



## **Bomere & the XI Towns Federation**

# **Relationship and Sex Education Policy**

The following policy has been reviewed and approved by the Governing Body, Parents, Pupils and Staff and is the result of working with Shropshire Advisors

December 2019

## Introduction

We have based our school's relationship and sex education policy on the statutory guidance issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. The Relationships Education, Relationships and Sex Education, and the Health Education Regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017.

Our Relationship and Sex Education (RSE) Policy places the emphasis upon relationships, and supports pupils' understanding and skill in developing positive and healthy relationships. We believe that this work is a lifelong learning process. It is about physical, moral and emotional development; and is about understanding the importance of committed, stable and loving relationships; respect, love and care; and marriage. It involves teaching about developing relationships, sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity.

RSE is part of the integrated curriculum of the school, included within the personal, social and health education curriculum. Education for personal growth and self esteem , including sex and health education, complements and overlaps with the consideration of the Personal, Social, Health and Emotional development of the child and the general life of the school (see Behaviour and Discipline policy ), relationships with one another, including staff and parents/carers, socialisation, values and attitudes.

Ofsted 2002 recommendations have informed our policy and practice, in particular:

*'A caring and developmental Sex and Relationship Education (SRE) programme needs to be more than just biology and the fundamentals of reproduction. Young people want reassurance about their body image, behaviour, feelings and relationships. They also need knowledge and skills appropriate to their level of maturity and developmental needs.'*

The Church of England Education Office (Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE) in Church of England Schools November 2019) states that:

*'Church of England schools should ensure that their RSHE curriculum protects, informs and nurtures all pupils. It should clearly differentiate between factual teaching (biology, medicine, the law, marriage, different types of families and the composition of society) and moral teaching about relationships and values, recognising that the distinction can be easily blurred and there needs to be discernment about the manner in which this is taught within a moral (but not moralistic) framework.'*

In partnership with parents/carers, schools have a vital role to play in the formation of our children. Taking that responsibility seriously means we are not prepared to leave their development to the distorted representations of sex and relationships that are just a few clicks away on their phones and computers, but will actively promote staying safe, developing healthy relationships, and protecting self-esteem and good mental health.'

Our policy for Relationship and Sex Education is written in accordance with this philosophy.

In planning and presenting our RSE programme, we provide an opportunity for pupils to express themselves within a trusted and safe environment. Central to our PSHE programme is the development of pupils self esteem. If young people feel positive and good about themselves, they are more likely to take care of themselves, think positively of other people and therefore, develop non-exploitative, caring relationships. They are also less likely to be exploited by others.

Our policy and practice is based upon national guidance, good practice guidelines and is consistent with Shropshire Council recommendations. This policy has been reviewed and updated in consultation with teaching and support staff, parents and pupils and approved by Governors.

This policy is cross referenced and consistent with other policies such as PSHE, Behaviour and Discipline, Child Protection and Anti- Bullying, Equalities etc.

This policy has been reviewed and updated in consultation with teaching and support staff, and approved by Governors.

It will be reviewed every two years.

**Date: December 2019 (including changes to take effect statutorily from Autumn 2020 - implemented in our federation as part of Early Adopters under the DFE scheme)**

**Review date: Autumn 2021**

## Organisation

It is our belief that RSE is the responsibility of all staff and is integral to teaching a broad and balanced curriculum, educating the whole child and is the taught component of 'Keeping Children Safe in Education'.

We teach relationship and sex education through different aspects of the curriculum. Education in personal growth and development, including relationship and sex education, forms part of the integrated curriculum of our school, and is included in thematic planning and coverage for each class, each term. It is taught by the classroom teacher with weekly sessions over the course of a term. These are timetable lessons delivered by class teacher. Teaching assistants support help with delivery and provide additional support for pupils as required. From time to time the programme is enhanced and supported by outside speakers and agencies. Guidance is provided on responding to pupils' questions in and out of the classroom, differentiation on developmental or cognitive basis and the use of single sex and /or small group work. Interactive and distancing techniques are used in conjunction with establishing ground rules.

Some elements will be taught to single year groups eg. year 6. There will be an opportunity to work in single and mixed gender groups. Small groups may be used, based on learning and developmental need.

We teach some aspects of RSE through subject areas, in science and PE, in particular.

In Personal, Social, Health Education, PSHE, we teach pupils about relationships, and we encourage children to discuss issues. We teach parts of the body, and how these work, and we explain what happens during puberty, using the correct biological terms for body parts and their functions. We encourage children to ask questions. We provide reassurance that change is part of life's cycle. We follow the 'Shropshire Respect Yourself: Eat Better, Move More, RSE' programme of study for years 1 to 6 This is an award-winning programme with the quality kite mark from the PSHE Association. It is based upon national good practice criteria and Shropshire young people's priorities (See overview in appendix). The RSE Transition programme for year 6&7 ensures cross phase co-ordination.

In science lessons in both key stages teachers inform children about the body, its functions and keeping healthy, following the national Curriculum for Science (2014).

In key stage one, the focus is on identifying, naming and labelling basic parts of the body and their function relating to the senses, offspring, basic needs, exercise, diet and hygiene

In key stage two, we teach about the main stages of the human life cycle and puberty, nutrition and life processes of reproduction, impact of diet, exercise, drugs lifestyle choices and alcohol.

In PE we teach about being aware of our bodies, keeping healthy and fit, about personal hygiene, keeping safe, personal space and privacy. As far as possible, the children's personal privacy is respected. In upper key stage two we have made arrangements for the girls and boys to change separately, when appropriate..

When possible, the school nurse supports staff - in particular she leads a session with the year 5 girls, after the module on menstruation has been delivered as part of the Body Changes in Puberty Unit, discussing menstruation, showing sanitary towels and sanitary disposal; a separate session with the nurse is also shared for the boys to discuss puberty and questions they may have. This module may be moved to an age appropriate year group should pupil/local needs indicate a need to cover it earlier.

(All visitors adhere to the School and Shropshire's visitor's policy, which is available in reception as visitors sign into the school)

## **Aims**

RSE in our school is part of the personal, social and health education curriculum. This is integrated within the wider school curriculum and complements and overlaps with the general ethos and life of the school. To provide a planned, age appropriate scheme of work, designed to respond to pupils' questions and capitalise on the fascination and interest that children have about their own growth and development and to offer reassurance that such changes are normal and natural.

In planning and presenting our RSE programme we provide the opportunity for pupils to express themselves within a trusted and safe environment, following agreed ground rules. We want to reassure children of their

value and self-worth including aspects of dignity, self-respect and self-restraint, help them to have a responsible attitude towards personal relationships including mutual respect and care and to develop sensitivity towards the needs of others, provide knowledge of loving relationships and human reproductive process.

We aim to inform children on matters of personal hygiene and related health issues, encourage exploration of values and moral issues taking into account physical and moral risks associated with certain behaviour, educate against discrimination and prejudice and help prepare children to make informed choices about relationships.

We offer a planned and age appropriate scheme of work, devised to meet the following aims and objectives:

- to explain the meaning of words in a sensible and factual way
- to use, and encourage the use of, correct names for all body parts and functions; it is important the young people know how to articulate using the correct language for body parts, we ensure that correct language is used across the school in all contexts, as relevant.
- to value family life in all its manifestations
- to encourage self-esteem when considering ourselves in relationship to others
- to raise and promote a positive self esteem
- to help pupils to develop their ability in:
  - making choices
  - being assertive
  - self-expression
  - show respect for others
  - communication skills
- for pupils to be able to recognise, understand and communicate their feelings
- to help pupils understand their rights and to be able to recognise and resist unwanted touches and advances
- to prepare pupils to keep themselves safe online and be able to recognise potential dangers with regard to appropriate and inappropriate relationships (real world and digital world safety)
- to provide pupils with the skills necessary to be able to protect themselves and keep themselves happy and safe
- to give an elementary understanding of human reproduction, which is appropriate to their maturity and level of understanding
- to prepare pupils for the physical and emotional changes and challenges of growing up

- to provide reassurance that change is part of the lifecycle
- to help pupils to accept the variation in rates of growth and development
- to provide reassurance that change is part of the life cycle and to give support in adjusting to these changes
- to offer pupils the opportunity to develop and clarify their attitudes and values relating to gender roles and stereo-typing
- to counteract misleading folklore, myth, and false assumptions/misinformation
- to help children to make responsible decisions about relationships that they form
- to raise awareness of sources of help and to develop the skills and confidence to use them - who to talk to if they have a problem
- to challenge media stereo-types, oppression and prejudice, along with persuasive advertising, ensuring pupils develop an awareness of and respect for diversity in relation to, for example gender, race, religion and belief, culture, sexual orientation and disability
- to promote equal opportunities for all
- to complement and support the role of the parents
- Develop the confidence to seek help, support and advice

As a church school, pupils will;

- Be able to cherish themselves and others as unique and wonderfully made, and to form healthy relationships where they respect and offer dignity to others.  
(Church of England Education office 2019)
- Know that it is likely that not all will agree on issues to do with human sexuality, marriage and gender identity. However there needs to be a fruitful loving commitment to remain in relationship with each other and honour the dignity of their humanity  
(Valuing all God's Children, Church of England, P11)
- Have an understanding about healthy resilient relationships set in the context of character and virtue development, with a focus on respecting others, including the beliefs and practices of people with a specific faith commitment, as well as those from the many different types of families that make up our cultural context.  
(Bishop calls for partnership between parents and schools to teach RSE - Rt Revd Stephen Conway, Bishops of Ely, 2019)
- Recognise the importance of forgiveness and saying sorry in relationships



There are three main elements, within our aims;

- Attitudes and values:
  - understanding the importance of values and individual conscience and moral considerations
  - learning the value of committed and loving relationships for the nurturing of children
  - To understand the value of family life, the implications of parenthood and the need for the proper care of all young things.
  - learning the value of respect, love and care
  - exploring, considering and understanding moral dilemmas
  - developing critical thinking as part of decision making
  
- Personal and social skills:
  - learning to manage emotions and relationships confidently and sensitively
  - developing self-respect and empathy for others
  - developing an understanding of difference and to challenge unreasonable prejudice
  - developing an appreciation of the consequences of choices made
  - managing conflict
  - learning how to recognise and avoid exploitation and abuse
  
- Knowledge and understanding:
  - learning and understanding physical development at appropriate stages
  - understanding human sexuality, reproduction, sexual health, emotions and relationships
  - learning the reasons for delaying sexual activity, and the benefits to be gained from such a delay

## **Context**

We teach relationship and sex education in the context of the school's aims and values framework, (see Teaching & Learning Policy, school aims and the Mission Statement), with an awareness of the values which underpin all our work in school.

In particular, we teach relationship and sex education in the belief that:

- it is important to build positive relationships with others, involving trust and respect
- children need to learn the importance of self-control
- relationship and sex education should be taught in the context of stable, loving and committed relationships
- children should be taught to have respect for their own bodies and other peoples bodies
- children should learn about their responsibilities to others, and be aware of the consequences of sexual activity

Questions may arise spontaneously in and out of the classroom. There are lots of triggers: a news story, soap opera story, a line in a song, a family situation, an experience, the time of year or as a result of issues raised in a lesson. Whatever the trigger the child has taken the opportunity to check out, clarify and discuss something. They may also be asking for help, advice and support.

Pupils' questions will be responded to by all staff (teaching and non-teaching) as they arise in a straightforward way. Factual, simple and correct information will be provided using correct terminology for body parts and functions appropriate to the age and maturity of the child.

School staff have the right not to feel under pressure to answer difficult questions on the spot and will use distancing techniques such as referring the question to a question box. This allows time for reflection about the most appropriate way to respond. Staff have been provided with a process for responding to questions.

Any concerns arising concerning a child or any indications that a child or children are at risk of harm or in danger will be discussed with the head teacher or child protection lead in accordance with the Child Protection policy.

The use of sexualised language, swear and slang terms, including homophobic language will be addressed with pupils and as appropriate parents/carers.

The strategies around mental health, self-esteem and resilience are considered extremely important in this federation; we are considering

how the mental health curriculum developed by the PSHE association can be utilised to support this locally.

## **Home/School Partnership**

We believe that parents/carers have the primary role in delivering relationship and sex education. We hope the school curriculum and ethos of the school, complements and enhances home teaching and values; we give due regard to the value of loving and stable relationships, and family life. We aim to provide a programme as part of our home school partnership, ensuring all pupils receive high quality provision in line with national good practice recommendations, statutory and legal requirements related to Equality and Safeguarding.

Children are exposed to information and messages from TV, internet, social media, streaming, film, music videos, books and magazines. They are influenced by family and friends and other significant adults. Part of our role is to ensure that children are able to understand and not misinterpret the information they acquire and to provide contexts where they are able to consider and evaluate the information they receive.

We provide parents/carers with opportunities to discuss the school's policy and practice. Parents/carers will be informed about the timing of the delivery and offered an opportunity to look at resources. Parents/carers are encouraged to discuss and ask questions.

The Relationships Education, Relationships and Sex Education, and Health Education regulations 2019 (made under sections 34 and 35 of the Children and Social Work Act 2017) confirms the 1996 Education Act, that parents have the right to withdraw their child from part, or all of the sex education programme that does not form part of the national science or health education curriculum. There is no parental right of withdrawal from the science, relationship or health education curriculum, which includes understanding changing adolescent body.

If a parent wishes to do this they should discuss this with the Executive Head teacher. We would encourage parents to discuss any concerns at the earliest opportunity with class teacher and Headteacher. The Executive Head will discuss the implications and likely consequences of withdrawal from the non- statutory part of the curriculum.

The head will help parents identify and discuss the impact and implications of withdraw for their child, including the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of feeling excluded, as well as the like hood of the child hearing their peers' version of what was said in the classes, rather than what was said directly by the teacher.

Parents should make it clear which aspect of the programme they do not wish their child to participate in, this will be documented and parents may be asked to put their request in writing. Resources and information regarding delivering sex education at home will be made available.

Where a pupil who is withdrawn from RSE asks a question relating to sex education content teachers will offer a 'holding response' and following discussion with senior staff member will draw the issue to the attention of parents, unless there are any safeguarding concerns or issues, in which case safeguarding polices will be followed.

Should an issue arise as part of whole class discussion, where a child has been withdrawn, teachers will endeavour to respond with particular care.

## **Assessment**

Staff will undertake informal baseline assessments of pupils' awareness and understanding in order to establish the next steps for learning. The questions under 'Scheme of Work' will be used to support this baseline, using a variety of methods eg discussion, mind mapping, questions & answers. At the end of a series of lessons, there will be a follow up activity using the same/similar questions to establish Assessment of Learning. The Shropshire programme includes baseline assessment and a tracking tool. This enables year 6 pupil's knowledge, confidence and ability to access help and support to be identified and measured before and after the programme is delivered. The data can be analysed by gender and cohort and will support assessment against the DfE key stage Outcome for KS2. (Appendix 3)

## **Equal Opportunities**

Equality of opportunity is highly valued in our school. RSE should offer pupils opportunity to clarify and develop their attitudes and values relating to gender roles and stereotyping and challenge, and consider assumptions and influences in society related to age, gender, race and culture, disability, ability, religion and belief, gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation.

As part of our whole school approach our RSE programme fosters gender and LGBT+ equality, challenging all forms of discrimination and bullying. We are respectful of how pupils choose to identify themselves, understanding that their sexual orientation and gender identity may be emerging and fluid.

## **Confidentiality**

Teachers and other professionals involved, will conduct RSE lessons in a sensitive manner. Pupils will be encouraged and supported to ask questions. These will always be answered in a sensitive, non-judgemental, respectful and age appropriate manner, and confidentiality will be respected.

All school staff will answer questions giving current and factual information appropriate to age and maturity of the child. A question box technique will be used to support school staff and pupils.

Any issues of concern, or any indications that a child or children may be at risk of harm or in danger, will be discussed with the head teacher/child protection lead, in accordance with our Child Protection policy.

## **Safeguarding**

Teachers are aware that effective RSE, which brings an understanding of what is, and what is not appropriate in a relationship, can lead to a disclosure of a child protection issues.

Safeguarding procedures, as specified by Keeping Children Safe in Education are followed. All referrals, whatever their origin are taken seriously and considered with an open mind, which does not pre-judge the

situation. The procedures adopted for handling cases of neglect, physical, emotional, sexual abuse and failure to thrive involving children and young persons, are based on the principle that the interests and welfare of the child or young person are of paramount importance.

Confidentiality must not prevent action if the child is 'at risk'. Teachers will listen to anything a child tells them in confidence. However, if a teacher feels that a child is at risk then the appropriate people will be contacted in accordance with the Child Protection Procedures, a copy of which is available for parents in school.

## **Moral and Values Framework**

The Relationship and Sex Education Policy will be sensitive towards the established morals and values framework of all the major world religions and philosophies. The RSE Policy is complimentary with the Religious Education Policy and the Personal, Social and Health Education Policy.

## **The Social, Ethnic and Religious Mix of the School**

We aim to fulfil the educational needs of the children who are represented in the local community, acknowledging that the children may come from a varied cross section of the local community and represent different social, ethnic and religious values, beliefs and customs.

## **SEND**

It is recognised that SEND pupils may require additional support on the RSE curriculum and can be at increased risk of exploitation. Individual support or targeted programmes may be considered. Parents and pupils will be involved and consulted.

## **Role of the Executive Head**

It is the responsibility of the Executive Head to ensure that:

- policy and practise is developed in accordance with good practice guidelines and recommendations

- the policy is reviewed and monitored and approved by governors
- staff and parents are informed about policy
- all staff receive appropriate training and support
- external agencies adhere to the visitors policy

## **Complaints Procedure**

Any parents with concerns about this policy should discuss this directly with the Executive Head teacher. In the event that the concern cannot be dealt with, the Governors can be contacted via the complaint procedure

## **Role of the Governors**

It is the responsibility of the school governors to ensure that:

- the school delivers a broad and balanced curriculum as an entitlement for all pupils and adhere to section 36 of the statutory Department of Education guidance 'Keeping Children Safe in Education'.
- The Curriculum Committee of the governing body monitors our relationship and sex education policy on a regular basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification.
- The Curriculum Committee gives serious consideration to any comments from parents about the relationship and sex education programme, and makes a record of all such comments.
- This policy has been reviewed and updated with teaching and support staff, and approved by the school governors.

## **Monitoring and review**

The policy will be reviewed and updated with parents, pupils, and staff, and approved by the school governors. It will be reviewed every three years.

The Curriculum Committee of the governing body monitors our relationship and sex education policy. This committee reports its findings and recommendations to the full governing body, as necessary.

The Curriculum Committee will give consideration to any comments from parents about the relationship and sex education programme, and makes a record of all such comments.

Governors require the Executive Headteacher to keep a written record, giving details of the content and delivery of the relationship and sex education programme that we teach in our school.

Appendix 1 Shropshire RSE good practice charter

Appendix 2 Overview of RSE scheme of work

Appendix 3 DfE KS2 Learning Outcomes

Appendix 4 Sample letter to parents

Appendix 5 DfE FAQ

Appendix 6 Governors' Statement



## **Scheme of work**

We are committed to ensuring our programme is age appropriate. We are aware that the issues and concerns facing pupils change and our programme needs to be flexible and responsive. We take advice and are updated on a regular basis by Shropshire Public Health Curriculum Advisor on local contextual safeguarding issues, national trends and data. We follow good practice recommendations and use additional resources from reliable and authoritative experts such as the PSHE Association, the Sex Education Forum, Public Health England and CEOP.

The Shropshire Respect Yourself: Eat Better, Move More, RSE programme is a spiral curriculum starting a year 1 to year 11. There are age appropriate lessons and resources for each year group and key stage (Appendix 2.) The RSE element of the curriculum is taught within the context of health and wellbeing and our emotional and mental health curriculum.

The emphasis is upon teaching children to understand and respect themselves, others and their bodies as part of a healthy lifestyle approach. The RSE topic has three sections; Choices and Challenges, Changes and Care and Commitment. In year 5 & 6 there is a greater emphasis on the changes that occur in puberty. Year 6 uses the Shropshire RSE Transition Programme

Pupils are taught about relationships and encouraged to discuss issues. We teach the parts of the body and their functions and how we change as we grow up. We use the correct terminology. We encourage children to ask for help, providing reassurance that change is part of life's cycle.

The programme complements the science curriculum:

In science lessons in Key Stage 1 the children are taught about how humans change and grow and how a baby is born. The focus is on changes and growing, keeping our bodies and ourselves healthy and safe. For this aspect we follow the guidance material in the national scheme of work for science.

In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.

The programme complements the Health Education statutory requirements and delivers the key stage outcomes as defined by the DfE (Appendix 3.)

## **Reception/Yr 1**

### ***Relationships***

Who is in my family?  
How are other families similar or different to mine?  
What does my family do for me?  
What do I like about my friend?  
What does my friend like about me?  
What can other people do to make me feel good?  
Who do I look after?  
Why I shouldn't tease other people?

### ***My body***

Why are girls' and boys' bodies different?  
What do we call the different parts of girls' and boys' bodies?

### ***Life cycles***

Where do babies come from?  
How much have I changed since I was a baby?  
How are other children similar and different from me?

### ***Keeping safe & looking after myself***

Which parts of my body are private?  
When is it ok to let someone touch me?  
How can I say "no" if I don't want someone to touch me?  
Who should I tell if someone wants to touch my private parts?

### ***People who help me***

Who can I ask if I need to know something?  
Who can I go to if I am worried about something?

## Yrs 2/3

### **Relationships**

Who is in my family?

How are other families similar or different to mine?

What does my family do for me?

What do I like about my friend?

What does my friend like about me?

What can other people do to make me feel good?

*Who do I look after?*

*Why I shouldn't tease other people?*

*How have my relationships changed as I have grown up?*

*Why do friendships change?*

*How can I be a good friend?*

*Why can it be fun to have a friend who is different from me?*

*How can I make up with my friend when we have fallen out?*

*What are some of the unpleasant/hurtful ways people can behave towards one another?*

*How do I know when I am being bullied?*

*What do I do if I am being bullied?*

*Why are some parents married and some parents not?*

### **My body**

How has my body changed since I was a baby?

Why is my body changing?

Why are some children growing quicker than others?

Why are we all different? Is it ok to be different?

What are the similarities and differences between boys and girls?

Should boys and girls behave differently?

### **Feelings**

What makes me feel good?

What makes me feel uncomfortable?

How do I know how others are feeling?

Why are my feelings changing as I am getting older?

How do I feel about growing up and changing?

How can I cope with strong feelings?

### **Life Cycles**

Where do babies come from?

How much have I changed since I was a baby?

*How are other children similar and different from me?*

*Why does having a baby need a male and a female?*

*What are eggs and sperm?*

*How do different animals have babies?*

*How do different animals look after their babies before and after birth?*

*What happens when people get older?*

### **Keep safe and looking after myself**

Which parts of my body are private?

When is it ok to let someone touch me?

How can I say "no" if I don't want someone to touch me?

Who should I tell if someone wants to touch my private parts?

*What are good habits for looking after my growing body?*

*What do I do if someone wants me to do something dangerous, wrong or that makes me feel uncomfortable?*

*When is it ok or not ok to keep secrets?*

### **People who help us**

Who can I ask if I need to know something?

Who can I go to if I am worried about something?

*Who can I talk to if I feel anxious or unhappy?*

*Where can I find information about growing up?*

*Blue italics = new to class 3*

## Yrs 4/5/6

### **Relationships**

Who is in my family?

How are other families similar or different to mine?

What does my family do for me?

What do I like about my friend?

What does my friend like about me?

What can other people do to make me feel good?

Who do I look after?

Why I shouldn't tease other people?

How have my relationships changed as I have grown up?

Why do friendships change?

How can I be a good friend?

Why can it be fun to have a friend who is different from me?

How can I make up with my friend when we have fallen out?

What are some of the unpleasant/hurtful ways people can behave towards one another?

How do I know when I am being bullied?

What do I do if I am being bullied?

Why are some parents married and some parents not?

How can I ask for help

*What are the important relationships in my life now?*

*What is love? How do we show love to one another?*

*Can people of the same gender love one another? Is this ok?*

*What are the different kinds of families and partnerships?*

*What do the terms "lesbian" and "gay" mean?*

*Why does calling someone "gay" count as bullying?*

*What should I do if someone is being bullied or abused?*

*Are boys and girls expected to behave differently in relationships?*

*Can some relationships be harmful?*

*Can some relationships be abusive?*

*Why are families important for having babies and bringing them up?*

### **My body**

How has my body changed since I was a baby?

Why is my body changing?

Why are some children growing quicker than others?

Why are we all different? Is it ok to be different?

What are the similarities and differences between boys and girls?

Should boys and girls behave differently?

*What is puberty?*

*Does everyone go through it? At what age?*

*What body changes do boys and girls go through at puberty?*

*How will my body change as I get older?*

### **Feelings and attitudes**

What makes me feel good?

What makes me feel uncomfortable?

How do I know how others are feeling?

Why are my feelings changing as I am getting older?

How do I feel about growing up and changing?

How can I cope with strong feelings?

*What kinds of feelings come with puberty?*

*What are sexual feelings?*

*What are wet dreams?*

*What is masturbation? Is it normal?*

*How can I cope with these different feelings and mood swings?*

*How can I say "no" to someone without hurting their feelings?*

*What should I do if my family or friends don't see things the way I do?*

*What do families from other cultures and religions think about growing up?*

*Can I believe everything I see on the TV about perfect bodies / relationships between girls and boys ..... to be true?*

### **Lifecycles/human reproduction**

Where do babies come from?

How much have I changed since I was a baby?

How are other children similar and different from me?

Why does having a baby need a male and a female?

What are eggs and sperm?

How do different animals have babies?

How do different animals look after their babies before and after birth?

What happens when people get older?

*What is sex?*

*What is sexual intercourse?*

*How much sperm does a man produce?*

*How many eggs does a woman have?  
How does sperm reach the egg to make a baby?  
Does conception always occur or can it be prevented?  
How do families with same sex parents have babies?  
How does the baby develop?  
How is the baby born?  
What does a new baby need to keep it happy and healthy?*

***Keeping safe and looking after myself***

Which parts of my body are private?  
When is it ok to let someone touch me?  
How can I say "no" if I don't want someone to touch me?  
Who should I tell if someone wants to touch my private parts?  
What are good habits for looking after my growing body?  
What do I do if someone wants me to do something dangerous, wrong or that makes me feel uncomfortable?  
When is it ok or not ok to keep secrets?

*How can I look after my body now I am going through puberty?  
How can girls manage periods (menstruation)?  
How can people get diseases from sex and how can they be prevented?  
What is HIV, how do you get it and how can you protect yourself from getting it?*

***People who help me / getting help and advice***

Who can I ask if I need to know something?  
Who can I go to if I am worried about something?  
Who can I talk to if I feel anxious or unhappy?  
Where can I find information about growing up?

*Who can I talk to if I want help or advice?  
Where can I find information about puberty and sex?  
How can I find reliable information about these things safely on the internet?*

## **Classroom strategies and activities**

Class teachers plan the activities using a range of resources and books. Most are planned as part of PSHE, Science and some through other curriculum areas such as literacy/story time, some as a part of a unit, some as a whole unit.

The class will establish ground rules that are appropriate to the age and activity. Class ground rules and behaviour code will also be relevant but may be extended.

Some classes or activities may involve the use of question boxes, where children can place queries and observations, either named or anonymously.

Teachers will assess pupils' responses to the concepts in a range of ways - mostly informal but some formal assessments using strategies such as questionnaires, written responses, paired work, group discussion.

Much of the work will be carried out through circle time.

## **Sample letter**

See RSE file page 366

## **Sources of Useful Information**

Key website:

Sex Education Forum ([www.ncb.org.uk/sef](http://www.ncb.org.uk/sef).)

Useful websites on relationships, puberty, keeping safe .....

**For parents:**

YoungMinds: organisation specialising in children and adolescent mental health; lots of info and excellent Parents' Helpline

[www.youngminds.org.uk](http://www.youngminds.org.uk)



Family Lives: lots of info and helpline

[www.familylives.org.uk](http://www.familylives.org.uk)

FPA: sexual health charity

[www.fpa.org.uk/factsoflife](http://www.fpa.org.uk/factsoflife)

NHS Choices: Live Well, healthy living for everyone

Info for parents and children

<https://www.nhs.uk/live-well/eat-well/>

<https://www.nhs.uk/live-well/sexual-health/stages-of-puberty-what-happens-to-boys-and-girls/>

**For children:**

Childline: excellent site

<https://www.childline.org.uk/info-advice/you-your-body/puberty/puberty-boys/>

<https://www.childline.org.uk/info-advice/you-your-body/puberty/puberty-girls/>

Kids Health: from Nemours Foundation

American site but looks OK

[www.kidshealth.org/kid/grow/body\\_stuff/puberty.html](http://www.kidshealth.org/kid/grow/body_stuff/puberty.html)

The Hideout: Womens Aid, to help children and young people understand domestic abuse

[www.thehideout.org.uk](http://www.thehideout.org.uk)

**Internet safety for children:**

Think U Know: CEOP site on internet safety

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

Childnet International: on internet safety

[www.kidsmart.org.uk](http://www.kidsmart.org.uk)

Shropshire Young People's Good Practice Charter for RSE

The infographic is titled "Shropshire Young People's Charter for Good Relationship and Sex Education" and features the Shropshire Council logo in the top right corner. It is divided into two main sections: "We have the right to:" and "What we want to achieve these rights:". The first section lists rights such as "Good RSE whatever our sexuality," "Be treated with respect and dignity," "Make our own decisions," "Be told the truth," "Just say no," and "Be taught about different sexualities." The second section lists goals like "A broad and balanced curriculum," "Teach us in a language we can understand," "Tell us about relationships as well as sex," "Young people should be asked what they want to learn in RSE," "RSE should be relevant to all cultures and beliefs," "RSE should start in primary school," "Tell our parents what is being taught in schools and how to get further information," "Professionals who are trained and can teach effectively," "Teach us in both mixed and single sex groups, keeping numbers small," "Different teaching styles should be used," "Resources should be up to date and lessons should be fun," "RSE should take place in a comfortable and safe environment," and "Make information available to all of us." The infographic includes illustrations of diverse young people and uses speech bubbles to present the text.

**Shropshire Council**

## Shropshire Young People's Charter for Good Relationship and Sex Education

**We have the right to:**

- Good RSE whatever our sexuality.
- Be treated with respect and dignity.
- Make our own decisions.
- Be told the truth.
- Just say no.
- Be taught about different sexualities.


**What we want to achieve these rights:**

- A broad and balanced curriculum.
- Teach us in a language we can understand.
- Tell us about relationships as well as sex.
- Young people should be asked what they want to learn in RSE.
- RSE should be relevant to all cultures and beliefs.
- RSE should start in primary school.
- Tell our parents what is being taught in schools and how to get further information.
- Professionals who are trained and can teach effectively.
- Teach us in both mixed and single sex groups, keeping numbers small.
- Different teaching styles should be used.
- Resources should be up to date and lessons should be fun.
- RSE should take place in a comfortable and safe environment.
- Make information available to all of us.

This Charter was written by young people from Shropshire Members of the Youth Parliament, Shropshire Speak Out Group, Shropshire Care Council Crew and Shropshire Xtra Safe Project.

## Appendix 2

### Shropshire Eat Better, Move More, RSE RSE overview



**RSE Lesson Overview**

	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Choices &amp; Challenges</b> (Consent)	KS1 Car wash Caring for pets People who care for us Story time Body outline		KS2 Create a character Conscience alley Overheard conversation		
<b>Changes</b>	L1 Amazing Me L2 Same but Different L3 Animals & their Babies  Resources: Me as a baby Song: 'head, shoulders, knees, toes, 'them bones' Same but different V1 Baby animals Book: Mummy never told me Boys and girls Living and non living things DVD: SENSE KS1 clips	L1 I can do L2 Being Safe  Resources: Book: Boys & girls What can I do Growing up sequence Same but different V2 Animals M or F Body words DVD: SENSE KS1 clips	L1 Growing Up L2 Changes L3 Facts and Fiction  Resources: When you grow up Sort the changes When you grow up trigger question Book: Your Mummy eat my football Lifecycle What do things come from Life support systems Human lifecycle DVD: SENSE KS1 & 2 clips	L1 Lifecycle L2 Keeping Safe Knowing Our Bodies L3 Periods  Resources: Same but different V3 Ages and Stages – human lifecycle How do we change Lifecycle Inside our bodies Check out changes Periods what do you know?	L1 Puberty L2 Menstruation L3 Reproduction L4 Pregnancy & Birth  Puberty Quiz Puberty myths & products Periods what do you know Menstruation cards X ray diagram How does a baby is made Reproduction parts of body Reproduction word search Nine months match Contraception & pregnancy Puberty and reproduction How a baby is born Baby actual size
<b>Care &amp; Commitment</b>	KS1 Hygiene		KS2 Friendship  Y4 & 5 L1 Healthy Choice Challenge L2 What and Who helps L3 Celebrating		

DfE Learning Outcomes Relationship Education  
Key Stage 2 - By the end of primary school:

<p><b>Families and people who care for me</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives.</li> <li>• that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care.</li> <li>• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up.</li> <li>• That marriage (from 2013 available to both opposite and same sex couples in England and Wales) represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
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<p><b>Caring friendships</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely</li> </ul>
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	<p>or excluded.</p> <ul style="list-style-type: none"> <li>• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>
<p><b>Respectful relationships</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>• about different types of bullying (including cyber bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission seeking and giving in relationships with friends, peers and adults.</li> </ul>

<p><b>Online relationships</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• that the same principles apply to online relationships as to</li> </ul>
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	<p>face-to- face relationships, including the importance of respect for others online including when we are anonymous.</p> <ul style="list-style-type: none"> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>
<p><b>Being safe</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>• that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>

## DfE KS 2 Learning Outcomes Health Education – Changing adolescent body

<b>Changing adolescent body</b>	Pupils Should know: <ul style="list-style-type: none"><li>• Key facts about puberty and the changing adolescent body, particularly from age 9 through to age11, including physical and emotional changes</li><li>• About the menstrual wellbeing including the key facts about the menstrual cycle.</li></ul>
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### Appendix 4

Sample letter to parents –

**Send prior to delivery - half term before and /or insert into prospectus**

Dear Parents and Carers

#### **Relationship and Sex Education (RSE)**

From 2020 all primary schools in England will be required to teach Relationship Education and Health Education. This is in addition to the statutory national science curriculum. Our policy is available on the school website.

As you may be aware, as part of personal, social and health education we use the Shropshire Respect Yourself Eat Better, Move More, RSE scheme of work. This is quality assured by the PSHE Association and has won national awards. Our secondary schools also use the scheme. This provides age appropriate progression and consistency of approach.

The primary scheme delivers under the key headings: Choices and Challenges, Changes and Care and Commitment.

It covers families and people who care for me, caring friendships, respectful relationships, online relationships and being safe.

We are clear that parents are the prime educators for children on these matters and we are committed to a home school partnership, which supports and is consistent with our duties under the Equalities Act and Safeguarding.

Classroom teachers will deliver the programme, with support from outside agencies as appropriate. There is an opportunity for pupils to work in small groups and exercises are adapted for differing levels of cognitive ability and developmental level. We encourage pupils to ask questions and we respond to their issues, concerns and queries in a straightforward manner, using age appropriate language and factually correct information.

We are delivering the lessons this half term and wish to invite you to an informal meeting to discuss the programme, see the resources and the policy and ask any questions you may have.

Parents have the right to withdraw their children from the sex education element of the curriculum, but not the relationship, science or health education curriculum. The DfE have produced a leaflet for parents “understanding relationship and health education in your child’s school: primary” [www.gov.uk](http://www.gov.uk) .

If you have any concerns about the programme for your child, we are available to discuss these and the implications of withdrawal with you. We can also highlight resources and books so that you can discuss these important issues with your child.

Date

Time





# Department for Education

## **FAQs: Relationships Education, RSE and Health Education**

The Department for Education is introducing compulsory Relationships Education for primary pupils and Relationships and Sex Education (RSE) for secondary pupils from September 2020. Also, from September 2020 it will be compulsory for all schools to teach Health Education. Through these subjects, we want to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive

contribution to society.

Throughout our engagement process as we develop this curriculum, we have heard a number of wide ranging concerns. Below, we have explained some of the common misconceptions around the subjects.

### **Q: Will my child's school have to consult with me before teaching these subjects?**

Schools will be required to consult with parents when developing and reviewing their policies for Relationships Education and RSE. These policies must be published online, and must be available to any individual free of charge. Schools should also ensure that, when they consult parents, they provide examples of the resources they plan to use.

### **Q: Will my child will be taught sex education at primary? This is too young.**

**A:** We are not introducing compulsory sex education at primary school.

We are introducing Relationships Education at primary, to put in place the building blocks needed for positive and safe relationships of all kinds. This will start with family and friends, how to treat each other with kindness, and recognising the difference between online and offline friendships.

Some primary schools *choose* to teach sex education (which goes beyond the existing national curriculum for science), and in those instances we recommend you discuss this with the school to understand what they propose to teach and how. If you continue to have concerns, you have an automatic right to withdraw your child from these lessons.

Published: March 2019

### **Q: Does the new Relationships Education and**

## **RSE curriculum take account of my faith?**

**A:** The subjects are designed to help children from all backgrounds build positive and safe relationships, and to thrive in modern Britain. In all schools, when teaching these subjects, the religious background of pupils must be taken into account when planning teaching, so that topics are appropriately handled. Schools with a religious character can build on the core content by reflecting their beliefs in their teaching.

In developing these subjects, we have worked with a number of faith organisations and representative bodies. Schools can also consider drawing on their expertise when delivering these subjects.

## **Q: Do I have a right to withdraw my child from Relationships and Sex Education?**

**A:** Parents will have a right to withdraw their child from sex education delivered as part of RSE, which unless there are exceptional circumstances, should be granted up to three terms before their child turns 16. At this point, if the child themselves wishes to receive sex education, the school should make arrangements for this to happen in one of the three terms. There is no right to withdraw from Relationships Education at primary or secondary as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

## **Q: Has the government listened to the views of my community in introducing these subjects?**

**A:** A thorough engagement process, involving a public call for evidence and discussions with over 90 organisations, as well as the public consultation on the draft regulations and guidance, has informed the key decisions on these subjects. The consultation received over 11,000 responses from teachers,

schools, expert organisations, young people and parents – these responses have helped finalise the statutory guidance as well as the regulations that have been laid and will be subject to parliamentary debates.

## **Q: Will these subjects promote LGBT relationships?**

**A:** Pupils should be taught about the society in which they are growing up. These subjects are designed to foster respect for others and for difference, and educate pupils about healthy relationships. RSE should meet the needs of all pupils, whatever their developing sexuality or identity – this should include age-appropriate teaching about different types of relationships in the context of the law.

Pupils should receive teaching on LGBT relationships during their school years. We expect secondary schools to include LGBT content and whilst there is no specific requirement to teach about LGBT in primary schools, they can cover LGBT content if they consider it age appropriate to do so. This would be delivered, for example, through teaching about different types of family, including those with same sex parents.

## **Q: Will teachers receive training before delivering these subjects?**

**A:** The department is committed to supporting schools to deliver these subjects to a high standard. We know that training is a priority for teachers and we will be consulting with teachers, trade unions and other key stakeholders over the coming months on how we structure the training.

In addition, we will be encouraging schools to act as early adopters for this curriculum and to start teaching the subjects from September 2019. To help early adopter schools, we will provide further advice on how they can improve their practices. Lesson learned from the early adopters and best practice from

schools will be shared with all schools from September 2020.

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Appendix 6

### **Governor's policy statement on Relationship and Sex Education (RSE)**

We have based our school's relationship and sex education policy on the statutory guidance from DfE issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. The Relationships Education, Relationships and Sex Education, and Health Education regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017.

Governing bodies are required to prepare and keep up to date statements of policy on the content and organization of Relationship and Relationship and Sex Education in their schools. In making this statement Governors have taken account of the National Curriculum documents for science and Ofsted recommendations and advice from Shropshire Public Health Curriculum Advisor

Relationship and sex education includes such concepts as growing and changing, the life cycle, puberty and reproduction. It is also about emotions, relationships and responsibilities and how we care for each other, keeping ourselves, and others safe. We therefore refer to this work as, relationship and sex education, (RSE) placing the emphasis on relationships.

RSE aims to help pupils understand their feelings, emotions and bodies, how they are growing and changing, and how they will change in the

future. It aims to enhance emotional and social development, helping them to understand the benefits of caring relationships and to be aware of pressures and how to manage risk. We recognise this as a planned taught curriculum but also integral to the everyday life of the school,

In planning our RSE programme we provide an opportunity for pupils to express themselves within a trusted and safe environment. Central to our PSHE programme is the development of pupils' self-esteem. If young people feel positive and good about themselves they are more likely to take care of themselves, think positively of other people and therefore, develop non-exploitative, caring relationships. They are also less likely to be exploited by others.

The work is integrated within science and PSHE and taught as a spiral curriculum in an age appropriate way. We use the Shropshire Respect Yourself RSE scheme of work and recommended resources. This is a national award winning programme, which has been quality assured by the PSHE Association. It is cross phase, providing consistency and age appropriate sequencing for our pupils.

Trained and confident members of staff deliver the lessons in a way which is consistent with the ethos and culture of the school and as part of a whole school approach, with close liaison with pastoral team. Small group exercises will be used as appropriate. The work is differentiated based on physical and emotional maturity and cognitive level.

The RSE policy is available on the school website and referenced in the school prospectus. It will be reviewed every **two/three** years. Governors will seek the views of staff (teaching and non-teaching), pupils and parents.

Parents are invited to attend parents' meetings to discuss the programme, the policy and look at resources.

The Headteacher and Governors are available to discuss any concerns. Parents are informed of their right to withdraw their children from sex education additional to that required by the statutory requirements under DfE Relationships Education, Relationships and Sex Education, and Health Education regulations 2019 and the science curriculum.