similarities between people;
 - Empathise with those who are different from them;
 - Begin to appreciate the positive aspects of these differences.
 - Recognise and explain what is fair and unfair, kind and unkind;
 - Suggest ways they can show kindness to others.

YEAR TWO

Children will be able to:

- Identify different stages of growth (e.g. baby, toddler, child, teenager, adult);
- Understand and describe some of the things that people are capable of at these different stages.
 - Identify which parts of the human body are private;
- Explain that a person's genitals help them to make babies when they are grown up;

- Understand that humans mostly have the same body parts but that they can look different from person to person.
 - Identify safe secrets (including surprises) and unsafe secrets;
- Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.
- Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted);
 - Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.
 - Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation;
 - Identify the types of touch they like and do not like;
- Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.
- Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two;
 - Identify situations as to whether they are incidents of teasing or bullying.
 - Understand and describe strategies for dealing with bullying:
 - Rehearse and demonstrate some of these strategies.
 - Identify how inappropriate touch can make someone feel;
 - Understand that there are unsafe secrets and secrets that are nice surprises;
 - Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.
 - Identify special people in the school and community who can help to keep them safe;
 - Know how to ask for help.
 - Begin to understand how people may behave differently online.

YEAR THREE

Children will be able to

- Recognise that babies come from the joining of an egg and sperm;
 - Explain what happens when an egg doesn't meet a sperm;
 - Understand that for girls, periods are a normal part of puberty.
 - Identify people who they have a special relationship with;
- Suggest strategies for maintaining a positive relationship with their special people.
- Define the words danger and risk and explain the difference between the two;
- Demonstrate strategies for dealing with a risky situation.
 - Understand what is meant by the term body space (or personal space);
- Identify when it is appropriate or inappropriate to allow someone into their body space;
- Rehearse strategies for when someone is inappropriately in their body space.
- Rehearse and demonstrate simple strategies for resolving given conflict situations.
 - Identify qualities of friendship;

- Suggest reasons why friends sometimes fall out;
- Rehearse and use, now or in the future, skills for making up again.
 - Understand and explain some of the reasons why different people are bullied;
- Explore why people have prejudiced views and understand what this is.
 - Identify different types of relationships;
- Recognise who they have positive healthy relationships with.
 - Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;
- Recognise how different surprises and secrets might make them feel;
- Know who they could ask for help if a secret made them feel uncomfortable or unsafe.
 - Explain what a dare is;
- Understand that no-one has the right to force them to do a dare;
- Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.

YEAR FOUR

Children will be able to:

- Name some positive and negative feelings;
- Understand how the onset of puberty can have emotional as well as physical impact
 - Suggest reasons why young people sometimes fall out with their parents;
 - Take part in a role play practising how to compromise.
- Identify parts of the body that males and females have in common and those that are different;
 - Know the correct terminology for their genitalia;
 - Understand and explain why puberty happens.
 - Know the key facts of the menstrual cycle;
 - Understand that periods are a normal part of puberty for girls;
 - Identify some of the ways to cope better with periods.
 - Recognise that there are times when they might need to say 'no' to a friend;
- Describe appropriate assertive strategies for saying 'no' to a friend.
 - Explain what we mean by a 'positive, healthy relationship';
- Describe some of the qualities that they admire in others.
 - Understand that they have the right to protect their personal body space;
- Recognise how others' non-verbal signals indicate how they feel when people are close to their body space;
- Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.
 - Define the terms 'negotiation' and 'compromise';
- Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.
- Understand that marriage is a commitment to be entered into freely and not against someone's will;

- Recognise that marriage includes same sex and opposite sex partners;
- Know the legal age for marriage in England or Scotland;
- Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.
 - Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances);
- Give examples of features of these different types of relationships, including how they influence what is shared.
- List some of the ways that people are different to each other (including differences of race, gender, religion);
- Recognise potential consequences of aggressive behaviour;
- Suggest strategies for dealing with someone who is behaving aggressively.
 - Identify ways in which everyone is unique;
- Appreciate their own uniqueness;
- Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.

YEAR FIVE

Children will be able to:

- Use a range of words and phrases to describe the intensity of different feelings
- Distinguish between good and not so good feelings, using appropriate vocabulary to describe these;
 - Explain strategies they can use to build resilience.
 - Identify some products that they may need during puberty and why;
- Know what menstruation is and why it happens.
 - Describe 'star' qualities of celebrities as portrayed by the media;
- Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life;
- Describe 'star' qualities that 'ordinary' people have.
 - Explain how someone might feel when they are separated from someone or something they like;
- Suggest ways to help someone who is separated from someone or something they like.
 - Know the correct words for the external sexual organs;
- Discuss some of the myths associated with puberty.
 - Recognise how our body feels when we're relaxed;
- List some of the ways our body feels when it is nervous or sad;
- Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.
 - Identify the consequences of positive and negative behaviour on themselves and others;

- Give examples of how individual/group actions can impact on others in a positive or negative way.
 - Identify people who can be trusted;
- Understand what kinds of touch are acceptable or unacceptable;
- Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch.
 - Explain what is meant by the terms negotiation and compromise;
- Describe strategies for resolving difficult issues or situations.
 - Identify what things make a relationship unhealthy;
- Identify who they could talk to if they needed help.
 - Recognise that some people can get bullied because of the way they express their gender;
- Give examples of how bullying behaviours can be stopped.
 - Demonstrate how to respond to a wide range of feelings in others;
- Give examples of some key qualities of friendship;
- Reflect on their own friendship qualities.
- Understand that the information we see online, either text or images, is not always true or accurate;
- Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them;
- Understand and explain the difference between sex, gender identity, gender expression and sexual orientation. Develop an understanding of discrimination and its injustice, and describe this using examples;
- Empathise with people who have been, and currently are, subjected to injustice, including through racism;
- Consider how discriminatory behaviour can be challenged.

YEAR 6

Children will be able to

- Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it;
- Suggest strategies that would help someone who felt challenged by the changes in puberty;
 - Understand what FGM is and that it is an illegal practice in this country;
- Know where someone could get support if they were concerned about their own or another person's safety.
- Recognise some of the changes they have experienced and their emotional responses to those changes;
 - Suggest positive strategies for dealing with change;
- Identify people who can support someone who is dealing with a challenging time of change.
 - Define what is meant by the term stereotype;

- Recognise how the media can sometimes reinforce gender stereotypes;
- Recognise that people fall into a wide range of what is seen as normal;
- Challenge stereotypical gender portrayals of people.
 - Identify aspirational goals;
- Describe the actions needed to set and achieve these.
 - Define what is meant by the term stereotype;
- Recognise how the media can sometimes reinforce gender stereotypes;
- Recognise that people fall into a wide range of what is seen as normal;
- Challenge stereotypical gender portrayals of people.
 - Identify the changes that happen through puberty to allow sexual reproduction to occur;
- Know a variety of ways in which the sperm can fertilise the egg to create a baby;
- Know the legal age of consent and what it means.
 - Recognise some of the challenges that arise from friendships;
- Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach.
 - Explain what is meant by the terms 'negotiation' and 'compromise';
- Suggest positive strategies for negotiating and compromising within a collaborative task;
- Demonstrate positive strategies for negotiating and compromising within a collaborative task.
 - Recognise and empathise with patterns of behaviour in peer-group dynamics;
- Recognise basic emotional needs and understand that they change according to circumstance;
- Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about.
 - List some assertive behaviours;
- Recognise peer influence and pressure;
- Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure.
 - Describe ways in which people show their commitment to each other;
- Know the ages at which a person can marry, depending on whether their parents agree;
- Understand that everyone has the right to be free to choose who and whether to marry.
- Recognise that some types of physical contact can produce strong negative feelings;
- Know that some inappropriate touch is also illegal.
 - Explain the difference between a friend and an acquaintance;
- Describe qualities of a strong, positive friendship;
- Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative).

The KS1 and KS2 science curriculum contains statutory programmes of study in which children will learn about aspects of the curriculum covered in RSE.

Year 1: POS: Animal including humans

To know human bodies have similar parts

To know that animals and humans grow and change as they grow older

To know the names of the main parts of the body

Year 2: POS: Animal including humans

To know human bodies have similar parts

To know that animals, including humans, produce young and these grow into children and new adults.

To know that we grow and change as do all living things

Year 3: POS: Animal including humans:

To know the basic biology of human reproduction.

To know how our bodies change as we grow.

To know the correct terminology for parts of the body (including the difference between male and female)

Year 5: POS: Animal including humans/Living things and their habitats:

To know the basic biology of human reproduction.

To know the correct names for the male and female reproductive organs.

Year 6: POS: Evolution and Inheritance:

To know that humans produce offspring.

Specific Issues within RSE

Withdrawal

Parents/Carers have the right to withdraw their children from all or part of the RSE programme provided at school except for those parts included in statutory National Curriculum Science. We will share the teaching aims and discuss the materials and resources used to deliver the RSE curriculum. Those parents/carers wishing to exercise this right are invited in to see the

Headteacher and/or RSE Co-ordinator who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the RSE programme until the request for withdrawal has been removed.

Confidentiality and Child Protection Issues

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named Designated Safeguarding Leaders who will appropriate take action in accordance to the Safeguarding Policy. All staff within the school have regular safeguarding training and understand that some of the discussions of topics within the RSE curriculum may lead to pupil disclosures. All staff work in accordance to the Safeguarding Policy and are aware of who the Designated Safeguarding Leaders are.

Answering Difficult Questions

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion. Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. It is important that pupils are given the opportunity to ask questions and develop their understanding. We use a range of strategies to do this such as a question box, where children can write questions anonymously. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the designated safeguarding lead if they are concerned. South Molton United C of E Primary School believes in the importance of appropriate staff training to enable staff to deliver effective RSE. The subject-leader should access courses or INSET opportunities to assist staff involved in the delivery of RSE.

For full programmes of study, please see the PSHE Programmes of Study in the PSHE overview.