

WHITCHURCH COMBINED SCHOOL

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



The teaching of relationships and health 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:

Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. High quality, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development. Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness. Effective teaching will support prevention of harms by helping young people understand and identify when things are not right. (RSHE guidance 2025)

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

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 Kapow.

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

Year	Topics covered	Vocabulary
FS2	- Families – to know that families can vary in how they are made up, but that the people in our family love and care for us. - To know that they are unique - To talk about ways that they are similar and different to others - To explore diversity through thinking about similarities and differences.	Different/ similar Myself Family unique
KS1	- To know that bodies have similarities and differences (e.g. height, hair colour, skin colour, or other physical features) and this makes each person unique. - To know that bodies are different and unique and that it is not kind or respectful to comment on someone else's body. - To know that humans grow and change as they get older, from babies to children to teenagers to adults.	<u>Year 1</u> Names of body parts – stomach, throat, shoulder, ankle, elbow, forehead <u>Year 2</u> Nipples, penis, private parts,

	- To know that growing up means becoming more independent in looking after ourselves. - To understand that their body is special and belongs to them. - To know that some parts of the body are private and that they should always respect their own and others' privacy. - To know the correct names for private body parts* (e.g. penis, vulva, vagina, testicles, scrotum and nipples). - To know that they should always talk to a trusted adult if someone says or does something they are not comfortable with. - To know that physical changes to the body are a normal part of growing up and becoming an adult.	scrotum, testicles, vagina, vulva
LKS2 -Year 3 and 4	<u>Year 3</u> - Communicating personal boundaries clearly (e.g. "I'm not comfortable with that").* - To know that unkind or negative comments about someone's body can affect how they feel about themselves and that it is important to treat all bodies with respect <u>Year 4</u> - Describing some physical changes in adolescence and beginning to be aware of the changes puberty brings. - Describing some emotional changes that happen during adolescence. - To know that their bodies will change as they grow into adults and these changes happen at different times and rates for everyone, which is completely normal. - To know that as their bodies change during puberty, their emotions and feelings may also change and that this can sometimes feel difficult to manage (e.g. experiencing mood swings). - To know that one of the physical changes that happens to female bodies when they go through puberty is starting their period (menstrual cycle). - To know that during a period a small amount of blood leaves the body from the vagina each month. - To know that periods can start unexpectedly and that there are ways to manage them, such as wearing pad or period pants and asking a trusted adult for help. - To know that some people experience discomfort or pain during their period and that this is common. - To know the correct names for the external parts of the body that may change in adolescence (e.g. breasts, armpits, Adam's apple, pubic hair). - To know that they should talk to a trusted adults if they have any worries or concerns, including around body	<u>Year 3</u> Recap of words for private parts taught in Y2: Nipples, penis, private parts, scrotum, testicles, vagina, vulva <u>Year 4</u> Boundaries Breasts Period Armpits Pubic hair Period pad Period pants ovaries

	changes and growing up.	
Year 5	- Explain what puberty is and why it happens. - Describe the physical changes that occur during puberty, using correct scientific vocabulary. - Explain how puberty changes affect hygiene and how good personal care supports health and cleanliness. - Describe the range of emotions that may be experienced during puberty and explain why these can change over time. - Identify trusted adults and people they can talk to for support or advice. - Describe what a period is, why it happens and how it can be managed, including naming different products. - Explain how unkind behaviour or comments about physical and emotional changes can affect others and suggest ways to show kindness and respect. - Describe what personal boundaries are, explain why they are important, recognise when they may be crossed and suggest kind and assertive responses. - To know the correct scientific names for the external and internal reproductive organs (e.g. uterus, fallopian tubes, ovaries, testicles). - To know that puberty is the process of preparing the male and female body for reproduction, as part of the human life cycle. - To know that many people find the changes during puberty difficult to deal with and should be supported and treated with kindness. - To know that good personal hygiene is important during puberty and into adulthood to stay clean, healthy and comfortable. - To know how to manage hygiene during a period, including how often to change sanitary products, how to dispose of them safely and how to keep the body clean and comfortable. - To know they can seek support from a trusted adult when they have questions or concerns about their changing body, relationships or growing up. - To know some simple ways people can manage period pain (e.g. rest, heat, gentle movement or asking a trusted adult for help). - To know that wet dreams and erections are natural physical changes that happen to most boys during puberty. - To know that a wet dream occurs when a small amount of fluid, called semen, is released from the penis, usually during sleep. - To know that an erection is when the penis becomes firmer	Uterus Fallopian tubes Ovaries Testicles egg erection genitals hormones hygiene menstrual cup period pad period pants self-conscious sensitive tampon wet dream womb/uterus

	or harder, that this is temporary and that it usually goes away on its own.	
Year 6 Sex education (non-statutory)	- To know that to reproduce a sperm and egg join together to make a baby, usually through sexual intercourse (sex). - To know that the legal age for sexual intercourse is 16 years old, although many people wait until they are older. - To know that pregnancy begins when a fertilised egg grows in the uterus. - To know that a baby develops in the uterus for approximately nine months. - To know that birth is the process by which a baby is delivered from the uterus, usually through the vagina or sometimes by caesarean section. - To know that there are different ways people can become parents, including through IVF and adoption. - To know that babies need constant care and attention and that becoming a parent involves a lot of responsibility, time and support.	conception consent ovary pregnant sexual intercourse sperm

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 RSE 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 Kapow. Teachers have been given digital access to all lessons plans and resources.

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.

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