

WHITCHURCH COMBINED SCHOOL

CURRICULUM POLICY STATEMENT AND SCHEME OF WORK FOR RELATIONSHIPS AND SEX EDUCATION (RSE)

The teaching of relationships education is now compulsory in primary schools. At Whitchurch Combined School, in consultation with parents, we have taken the decision to also teach the DFE recommended sex education curriculum.

Intent

According to the statutory DFE guidance:

“In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.” (2019)

Relationships and sex education should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and of society and preparing pupils for the opportunities, responsibilities and experiences of adult life.

Relationships Education is compulsory and is taught throughout the school. It has a focus on teaching children how to build and maintain healthy relationships with friends and family, the importance of kindness, consideration and respect as well as the concept of personal privacy.

Sex Education

The DFE recommends that “all primary schools should have a sex education programme tailored to the age and physical and emotional maturity of the pupils.” (2019 guidance) In consultation with the parents of Whitchurch school, we have identified what will be taught and when. The learning objectives are set out in detail below. This curriculum is taught in year 5 and 6 and parents do have the right to withdraw children from some or all of the content. Parents will be informed before the lessons are taught and this will typically be in the summer term.

Aims

The main aim of RSE at Whitchurch is to equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships, and to take responsibility for their sexual health and wellbeing. We aim:

- to provide the knowledge and information to which all pupils are entitled;
- to raise pupils' self-esteem and confidence, especially in their relationships with others;
- to provide the confidence to be participating members of society and to value themselves and others;
- to help gain access to information and support;
- to develop skills for a healthier, safer lifestyle both mentally and physically.
- to develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;
- to respect and care for their bodies;

- the physiological differences between male and female in the human race and in other species;
- the reproductive cycle of humans and other species;
- the development of the correct vocabulary for the sexual organs, physical processes, etc.
- the process of growth in humans and other species from conception, through gestation, birth, infancy, childhood and puberty to adulthood;
- the emotional changes experienced during adolescence.

These areas should be developed in the context of the following values:

- that myth and folklore should be counteracted by knowledge and understanding;
- that frank questions of a non-personal nature can be asked and answered without embarrassment on either side;
- all relationships are valued;
- that all young creatures need proper care, and that for humans this is most often provided through family life;
- that children have rights and control over their own bodies, and that they should be able to make an informed decision;
- that all people are individuals, and that they develop in different ways and at different speeds.
- An opportunity to discuss the traditional roles given to boys and girls and an understanding that all people are different and do not always fit these stereotypes.

Implementation

At Whitchurch Combined School we use lessons plans and resources from 'Teaching RSE with confidence in Primary schools' scheme of work produced by CWP.

The following is an overview of what is taught in each year and covers relationships and sex education.

Year	Topics covered	Vocabulary
R	<p>Know that friendships can make us feel happy.</p> <p>Know some ways that we can make new friends feel welcome.</p> <p>Know that arguing with friends and then making up can make friendships stronger.</p> <p>That resorting to violence is never right.</p> <p>Identify different members of the family.</p> <p>Understand how members of a family can help each other.</p>	<p>Friends</p> <p>Family</p> <p>Feeling</p> <p>Forgive</p> <p>sorry</p>
1	<p>Know that we can be friends with people who are different to us</p> <p>Understand that babies need care and support</p> <p>Know that older children can do more by</p>	<p>Friends</p> <p>Feelings</p> <p>Similar</p>

	<p>themselves</p> <p>Know there are different types of families</p> <p>Know which people we can ask for help</p>	<p>Different</p> <p>Boy / male</p> <p>Girl / female</p>
2	<p>Understand that some people have fixed ideas about what boys and girls can do – talk about this.</p> <p>Describe the difference between male and female babies</p> <p>Describe some differences between male and female animals</p> <p>Name the different body parts – the words penis and vulva taught as words that can be used to describe boys and girls private parts.</p>	<p>Male/ female</p> <p>Penis</p> <p>Vulva</p> <p>Private parts</p> <p>Animal parts - teats, udder</p>
3	<p>Know and respect the body differences between ourselves and others</p> <p>Name male and female body parts using agreed words</p> <p>Understand that each person's body belongs to them</p> <p>Understand personal space and unwanted touch</p> <p>Understand that all families are different and have different family members</p> <p>Identify who to go to for help and support</p>	<p>Stereotypes</p> <p>Gender roles</p> <p>Male/ female</p> <p>Private parts</p> <p>Penis, testicles</p> <p>vulva, vagina, uterus</p> <p>Fostering</p> <p>adoption</p>
4	<p>Understand that puberty is an important stage in the human lifecycle</p> <p>Know some changes that happen during puberty</p> <p>Understand that children change into adults to be able to reproduce if they choose to</p> <p>Know that respect is important in all relationships including online</p> <p>Explain how friendships can sometimes make people feel unhappy as well as happy..</p>	<p>Puberty</p> <p>Lifecycle</p> <p>Breasts</p> <p>Pubic hair</p> <p>Emotional feelings</p>
5	<p>Explain the main physical and emotional changes that happen during puberty</p> <p>Ask questions about puberty with confidence</p> <p>Understand how puberty affects the reproductive</p>	<p>Puberty</p> <p>Physical changes</p> <p>Emotional changes</p>

	organs Describe what happens during menstruation and sperm production Explain how to keep clean during puberty Explain how emotions/relationships change during puberty Know how to get help and support during puberty	Moods Menstruation Periods Sanitary towels Ovaries, uterus, vagina, penis, testicles, sperm.
6	Describe how and why the body changes during puberty in preparation for reproduction Explain differences between healthy and unhealthy relationships Know that communication and permission seeking are important Describe the decisions that have to be made before having children Know some basic facts about conception and pregnancy To have considered when it is appropriate to share personal/private information in a relationship To know how and where to get support if an online relationship goes wrong	Womb Sperm Egg Conception Fertilisation Pregnancy Sexual intercourse Love Consent Intimacy Personal/ private information

Children are given the opportunity in Year 6 to ask questions anonymously. In following discussions, questions will – as far as possible – be answered honestly and openly, with due regard to the ages and levels of maturity of the children. All relationships and family structures will be respected and valued.

In general, statements made by individual children will be treated in confidence. However, any comment made which gives rise to suspicions that children might be victims of sexual abuse would be referred to the head teacher who would take action in accordance with Safeguarding guidelines.

Relationships and sex education is taught by classroom teachers and if appropriate, outside visitors such as a nurse. A range of teaching methods which involve children's full participation are used to teach sex and relationships education. These include use of books, discussions, drama and role-play. Relationships and sex education is delivered in mixed gender groups.

Parents will be contacted in writing and invited to discuss with the teacher if they have any concerns before the start of the Year 5 and 6 sex educational programmes, and an opportunity to see the resources and scheme of work will be provided if required. A

statement outlining the school's sex education policy will be included in the school prospectus. Parents may withdraw their children from sex education lessons, but will be discouraged from doing so. The responsibility for triggering contact with parents prior to the Year 5 and 6 sex education lessons rests with the class teacher. This policy will be shared with parents and carers through the school website.

Pupil Consultation

Asking children their views on RSE gives them an opportunity to be active citizens and ensures that teaching can meet the specific needs of the children it is aimed at.

At Whitchurch, pupil consultation can take the form of discussions within classroom activities which ensure all pupils have a voice in the process.

Some of the questions asked would be:

- Where do you get information about your body, growing up, relationships and feelings?
- What would you like more information on?
- Do you feel able to ask for support and advice?
- Do you feel confident talking about feelings and emotions?
- Do you feel safe to learn in RSE lessons?
- Do the activities used in lessons help you to learn?
- What do you think would improve RSE in our school?

Language and terminology

RSE at Whitchurch has a vital role to play in helping children develop a vocabulary they can use to communicate comfortably, respectfully and accurately about the human body, growing up, sex and relationships. This is only possible if adults teaching RSE are able and willing to model use of this type of vocabulary. At Whitchurch, the vocabulary that will be used is made available on the curriculum overview (see above) which is shared with the parents. This ensures that the parents are prepared for pupils' use of this vocabulary when they are at home.

We always use medically correct terms for genitalia and sexual parts of the body, for example, vulva, vagina, penis and testicles. Ofsted provides full support for this approach (2013) and have raised concerns that some primary schools have, in the past, failed to teach this vocabulary. As a barrier to safeguarding, this leaves children unable to describe abusive behaviours.

The use of respectful language which challenges sexism, homophobia and other forms of prejudice should be established in RSE at Whitchurch. We hope that this will have benefits for the whole school community – both in and out of lessons. Ofsted found that casual use of homophobic language in schools is often unchallenged (2013). Children and all adults at Whitchurch need to know that using the word 'gay' (to refer to something or someone as rubbish) is wrong and will not be tolerated.

Impact

Assessment

Class teachers assess progress and understanding in relationships and sex education through pupil discussions and responses in their written work and verbally. A record of what has been covered is kept in the class PSHE scrapbook. Teachers keep a record of their ongoing assessment in this subject by annotating the learning objectives grid in the back of

each class scrapbook. A note is made when children have achieved the learning objectives. In addition to this, it is noted when a child or group of children have not understood a learning objective fully. This is then either addressed later in the academic year or returned to next year. The scrapbook is passed up to the next teacher each year so that they are aware of what has been covered, any greater depth learners and any subjects that need to be returned to with individual children or groups.

Evaluation

Evaluation is what the teachers do in response to the teaching. It is the process that measures whether the lesson or unit of work is effective and worthwhile. It should be used as a means of improving provision and raising standards. Evaluation helps to identify issues for development and can prompt a review process and this may result in changes to the RSE programme or policy. Teachers are encouraged to feed such findings back to the Head teacher.

Evaluation answers the questions:

- Has this lesson or unit enabled the pupils to learn what was intended?
- Does it meet the needs of the pupils?
- What do we think of it? (teachers and pupils)
- What are its good and bad points?
- Do we need to modify it in any way to improve it?

SEN/Inclusion

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. Teaching and resources will be differentiated as appropriate to address the needs of children with Special Educational Needs in order for them to have full access to the content of relationships and sex education.

Every child is entitled to receive RSE, regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children. It is our intention that all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development, including differentiated provision if required. Inclusive RSE at Whitchurch will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education have produced advice on The Equality Act 2010 and schools (DfE 2014b).

Care will be taken to avoid stereotyping male and female roles within the family and in society in general, and emphasis will be placed on the potential for both male and female parents to play a full role in childcare.

Equalities Safeguarding

RSE plays a very important part in fulfilling the statutory duties all schools have to meet. RSE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. State-funded schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38). Updated government safeguarding guidance is now available (Keeping Children Safe in Education, 2014a) and includes a section about being alert to signs that young girls may be at risk of female genital mutilation (FGM). The school summer holiday especially during the transition from primary to secondary schools is thought

to be a key risk time for FGM. See also the government Multi-agency practice guidelines: Female Genital Mutilation (2014) which includes a section for schools.

Confidentiality

The classroom is never a confidential place to talk, and that remains true in relationships and sex education. Pupils are reminded that lessons are not a place to discuss their personal experiences and issues – or to ask others to do so – through the establishment of clear ground rules at the beginning of sessions.

Any visitor to the classroom is bound by the school's policy on confidentiality, regardless of whether they have – or their organisation has – a different policy.

In the event of a disclosure, please refer to the school's confidentiality policy.

ICT and cross curricular links

The school's relationships and sex education programme forms part of its broader, Science, Personal, Social and Health Education programmes, and is influenced by the school policies on Spiritual, Moral, Social and Cultural Development and Citizenship.

Links are made with the computing curriculum, which teaches about online safety. The children are taught that the internet and social media are important resources for learning and information, and a great opportunity to build social networks, as well as teaching about the risks and how to stay safe online.

Resources

At Whitchurch Combined School we use lessons plans and resources from 'Teaching RSE with confidence in Primary schools' scheme of work produced by CWP. Teachers have been given digital access to all lessons plans and resources. They can also be found on the school shared drive.

If teachers have any questions about using the lesson plans, then they should talk to the PSHE coordinator who will address any training needs.

The teachers in year 5 and 6 have received external training on the teaching of the sex education curriculum.

On occasion plans might need to be adapted to fit with the needs of a particular class. Teachers should make these changes, if necessary, in consultation with the PSHE coordinator.

Monitoring and review

The Relationships and Sex Education Policy is reviewed annually. The RSE programme is monitored by the PSHE Co-ordinator. Parental feedback is an important part of the development of this subject and the views of parents will continue to be taken into account.

Reviewed April 2025