



## **The Discovery School Relationships and Sex Education Policy**

### **Rationale:**

*The Department for Education has changed the statutory curriculum for Relationships and Sex Education (RSE) from September 2020. Schools should start teaching from that date if they meet the statutory requirements. If they are not ready, or are unable to meet the requirements, they should begin teaching by the start of the summer term 2021. This policy, and the associated curriculum content, will be reviewed and updated in line with statutory legislation by July 2021.*

The curriculum guidance available for Relationship and Sex Education (RSE) (2014) states that 'sex and relationships' education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health, citizenship and economic education (PSHCE). The government has made it clear that all state schools 'should make provision for personal, social, health, citizenship and economic education (PSHCE), drawing on good practice'. (National Curriculum in England, DfE, 2013) and that 'sex and relationship education is an important part of PSHE education'. Under the Children and Social Work Act 2017, the government is committed to making primary relationships education statutory in all schools.

### **What is relationship and sex education?**

RSE is lifelong learning about sex, sexuality, emotions, relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

The following key principles apply to all those who want to support children and young people (teachers, parent/carers, youth workers, health professionals, social workers):

- Relationships and Sex Education (RSE) is an entitlement for all children and young people.
- It should meet the needs of all children and young people and be mindful of their life experiences and be based on their developmental and expressed needs.

- It should provide consistent messages.
- It should be continuous and developmental, supporting children and young people as they move from childhood through puberty and adolescence to adulthood.
- It should encourage personal and social development fostering self-esteem and support a positive understanding of mental health.
- It should involve acquiring information, developing skills and forming positive beliefs, values and attitudes.

At The Discovery School we believe that relationship and sex education should be taught in an age appropriate way and is about more than the biology of puberty and reproduction. It emphasises the social, emotional and moral issues, and how young people need to respect and value others in a caring and empathetic way.

The Discovery School aims to build on and complement the learning that has already started at home: parents or adults who care for our pupils are the 'first time educators' of their children. Schools work in partnership with them, in developing children personally and emotionally, and as young citizens.

Our RSE programme contributes towards a school's ethos, supporting children and young people in their development.

### **Aims**

- To help the child develop a personal identity, and to be able to value themselves and others.
- To help the child develop positive social interaction, and the skills to live and work with others.
- To teach children the correct vocabulary to describe themselves and their bodies.
- To learn what makes a positive relationship, how to form and maintain relationships, and how to make informed decisions in relation to their future families.

### **Objectives**

- To know and understand about physical development, sexuality and reproduction in both a biological and emotional aspect.
- To respect themselves and others by developing self-esteem and secure relationships with other people
- To help young people move with confidence from childhood through adolescence into adulthood.
- To encourage children to recognise risks, manage risks and to make safe and informed decisions.
- To recognise and be able to avoid exploitation and abuse, including online.
- To encourage and develop young people to be responsible for their actions and the consequences.
- To support the transition phase before moving to secondary school, supporting pupils' ongoing emotional and physical development effectively.

## **Principles of Teaching & Learning**

Whilst other subjects make a contribution to RSE it is important that our programme is comprehensive and coherent, which may at times require discrete delivery. Children's and young people's learning in RSE will be fundamentally improved by the positive ethos in our school.

All activities in our school contribute to the ethos, and therefore to RSE, such as the work of Lunch Time Supervisors in the playground, assemblies, and extra-curricular activities.

Effective teaching of RSE involves a range of teaching strategies, including group work, circle time, debate, discussion, role-play, video, and the use of visitors and outside agencies. These teaching strategies are all central to the delivery of the RSE within the PSHCE curriculum (*which can be seen within the PSHCE Programme of Study*). It extends the role of the teacher to that of a facilitator, enabling children and young people to learn about themselves and to reflect upon their interactions with others.

## **Specific Issues**

Some issues in RSE are particularly sensitive and parents will need reassurance that teachers and all those contributing to RSE will work within the school's agreed set of values. The following issues will be addressed during Year 5 and Year 6:

- Puberty (Year 5)
- Menstruation (Year 5)
- Emotional changes in relation to puberty and reproduction (Year 5 and 6)
- Reproduction, the developing embryo, pregnancy and birth (Year 6)

## **The Curriculum**

At the Discovery School, in the EYFS and KS1 we aim to do this by giving them the skills, knowledge and understanding within the following statutory areas:

### **Families and People Who Care for Me**

- identify the people who love and care for them and how this love and care is shown.
- understand that different families are characterised by love and care, but may be different to their own.
- who to talk to if they are unhappy about something in their family.

### **Caring Friendships**

- to know how to make friends and what characterises a good friend.
- to understand the feelings of loneliness and what to do.
- have strategies for resolving arguments and how to ask for help if a friendship makes you feel unhappy.

### **Respectful Relationships**

- to understand the importance of privacy.
- to know how to report bullying.
- understanding how to be polite and courteous.

## **Online Relationships**

- understand that people can behave differently on and offline, and can pretend to be someone they are not.

## **Internet Safety and Harms**

- awareness of age restrictions and regulations which keep us safe.
- understand the basic rules of online safety.

## **Being Safe**

- to understand the importance of not keeping adults' secrets if potentially harmful.
- identify risks in everyday situations to minimise harm.
- understand ways to keep safe at home and in unfamiliar environments, including what to do in an emergency situation.
- to know how to cross the road safely.

## **Mental Wellbeing**

- how to stay mentally healthy.
- Identify, and name, the different human feelings, as well as recognise the feelings others' experience.
- awareness that not everyone feels the same at the same time, or about the same things.
- the importance of doing things that make us feel good – hobbies, interests.
- recognise when help may be needed with feelings and how to ask for this help.
- know about loss and change, including death and transition.

## **Physical Health and Fitness**

- how to stay physically healthy.
- know the people who can help us stay physically healthy.

## **Healthy Eating**

- know the foods that support good health.

## **Health and Prevention**

- to understand the importance of sleep, rest and relaxation.
- understanding medicines, vaccinations and immunisations help people to stay healthy.
- awareness that simple hygiene routines can stop germs spreading.
- the importance of dental health.
- how to stay safe in the sun and protect skin from sun damage.
- knowing the importance of play and taking breaks from time online or the TV.

KS2 children are given the skills, knowledge and understanding within the following statutory areas:

### **Families and People Who Care for Me**

- recognise there are different types of relationship and that key features include, care, sharing of life, commitment, time and being there in difficult times.
- recognise and respect different types of family structure.

### **Caring Friendships**

- know the importance of friendships and understand what constitutes a positive friendship.
- understanding the importance of, and how to, seek help if lonely, excluded or unsafe.

### **Respectful Relationships**

- awareness of marriage and civil partnerships are a legal declaration of love and commitment.
- know the impact of bullying and how to report it.
- respect the importance of privacy.
- Know how to recognise if family relationships are causing feelings of discomfort and unhappiness.

### **Online Relationships**

- know that cyberbullying, online abuse and trolling has a negative impact on wellbeing.

### **Internet Safety and Harms**

- how to recognise if online friendships make them feel uncomfortable or unsafe.
- know the impact of online bullying.
- awareness that people can act differently online and pretend to be someone they are not.
- promote safety and wellbeing in reference to social media and other online activities.
- be discerning when searching for and using online information.

### **Being Safe**

- to understand personal boundaries and how to safely respond to others.
- understanding how to seek and give permission in varied situations.
- awareness when it is safe to break confidence or a secret.
- have an awareness of the different types of physical contact and develop strategies for responding to unacceptable contact.
- where and how to report concerns about personal or someone else's safety.

## **Mental Wellbeing**

- understand the importance of taking care of mental health, with an understanding that mental ill-health is common.
- know strategies to respond to a variety of feelings.
- recognise mental health warning signs and how to seek support.
- awareness of change and loss, including death and transition.
- have an understanding of varied vocabulary when discussing feelings.
- awareness of strategies and behaviours which support mental health.
- have an understanding of personal identity.

## **Physical Health and Fitness**

- identify habits which have both a positive and negative impact on a healthy lifestyle, including quality sleep and the risks of too much time spent on electronic devices.
- understand the early signs of physical illness.
- awareness of bacteria and viruses and how everyday hygiene can stop the spread of these, as well as the importance of medicines and immunisations.
- understand what sun exposure is and how to remain safe in the sun.
- importance of good oral hygiene.

## **Healthy Eating**

- how to make informed decisions about health and the elements of a healthy and balanced lifestyle.

## **Drugs, Alcohol and Tobacco**

- awareness of medicines and household products which are common to everyday life.
- understanding that medicines used responsibly can contribute to health.
- awareness of drug use and the law.
- know the risks and effects of legal drugs common to everyday life (cigarettes, vaping, alcohol and medicines) and the impact on health.
- awareness of organisations or people that can support people concerning drug use

## **Health and Prevention**

- awareness that some diseases can be prevented by immunisations and that allergies can be managed.

## **Basic First Aid**

- know what is meant by first aid, learning some basic techniques for common problems.
- know how to deal with an emergency situation and how to get help.

## **Changing Adolescent Body**

Each class teacher, in Upper Key Stage 2, is responsible for providing key facts about puberty, menstruation and the changing adolescent body, including physical and emotional changes. An age appropriate curriculum vocabulary list can be found on Appendix 2.

### **Working with Parents**

RSE is monitored and evaluated as part of our whole school curriculum monitoring process and by talking to the school governors and the parents of our children. Parents are informed when the more formal RSE education is to take place throughout Upper Key Stage 2. They have the offer to view the materials to be used and may exercise the right to withdraw their child/ren from non-statutory components. Requests for withdrawal should be put in writing, using the form found on Appendix 1, and addressed to the Head teacher. However, it is hoped that sensitive and supportive discussion, with the Head teacher and Class teacher, may be entered into by the school and parents and that withdrawal will not happen.

### **Confidentiality**

Teachers conduct relationship and sex education lessons in a sensitive manner and in confidence. It is the policy of the school to answer children's questions as they arise in an honest and caring manner encouraging the use of correct physiological terms as appropriate to the age and needs of the individual child. If a question is deemed to be inappropriate for the age and understanding of the child, the child will be referred to their parent. However, if a child makes a reference to being involved, or like to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. In these circumstances the teacher will talk to the designated person for Designated Safeguarding Lead (DSL) immediately and follow the procedures in the School's Child Protection Policy.

### **Equal opportunities**

At The Discovery School where appropriate, teaching materials, and individual group activities will reflect the cultural and ethnic diversity of our society. We aim to avoid stereotyping, in terms of race and gender, and pupils' religious beliefs and cultural differences will always be respected.

Our teachers may need to use different resources, activities or provide specific support depending on the needs of their pupils.

**Reviewed: May 2021**

**Next review: May 2024**



## Appendix 1: Parent Form – withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS	
Name of child	
Name of parent	
Class	
Date	
Reason for withdrawing from sex education within relationships and sex education	
Any other information you would like the school to consider	
Parent Signature	

TO BE COMPLETED BY THE SCHOOL
Agreed actions from discussion with parents





## **Appendix 2: RSE Subject Curriculum Vocabulary**

The vocabulary which we use at The Discovery School within our Relationships and Sex curriculum is in relation to the statutory guidance for RSE from the Department of Education. This vocabulary is progressive throughout the school and will be revisited. All vocabulary is used in an age-appropriate manner. Our Discovery School Values (Friendship, Perseverance, Honesty, Respect and Kindness) are embedded across all of our PSHE curriculum.

### **Year 1**

#### **Family and Friendships**

- Family, families, parents, siblings, brother, sister, grandparents, cousins, relatives, single parents, same sex parents, different, similar, friends, friendship

#### **Safe Relationships**

- Hurt/hurtful, NSPCC Pants learning materials and vocabulary, touch, comfortable, uncomfortable, respond safely, (un)safe, permission

#### **Respecting Ourselves and Others**

- Kind/unkind behaviour, respect(ful), class rules, polite, sharing, turn taking

#### **Health and Wellbeing**

- Healthy/health, hygiene, wellbeing

#### **Growing and Changing**

- Same and different feelings, special, unique

#### **Keeping Safe**

- Safe, risks, trusted adult

### **Year 2**

#### **Family and Friendships**

- Honesty, arguments

#### **Safe Relationships**

- Physical, verbal, social

#### **Respecting Ourselves and Others**

- Courteous, inclusion

#### **Health and Wellbeing**

- Sleep, immunisations, pills, medicine, mood

#### **Growing and Changing**

- Life cycle, body parts (including penis and vagina), baby, toddler, child, teenager, adult, grandparent

#### **Keeping Safe**

- Age restrictions, safe online, personal information

### Year 3

#### **Family and Friendships**

- Lesbian, gay, blended families

#### **Safe Relationships**

- Racial bullying, cyber-bullying

#### **Respecting Ourselves and Others**

- Self-respect, bullying

#### **Health and Wellbeing**

- Mental and physical health

#### **Growing and Changing**

- Self-worth

#### **Keeping Safe**

- Safety of digital devices

### Year 4

#### **Family and Friendships**

- Mutual respect, trust, truthfulness, loyalty, generosity

#### **Safe Relationships**

- Trolling, harassment, exclusion

#### **Respecting Ourselves and Others**

- Sensitivity, beliefs, traditions

#### **Health and Wellbeing**

- Oral hygiene, smoking

#### **Growing and Changing**

- Personal hygiene routines

#### **Keeping Safe**

- Drugs, alcohol, tobacco

### Year 5

#### **Family and Friendships**

- Influence

#### **Safe Relationships**

- sexual bullying (part of NSPCC Pants), peer on peer abuse

#### **Respecting Ourselves and Others**

- prejudice, discrimination

#### **Health and Wellbeing**

- bacteria, viruses

#### **Growing and Changing**

- gender, puberty, penis, vagina, menstruation, breasts, ovary, ovum, uterus, cervix, urethra, vulva, testicles, sperm, foreskin, scrotum, ejaculation, hormones

#### **Keeping Safe**

- medicine/drug safety

## **Year 6**

### **Family and Friendships**

- Emotionally/romantically attracted to, marriage, civil partnership, partnership

### **Safe Relationships and Growing and Changing**

- Gender identity, LGBTQ+, identity

### **Respecting Ourselves and Others**

- Current affairs, topical issues

### **Health and Wellbeing**

- Transition, mental ill-health

### **Growing and Changing**

- genes, fertilised egg, embryo, foetus, reproduction

### **Keeping Safe**

- Nicotine, illegal drugs and legal drugs

**NSPCC Pants will be taught in every year group, covering the scientific vocabulary.**

**This is a suitable website for correct, and scientific, definitions for the vocabulary:**

[Brook – Healthy lives for young people](#)

