



Portishead Primary School RSE
(Relationship and Sex Education) Policy

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Relationships and Sex Education (RSE)

1. Rationale

Relationship and sex education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health.

Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to become sexually active at a younger age and actually has the opposite effect.

Sex and relationship education will reflect the values of the PSHE and Citizenship programme (Jigsaw). RSE will be taught in the context of relationships.

In addition, RSE will promote self-esteem and emotional health and wellbeing. This will help them form and maintain worthwhile and satisfying relationships based on respect for themselves and for others, at home, school, work and in the community.

2. Aims and Objectives for Relationship and Sex Education

The aim of RSE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour. This should take place with consideration of the qualities of relationships within families.

The objectives of Relationship and Sex Education are to...

- To provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge
- To raise pupils' self-esteem and confidence, especially in their relationships with others
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives
- To help pupils' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities
- 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
- 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
- To be prepared for puberty and adulthood

3. The Teaching Programme for Relationship and Sex Education

3.1 Legal Requirements

All schools must teach the following as part of the National Curriculum Science Orders, parents do not have the right to withdraw their child/children:

National Curriculum Science

Key Stage 1

- identify, name, draw and label the basic parts of the human body
- notice that animals, including humans, have offspring which grow into adults

Lower Key Stage 2

- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Upper Key Stage 2

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals.
- describe the changes as humans develop to old age.
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

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 all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development with differentiated provision if required.

We have chosen to use the 'Jigsaw model, which includes channel 4s Living and Growing series. Teachers will follow the outline given below; (See the Jigsaw overview for further detail)

3.2 Foundation

3.3 Year 1

Recognising bullying and how to deal with it; celebrating differences between people; making new friends; belonging to a family; being a good friend; physical contact preferences; people who help us; qualities as a friend and person; celebrating people who are special to me; life cycles – animal and human; changes in me; changes since being a baby; differences between female and male bodies (correct terminology: penis, vagina, testicles, vulva); respecting my body and understand which parts are private.

3.4 Year 2

Assumptions and stereotypes about gender; understanding bullying; standing up for self and others; making new friends; gender diversity; celebrating difference and remaining friends; learning with others; group co-operation; different types of family; physical contact boundaries; friendship and conflict; secrets (including those that might worry us); trust and appreciation; expressing appreciation for special relationships; life cycles in nature; growing from young to old; increasing independence; differences in female and male bodies (correct terminology); assertiveness; appreciate that some parts of my body are private.

3.5 Year 3

Seeing things from others' perspectives; Families and their differences; family conflict and how to manage it (child-centred); witnessing bullying and how to solve it; homophobic

bullying; recognising how words can be hurtful; giving and receiving compliments; respect for myself and others; healthy and safe choices; family roles and responsibilities; friendship and negotiation; keeping safe online and who to go to for help; being aware of how my choices affect others; awareness of how other children have different lives; expressing appreciation for family and friends; how babies grow; understanding a baby's needs; outside body changes at puberty; inside body changes at puberty; family stereotypes.

3.6 Year 4

Challenging assumptions; judging by appearance; accepting self and others; understanding influences; understanding bullying including the role of the bystander; problem-solving in relationships; identifying how special and unique everyone is; first impressions; working in a group; celebrating contributions of others; healthier friendships; group dynamics; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; getting on and falling out; girlfriends and boyfriends; showing appreciation to people and animals; being unique; having a baby (simple explanation of conception); girls and puberty; boys and puberty; confidence in change; accepting change. To complement the Jigsaw programme, children will also watch Unit 1 of Channel 4's Living and Growing DVD - Differences / How did I get Here? / Growing up.

3.7 Year 5

Cultural differences and how they can cause conflict; racism; rumours and name-calling; types of bullying; enjoying and respecting other cultures; body image; self-recognition and self-worth; building self-esteem; safer online communities; rights and responsibilities online; online gaming and gambling; reducing screen time; dangers of online grooming; SMARRT internet safety rules; Self and body image; influence of online and media on body image; puberty for girls; puberty for boys; conception (including IVF); growing responsibility; coping with change. To complement the Jigsaw programme, children will also watch Unit 2 of Channel 4's Living and Growing DVD - Changes / How babies are made / How babies are born.

3.8 Year 6

Children's universal rights; feeling welcome and valued; choices, consequences and rewards; group dynamics; democracy, having a voice; anti-social behaviour; role-modelling; perceptions of normality; understanding disability; understanding what transgender means; power struggles; understanding bullying; inclusion/exclusion; difference as conflict; difference as celebration; empathy; exploitation, including 'county-lines' and gang culture; love and loss; managing feelings; power and control; assertiveness; technology safety; responsibility with technology use; self-image, body image; puberty and feelings; conception to birth; reflections about change; physical attraction; respect and consent; boyfriends/girlfriends; sexting. To complement the Jigsaw programme, children will also watch Unit 2 of Channel 4's Living and Growing DVD - Girl talk / Boy talk / Let's talk about sex.

3.9 Differentiation and SEND

All RSE lessons will be differentiated where appropriate to meet the needs of all children including those with SEND. We are aware that these sessions can be challenging for looked

after and/or adopted children; we will work closely with all parents to whom this may concern. All parents will be contacted via letter prior to these lessons with a notice to contact the class teacher should they have any questions or concerns with regard to the content being taught.

This content has been agreed in consultation with governors, parents and teaching staff.

Sex and relationship education is usually delivered in mixed gender groups however, there may be occasions where single gender groups are more appropriate and relevant.

3.10 Safeguarding

Teachers need to be aware that sometimes disclosures may be made during RSE lessons; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the lesson closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's safeguarding policy is followed.

3.11 Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around RSE-related issues are varied. However, while personal views are respected, all RSE issues are taught without bias using Jigsaw. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Coordinator if they are concerned.

Our school believes that RSE should meet the needs of all pupils, answer appropriate questions and offer support. In Jigsaw Pieces (lessons) that cover RSE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation and gender diversity, answer appropriate questions and offer support. LGBT+ bullying is dealt with strongly yet sensitively. Our school liaises with parents/carers on this issue to reassure them of the content and context.

3.12 Resources

Resources to teach sex and relationship education include fiction, reference books, leaflets and extracts from videos.

Channel 4 Living and Growing video Unit 1, 2 & 3.

Year 4 Unit 1 5-7yrs Differences / How did I get Here? / Growing up

Year 5/6 Unit 2 7-9 yrs Changes / How babies are made / How babies are born

Year 6 Unit 3 9-11yrs Girl talk / Boy talk / Let's talk

about sex

4. Parental Consultation

The school informs parents when aspects of the sex and relationship programme are taught and provides opportunities for parents to view the videos and resources being used. Parents have the right to withdraw their child from those aspects of sex and relationship education, not included in the National Curriculum Science Orders, in this instance alternative work would be set. However, this rarely happens, as the school works in partnership with parents in recognising the importance of this aspect of their child's education.