

# RSE Policy



**“Learn. Believe. Achieve.”**

*Resilient, Persistent, Self-Motivated, Creative  
Risk Takers, Good Citizens, Entrepreneurial*

## **What is RSE?**

Sex and Relationship Education is lifelong learning about physical, moral and emotional development, embedded in a context that enhances the self-worth and confidence of each individual and encourages mutually respectful relationships and empathy for others.

## **Why should children have Sex and Relationship Education?**

The Governing Body believes that Sex and Relationship Education is an essential and integral part of a balanced and broadly based curriculum and should be taught as an on-going theme throughout school. Sexual relationships are an important part of most people's lives and education should equip children with the knowledge and attitudes which will enable them to establish successful relationships based on mutual respect and responsibilities. As children grow older their bodies change and they can become curious, worried or embarrassed about them. It is better to treat these changes in a sensible way which avoids embarrassment and myths, and answer their questions honestly and accurately, rather than to let them find their own answers which may be misleading or harmful. Some parents do not have the confidence or a relationship with their children which enables them to talk freely to them about sex, and they prefer it to be covered by teachers in school. Sex and Relationship Education should provide accurate information about sensitive issues that may be controversial in society such as contraception and child abuse.

## **What are the aims of Sex and Relationship Education?**

- To support the personal and social development of all the children.
- To help children understand their bodies, how they work and how to keep them healthy.
- To help children understand the processes of birth, growth and conception.
- To prepare children for the changes that takes place to their bodies at puberty, to reassure them that these changes are normal and acceptable.
- To develop an appropriate vocabulary for talking about the body and confidence to talk about the body and sexual relationships.
- To increase the children's respect for themselves and others, including the emotions of others.
- To foster a partnership with parents in helping our children develop good relationships and a sound understanding of bodily changes.
- To understand the diversity and values of family life, marriage and stable loving relationships.
- To understand the implications of parenthood and the needs of the very young to grow up within loving, stable relationships.
- To understand and respect the varied cultural and religious attitudes to an individual's sexuality and relationships.
- To develop a growing understanding of risk and safety, and the motivation and skills to keep themselves safe.
- To be aware of sources of help and to acquire the skills and confidence to use them.
- To develop awareness of sexual identity, to challenge sexism and prejudice in society, and to promote tolerance and equal opportunities.
- To develop the children's emotional awareness and enable them to manage their emotions.
- To help the children understand that they have a choice and that there are consequences from their choice.

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## At what age is Sex and Relationship Education given?

When children ask they should be given honest answers appropriate to their age and maturity.

Outlined below are the statutory RSE objectives that children should know by the end of primary school:

<b>Families and people who care for me</b>	<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 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>
<b>Caring friendships</b>	<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 or excluded.</li> <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>
<b>Respectful relationships</b>	<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 cyberbullying), 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>
<b>Online relationships</b>	<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 face-to face relationships, including the importance of respect for others online including when we are anonymous.</li> <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>
<b>Being safe</b>	<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>
<b>Changing Adolescent Body</b>	<ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle</li> </ul>

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## What is our approach to Sex and Relationship Education?

Sex and Relationship Education is mostly taught by the class teacher, sometimes as a separate lesson but usually as part of the Science or P.S.H.E. curriculum. Here at Featherstone Wood, we follow the Jigsaw PSHE programme which includes comprehensive RSE lessons across all year groups, usually delivered in the Summer Term as part of the topic called ‘Changing Me’. It is mostly taught in mixed classes but in Year 6 there is an opportunity for children to be taught in single-gender groups. Skills such as negotiation, problem solving and decision making are encouraged throughout the Sex and Relationship Education programme. Resources such as books, videos and slides are used. Parents are welcome to view these resources. If parents do not wish their child to receive Sex and Relationship Education they should talk to the Head Teacher and confirm the request in writing. Sensitive issues such as child abuse will be dealt with in assemblies. Teachers can refer to the Sex and Relationship Education guidance literature published by Hertfordshire County Council.

Changing Me		
	Overview:	Key Objectives and Vocabulary
EYFS	<b>Making Relationships</b>	<ul style="list-style-type: none"> <li>The children play cooperatively, taking turns with others.</li> <li>They take account of one another’s ideas about how to organise their activity.</li> <li>They show sensitivity towards others needs and feelings and form positive relationships with adults and other children</li> </ul>
1	<b>Talk about changes and differences regarding myself</b>	<ul style="list-style-type: none"> <li>I can talk about changes to my body and mind since I was a baby</li> <li>I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina</li> <li>I can talk about changes in my life and how they make me feel</li> </ul>
2	<b>Talk about changes and differences regarding myself and others</b>	<ul style="list-style-type: none"> <li>I can talk about changes to my body and mind from birth to old age</li> <li>I can use scientific vocabulary to describe the difference between boys and girls (penis, testicles, vagina)</li> <li>I can talk about how different changes make me feel different things</li> </ul>
3	<b>Talk about why males and females are different and family roles</b>	<ul style="list-style-type: none"> <li>I can talk about how changes in my own life can impact on my mood</li> <li>I can use scientific vocabulary to describe the difference between boys and girls (penis, testicles, vagina)</li> <li>I understand that animals, including humans, have offspring and that usually the female gives birth</li> <li>I can start to understand stereotypical ideas I might have about parenting and family roles</li> </ul>
4	<b>Talk about physical differences between males and females as they grow up and how we feel about changes that are out of our control</b>	<ul style="list-style-type: none"> <li>I can use scientific vocabulary to talk about the differences in males and females as they grow older (facial hair, pubic hair, breasts, testicles, penis, vagina, hips, shoulders)</li> <li>I know that females grow babies and explain how female bodies develop so that they can have babies (uterus, womb, breasts)</li> <li>I recognise there are changes that I can control and changes that are out of my control</li> <li>I can talk about ways to help me cope with worries about change</li> </ul>

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5	<p><b>Talk about changes during puberty, including menstruation and what to expect, and express our feelings about physical and emotional changes</b></p>	<ul style="list-style-type: none"> <li>• <b>I can describe how boys’ and girls’ bodies change during puberty</b> and that these changes are normal and happen to everyone at different rates (breasts, penis, testicles, vagina, hormones, physical changes, pubic hair, facial hair, acne, emotional changes)</li> <li>• I can express how I feel about the physical and emotional changes that will happen to me during puberty</li> <li>• <b>I know key facts about the menstrual cycle</b> and that it is part of female reproduction (reproduction, period)</li> <li>• <b>I can talk about menstrual well-being</b> and what to expect as a female, and know who to talk to for help</li> </ul>
6	<p><b>Talk about changes during puberty, including menstruation and what to expect and express our feelings about physical and emotional changes</b></p> <p>Explain how babies are made and born.</p>	<ul style="list-style-type: none"> <li>• I can use scientific language to talk about changes during puberty (testosterone, oestrogen, facial hair, pubic hair, hormones, menstrual cycle, periods, breasts, penis, testicles, vagina, hormones, physical changes, emotional changes)</li> <li>• I can talk about how puberty may impact on my mood and emotions and express how I feel about the physical and emotional changes that will happen during puberty</li> <li>• I know key facts about the menstrual cycle and its role in reproduction</li> <li>• I can talk about menstrual well-being and know what to expect as a female and who to talk to for help</li> <li>• I can explain how babies are made and born, using scientific vocabulary (sperm, egg, conception, womb, uterus, sexual intercourse, pregnancy)</li> <li>• I can explain how babies are born</li> </ul>

## How do we monitor RSE?

The Sex and Relationship Education Policy is reviewed by the Health and Wellbeing Faculty and governing body every three years. The next review is in September 2022.

## FREQUENTLY ASKED QUESTIONS FROM PARENTS

Q: What is the sanitary hygiene provision?

A: We have sanitary bins in the girls’ toilets in Year 6. Please let us know if your daughter starts her periods before this so that we can make extra provision.

Q: Should I keep my daughter at home because she has period pains?

A: No, please send her into school with some pain relief tablets. We will look after these for her during the day.

Q: Should my daughter miss P.E. because of her period?

A: No, she should take part in all activities in school so that she realises that periods are not debilitating and that she should carry on life as normal during her period.

## POSSIBLE QUESTIONS THAT CHILDREN MAY ASK AND MODEL/SUGGESTED ANSWERS

Children should receive an honest answer appropriate for the age of the child. Myths and misconceptions should be corrected.

Q: Where does the baby come out?

A: The baby comes out of the woman’s vagina which is an opening in between a woman’s legs. It gets bigger when the baby is ready to come out.

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Q: Does it come out of your belly button?

A: No, the baby comes out of the woman's vagina.

Q: Does it hurt to have a baby?

A: Yes, it does hurt but when the baby is born most people forget the pain.

Q: When will I start my periods?

A: A girl usually starts her periods at the onset of puberty. This can be anytime from the age of 9 onwards and depends on the maturity of each individual person.

Q: How will I know when my first period is going to start?

A: You won't know beforehand, but when you go to the toilet you may find a small spot of blood on your pants.

Q: What if I start at school?

A: Go and speak to an adult you feel comfortable with and he/she will find a sanitary towel you can use.

Q: How do you make a baby?

A: When a female egg and a male seed are joined together, inside a woman's body. (Key Stage 1)

Q: What is a wet dream?

A: When a boy is asleep, he may have an erection and some semen may come out of his penis.

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