



# Seal

Church of England  
Primary School

## RELATIONSHIP AND SEX EDUCATION POLICY

January 2017 Review January 2019  
Signed (Chair of Governors)

**At Seal CE Primary School we believe that all pupils have the right to be safe.**

**Seal CE Primary School is a Level 1 Rights Respecting school and makes all stakeholders aware of the UN convention for the rights of the child. Article 3 states: The best interests of the child must be top priority in all decisions and actions that affect children.**

**This policy has been written with the best interests of the children at Seal.**

### Rationale

At Seal CE Primary School children are at the heart of our school community and it is our aim to ensure they receive the very best education, academically, morally, socially and spiritually. We aim to nurture and equip pupils with positive attitudes so that they become effective members of a wider community, who can demonstrate our Christian values of: respect, compassion, community, perseverance, aspiration and independence develop self-discipline and confidence within our Christian family environment. Our Relationships and Sex Education is based upon the premise that all life is from God and we are created in the image of God. We are called to love, as God is love. It is in the context of the absolute value of all persons, and the infinite love of God, that RSE is taught at Seal CE Primary School.

### What is RSE?

Relationship and sexual education (RSE) is lifelong learning about physical, moral and emotional development. It is about the importance of stable and loving relationships (which includes marriage), respect, love, responsibility and care. It is also about the acknowledgement of sex and sexuality and preparing for sexual health.

We believe that: RSE (as part of the PSHE and Science curriculums) should support positive levels of self-esteem and the development of emotional resourcefulness in children and young people. Self-esteem is the way we feel about ourselves. It is not static; our self-esteem varies throughout our lives depending on circumstances and events. Emotional resourcefulness is the ability to:

- Use our thinking skills together with our emotions to guide our behaviour positively;
- Manage and respond to negative life events effectively

### Legal requirements:

- Sex and Relationships Education is an important part of PSHE education (DfE 2014). This states that:
  - 'All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes' (1.13)
  - Children should learn 'how a baby is conceived and born' before they leave primary school (1.16)
- All schools must have due regard for the Secretary of State's guidance; this is a statutory duty.
- It is compulsory for all maintained schools to teach the parts of sex education that fall under National Curriculum Science, which must be taught to all pupils of primary and secondary age eg the biological aspects of puberty and reproduction (Education Act 1996, National Curriculum 2014).
- Schools have a legal duty to promote the well-being of their pupils (Education and Inspections Act 2006, Section 38) and RSE contributes to this duty.
- School Governors are in law expected to give 'due regard' to the RSE 2000 guidance and to maintain an up to date RSE policy, which must be made available to parents (Learning Skills Act 2000).

- Parents have a right to withdraw their children from any school RSE taught outside of the Science curriculum (Education Act 1996 and Learning Skills Act 2000).

### Our Aims

- Develop a shared understanding of RSE through a progressive curriculum, taught from reception to year 6.
- Develop confidence in talking, listening and making responsible decisions so that children are well equipped for later life.
- Support the children through their physical, emotional and moral developments.
- Teach the children the value of commitment within family life, marriage and the value of a stable and loving relationship.
- Explore their own and other people's attitudes and values.
- Teach the children to respect themselves and others.
- We actively teach all of the **British Values**, including: 'mutual respect', 'Rule of Law', 'Individual Liberty' and 'tolerance of different faiths and beliefs':
  - Teach the children to show respect and tolerance towards others who have different: beliefs, families, backgrounds, feelings, cultures and sexuality.
  - Teach children to show respect of every individual regardless of race, gender, sexuality, disability, religion, nationality, marital status, ethnic or national origin.
  - Teach children to understand their rights and British law and to protect themselves and ask for support and help when needed.

### What will be taught?

The themes for RSE will include:

- Love and intimacy
- Thankfulness and working together
- Promises and respect
- Forgiveness and reconciliation
- Sharing hard times
- Celebration and pleasure (*These are taken from 'Body and Soul' produced for Church of England Schools*)
- At Seal, our RSE is currently taught as part of our PSCHE. Our scheme of work is based upon the Christopher Winter Project RSE scheme, which is used alongside 'Body and Soul' materials. Units are taught from Reception to Year 6 in blocks of 3 sessions. See Appendix 1.
- We will use medically correct, accurate and agreed terms for genitalia and parts of the body, for example vulva, vagina, penis and testicles. This is deemed good practice. Ofsted supports this approach (2013) and have raised concerns that some primary schools are currently failing to teach this vocabulary because this leaves children unable to describe abusive behaviours
- We will use respectful language which challenges sexism, homophobia and other forms of prejudice which will have benefits for the whole school community – both in and out of lessons.
- We will openly teach pupils what 'slang' words mean and will challenge offensive usage.
- We will use inclusive language (such as partner instead of boyfriend/girlfriend).

### Teaching methods

We will teach RSE:

- Using a wide range of teaching methods enabling students to actively participate in their own learning including quizzes, role play, small group discussion and videos where appropriate
- In either several hourly sessions, or condensed over 1 or 2 days
- In mixed gender groups, except where we decide the children will benefit from being taught in single gender groups (e.g. Puberty) In this case each gender will be taught about the opposite gender's changes in puberty.
- With cross curricular links (Biological aspects through the Science curriculum)

### Confidentiality and Safeguarding of pupils

All schools are required by the Education and Inspections Act 2006 to 'promote the well-being of pupils at the school'. We are committed to the well-being of our pupils. In the classroom, the aim is to strike a balance between

helping pupils to feel respected, safe and able to participate fully and openly while still protecting privacy and safeguarding welfare.

Effective teaching and learning in PSHE / RSE actively encourages pupils to share thoughts and voice opinions, so it is important to establish boundaries and clarify at the outset with pupils what will happen to any personal information they might disclose in the classroom. Within school, the following protocol must be followed:

- Everyone has the right to be listened to and supported.
- Staff will only talk in a professional manner about pupils and their families.
- Information is shared on a strict need to know basis where the best interests of that person are central.
- Consent to share will always be sought.
- School staff can never offer unconditional confidentiality; this needs to be clearly understood from the outset.
- Other professionals sometimes work to a different code of conduct e.g. school nurses. This will always be conveyed clearly in order to minimise confusion and breakdown of trust.
- Potential safeguarding issues are treated seriously and procedures are invoked accordingly and appropriately as per the school Safeguarding Policy.
- Any pupil disclosures will be managed as per the school Safeguarding Policy.

Ground Rules will always be established by teachers in order to create a 'safe environment' in which children do not feel: embarrassed or anxious about unintended or unexpected questions or comments from pupils. These ground rules are:

- No one will have to answer a personal question;
- No one will be forced to take part in a discussion;
- Only the correct names for body parts will be used;
- Meanings of words will be explained in a factual and sensible way.
- Distancing techniques will be used to help teachers to avoid embarrassment and protect pupils' privacy by depersonalising discussions.
- Difficult or explicit questions do not have to be answered directly (see ground rules) but may be answered individually later, at a prearranged time, with honesty and due regard for the age and maturity of the child as well as being within the school's agreed framework of values. If staff are in any way concerned they will seek advice from their Headteacher. All child Protection concerns will be brought to the attention of the Designated Child Protection Officer.

### **Assessment, recording and reporting**

Teaching and learning of PSHE and RSE will be assessed through a range of assessment methods including:

- Assessment for learning
- Peer Assessment
- Teacher Assessment
- Student self-assessment

### **Equal Opportunities**

We believe that God has made each of us as a unique human being and we are all equally valued. We recognise and celebrate this. We also recognise and respect cultural differences within the school and the wider community. Abusive, disrespectful and judgmental comments or attitudes will never be tolerated. We will always give due regard to the age of the class or group taught.

The school's equal opportunities policy applies to all areas of the curriculum, including PSHE. Where appropriate teaching materials and activities reflect the ethnic, and cultural diversity of British society. We will not stereotype, in terms of: faith, race, gender, cultural and sexual orientation. Pupils' religious beliefs are always respected.

We are committed to the provision of RSE to all of our pupils. Pupils with special or additional educational needs will be supported in their learning and understanding.

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination.

Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). By teaching inclusive RSE we will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect.

### **The role of parents and carers**

Parents and carers have an especially important role to play in supporting PSHE and RSE education. The school strives to engage parents in the delivery of this curriculum, providing opportunities for appropriate dialogue regarding the learning. In this way, parents are informed and are able to reinforce or extend teaching appropriately within the home context. Each year:

- Before any year group embarks upon its RSE programme, a letter will be sent to parents each year detailing the RSE programme overview.
- Parents/ carers will be informed by letter of their right to withdraw their child from RSE lessons.
- Teaching content and progression for year groups will be provided for all parents via this policy (See Appendix 1).
- Parents will be offered the opportunity to view teaching resources before the content is taught the children (eg video clips, images etc).
- Parents may request a meeting with the class teacher by making an appointment via the school office.
- Before the teaching of the 'How are babies made' unit in Year 6, parents will be invited into school for a workshop with the class teacher and / or a member of the schools NHS team to view the materials and to answer and questions that they may have.

### **How this policy will be shared**

This policy has been written by the Senior Leadership Team along with advice from a Healthy Schools professional. The policy has been shared and agreed with the: staff, **Parent Forum**, the governor's and approved by the Full Governing Body.

This policy will be introduced and shared with parents via a letter from the Headteacher. It will also be available on the school's website. The policy will form part of the school's welcome pack for new parents.

### **Outside agencies**

**Healthy Schools** will provide all teachers with appropriate training in the teaching of RSE across the school, and offer guidance to the PSHE coordinator.

Appropriate and suitably experiences and or knowledgeable visitors from outside school may be invited to contribute to the delivery of RSE.

### **Other related School Policies and Documents**

- PSHE Policy
- Safeguarding Children Policy
- E-safety and Internet policy
- Drug Education Policy
- Teaching and Learning Policy
- Inclusion/Equal opportunities Policy
- Equality Information and Objectives Policy
- Curriculum Overviews
- Our British Values

Appendix 1:  
**RSE Scheme of Work**

Year	R	1	2	3	4	5	6
Unit	<b>Our Lives</b>	<b>Growing and caring for ourselves</b>	<b>Differences</b>	<b>Valuing difference and keeping safe</b>	<b>Growing Up</b>	<b>Puberty</b>	<b>Puberty, Relationships and reproduction</b>
1	Our Day	Keeping clean	Boys and girls	Differences- male and female	Growing and changing	Talking about puberty	Understanding relationships
2	Keeping ourselves clean	Growing and changing	Male and female	Personal space	What is puberty?	Male and female changes	Puberty
3	Families	Families and care	Body parts	Family differences	Puberty changes and reproduction	Puberty and hygiene	Reproduction
4							Conception and pregnancy

<b>YEAR: Reception</b>	<b>THEME: Our Lives</b>
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We are learning to...	Key vocabulary	Resources used
<b>1. Consider the routines and patterns of a typical day</b> Understand how we can look after ourselves e.g. dressing ourselves	Dress, undress, independence, routine,	Glove puppet Our Day pictures
<b>2. Understand why hygiene is important</b>	Clean, smelly, flannel, sponge, towel, soap, shampoo, toothbrush, tooth paste, hairbrush, comb	Glove puppet Items related to hygiene, e.g. flannel, sponge, towel, toothbrush, toothpaste, shampoo, soap, comb, brush Keeping Clean pictures The Smelly Book, Babette Cole <b>Additional Activities</b> Anatomically correct dolls Suggested reading: The Boy Who Hated Toothbrushes, Zehra Hicks
<b>3. Identify different members of the family</b> Recognise that all families are different	Family, mum, dad, brother, sister, grandma, granddad, uncle, aunt, step mother/ father, half brother/ sister etc	The Family Book, Todd Parr Families pictures Paper for drawing pictures <b>Additional Activities</b> Suggested reading: All Kinds of Families! Mary Ann Hoberman I'll take you to Mrs Cole, Nigel Gray

YEAR: 1

THEME: Growing and caring for ourselves

We are learning to...	Key vocabulary	Resources used
1. Look after ourselves and keep ourselves clean	Clean, washing, soap, shampoo	Talking object Story bag containing sponge, toothbrush and soap (and a school jumper or shirt if available) <a href="#">Keeping Clean pictures</a>
2. Understand that babies become children then adults. Identify differences between boys and girls	Girl, boy, male, female, private parts, penis, vagina	Talking object Story bag containing <a href="#">Pictures of newborn babies</a> <a href="#">Lifecycle picture cards</a> <a href="#">Lifecycle word cards</a> <a href="#">Lifecycle whiteboard summary</a>
3. Explore different types of families. Recognise who we might go to for help if we needed.	Family, mum, dad, brother, sister, grandma, granddad, uncle, aunt, step mother/ father, half brother/ sister etc	Talking object Story bag - containing plaster and skipping rope <a href="#">Families pictures</a> <i>The Family Book</i> , Todd Parr <b>Additional Activities</b> Suggested reading: <i>Happy Families</i> , Allan Ahlberg <i>Who's in a Family?</i> Robert Skutch

YEAR: 2

THEME: Differences

We are learning to...	Key vocabulary	Resources used
1. Identify differences between males and females. Recognise that some people stereotype genders	Similar, different, sex, gender, gender roles, stereotype	2 large PE hoops <a href="#">Boy/Girl/Both labels</a> Bag of objects and clothing to explore male and female or <a href="#">Pictures of objects and clothing</a> <a href="#">Clothed Babies picture cards</a> <a href="#">Clothed Babies whiteboard summary</a> <a href="#">Pictures of newborn babies</a> <b>Additional Activities</b> <i>Recommended reading:</i> <i>Happy Families</i> , Allan Ahlberg, <i>Princess Smartypants</i> , Babette Cole <i>William's Doll</i> , Charlotte Zolotow <i>Amazing Grace</i> , Mary Hoffman and Caroline Binch
2. Describe some differences between male and female animals and that we need both to create a new life	Male, female, babies,	Talking object <a href="#">Pictures of male and female animals</a> <a href="#">Cats and Kittens worksheet</a> Anatomically correct toy farm animals <a href="http://www.toysnfun.co.uk">www.toysnfun.co.uk</a>

<b>3. Name the male and female parts of the body</b>	<b>Girl boy, male, female, private parts, penis, vagina,</b>	2 large PE Hoops <a href="#">Hoop labels</a> <a href="#">Body Parts picture cards Female x-ray picture</a> <a href="#">Body Parts worksheet Additional Activities</a> Recommended reading: <i>Cinderella's Bum</i> , Nicholas Allan <i>Shapesville</i> , Andy Mills <i>It's OK to be Different</i> , Todd Parr
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YEAR: 3

THEME: Valuing differences and keeping safe

We are learning to...	Key vocabulary	Resources used
<b>1. Explore the differences between males and females and name body parts</b>	<b>Girl, boy, male, female, stereotypes, gender roles, similar, different, private parts, penis, vagina, testicles,</b>	<a href="#">Clothed Babies picture cards</a> <a href="#">Pictures of male and female bodies</a> <a href="#">Male and female matching cards</a> <b>Additional Activities</b> <i>Cinderella's Bum</i> , Nicholas Allan <i>Shapesville</i> , Andy Mills <i>Let's Grow with Nisha and Joe</i> , fpa <a href="http://www.fpa.org.uk/Shop">www.fpa.org.uk/Shop</a>
<b>2. Explore personal space and different types of touch that people may like or dislike</b>	<b>Push, hug, scratch, kiss, hug, like, dislike, personal space, comfortable, uncomfortable,</b>	A bag of textured objects to touch, for example sandpaper, cotton wool, play dough, silky material, a pebble etc. <a href="#">Year 3 Problem Pages</a>
<b>3. Explore different types of families and who they could go to for help and support</b>	<b>Family, fostering, adoption, relationships, carers, safe, mum, dad, brother, sister, grandma, granddad, uncle, aunt, step mother/ father, half brother/ sister etc</b>	<a href="#">Families pictures</a> <a href="#">Who can I talk to? worksheet</a> <i>The Family Book</i> , Todd Parr <b>Additional Activities</b> <i>Tell Me Again About The Night I Was Born</i> , Jamie Lee Curtis <i>Who's in a Family?</i> Robert Skutch <i>Happy Families</i> , Allan Ahlberg <i>Spark Learns to Fly</i> , Judith Foxon <i>Stranger Danger</i> , Anne Fine

YEAR: 4

THEME: Growing up

We are learning to...	Key vocabulary	Resources used
<b>1. Explore the human lifecycle and what happens when a child grows up</b>	<b>Lifecycle, baby, child, teenager, adult</b>	<a href="#">Lifecycle pictures</a> <a href="#">Lifecycle word cards</a> <a href="#">What has changed? worksheet</a> <a href="#">Lifecycle Quiz slides</a> <a href="#">Lifecycle Quiz answers</a> <b>Additional Activities</b> <a href="#">Babies and Children worksheet</a>
<b>2. Identify some basic changes to the body during puberty</b>	<b>Changes, moods, pubic hair, physical and emotional changes, breasts,</b>	<a href="#">Body Part Bingo cards</a> <a href="#">Bingo Flash cards</a> <a href="#">Body Changes pictures</a> <a href="#">Our Bodies worksheet</a>

<p><b>3. Understand that children change into adults and then they are able to reproduce</b></p> <p><b>Note- the children will learn that an egg and sperm are needed to create a new life, but not about the act itself at this stage</b></p>	<p><b>Reproduction, puberty, babies, changes, egg, sperm, male, female</b></p>	<p>Story bag items (see lesson plan)  Book: <i>Hair in Funny Places</i>, Babette Cole <a href="#">Body Changes worksheet</a>  <b>Additional Activities</b>  Suggested reading:  <i>Amazing You!</i> Gail Saltz  <a href="http://www.bbc.co.uk/science/humanbody/body_interactives/lifecycle/teenagers/">http://www.bbc.co.uk/science/humanbody/body_interactives/lifecycle/teenagers/</a></p>
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**YEAR: 5                      THEME: Puberty**

We are learning to...	Key vocabulary	Resources used
<p><b>1. Explore the emotional and physical changes of puberty</b></p>	<p><b>Physical and emotional changes, moods, periods, sweat, spots, pubic hair</b></p>	<p><a href="#">Puberty Changes Teacher Guide</a>  <a href="#">Pictures of male and female reproductive organs</a>  <a href="#">Anonymous questions template</a>  <b>Additional Activities</b>  <i>Changes</i> DVD: All About Us: Living and Growing, Alternative, Unit 2, Programme 4,  <a href="http://www.channel4.com/learning">www.channel4.com/learning</a>  Sheets of flipchart paper for body outlines</p>
<p><b>2. Understand both male and female changes in more detail</b></p>	<p><b>Physical and emotional changes, moods, periods, tampons, sanitary towels, sweat, spots, pubic hair, erections, semen, wet dreams, tampons, sanitary towels,</b></p>	<p><a href="#">Pictures of male and female reproductive organs</a>  <a href="#">Puberty Changes Teacher Guide</a>  Menstrual cycle animation  <a href="#">Male pictures</a>  <a href="#">Puberty Card Game</a>  <a href="#">Puberty Card Game answer sheet</a>  <a href="#">Puberty Card Game whiteboard summary</a>  Model materials: spaghetti(fallopian tubes) and poppy seeds (eggs)  Selection of sanitary wear (tampons, sanitary towels, panty liners)  Anonymous questions from Lesson 1  <b>Additional Activities</b>  <a href="http://www.bbc.co.uk/science/humanbody">www.bbc.co.uk/science/humanbody</a>  <a href="#">What is the Menstrual Cycle? cards</a>  <a href="#">What is the Menstrual Cycle? whiteboard summary</a>  <a href="#">The Menstruation Card Game for Girls and Answers</a>  <a href="#">Menstruation Card Game whiteboard summary</a></p>
<p><b>3. Keep clean during puberty</b></p>	<p><b>Sweat, washing regularly, deodorant, greasy</b></p>	<p>Kim's Game items and a cloth to cover them (see lesson plan)  <a href="#">Kim's Game Teacher Guide</a>  <a href="#">Year 5 Puberty Problem Page</a></p>

		<a href="#">Year 5 Puberty Problem Page cut-outs</a> <a href="#">Problem Page Teacher Guide</a> Anonymous questions from Lesson 1 <b>Additional Activities</b> <a href="#">Puberty Bingo</a>
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<b>YEAR:6</b>	<b>THEME: Relationships and reproduction</b>
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We are learning to...	Key vocabulary	Resources used
<b>1. Consider different types of adult relationships and consider physical and emotional behaviour in them</b>	<b>Relationships, loving, caring, differences, similarities, families,</b>	<a href="#">Relationship pictures</a> Squares of paper/sticky notes <a href="#">Anonymous Questions template</a> <i>Channel 4 Living and growing DVD</i>
<b>2. Describe how and why the body changes during puberty</b>	<b>Physical and emotional changes, moods, periods, tampons, sanitary towels, sweat, spots, pubic hair, erections, semen, wet dreams, tampons, sanitary towels, masturbation, sexual feelings,</b>	<a href="#">Puberty Changes Teacher Guide</a> <a href="#">Puberty Body Part cards</a> <a href="#">Reproduction question sheet</a> <a href="#">Reproduction answer cards</a> <a href="#">Reproduction whiteboard summary</a> Additional Activities <a href="#">Puberty Problem Page</a> <a href="#">Puberty Problem Page Cut-outs</a> <a href="#">Puberty Problem Page Teacher Guide</a> <i>Channel 4 Living and growing DVD</i>
<b>3. Explore the process of conception</b>	<b>Vagina, penis, sperm, egg, ovum, conception, fertilisation, ejaculation pregnancy, consent, love, intimacy, twins, private,</b>	<a href="#">How Does A Baby Start? cards</a> <a href="#">How Does A Baby Start? whiteboard summary</a> Anonymous Questions from previous lesson Additional Activities <a href="#">Pictures of male and female reproductive organs</a> Model materials: dried spaghetti (fallopian tubes) and poppy seeds (eggs) <i>Channel 4 Living and growing DVD</i>
<b>4. Explore the process of pregnancy and birth</b>	<b>Pregnancy, fertilisation, twins, fostering, adoption, birth, gestation</b>	<a href="#">Conception and Pregnancy statements</a> <a href="#">Conception and Pregnancy Quiz</a> <a href="#">Conception and Pregnancy Quiz Answers</a> <i>Channel 4 Living and growing DVD</i>

Key-  
 Objectives marked in **green** are part of the Science National Curriculum which is statutory and cannot be opted out of.  
 Resources marked in **blue**, are available in school for parents to view if they wish.