



Our school has a responsibility to provide a broad and balanced curriculum for all pupils irrespective of 1) age 2) disability 3) gender reassignment 4) marriage and civil partnership 5) pregnancy and maternity 6) race 7) religion or belief 8) sex 9) sexual orientation and 10) socio-economic status.

To be read with reference to School Aims, Code of Conduct, PSHE policy, Anti-Bullying policy and Child Protection Guidelines.

Definition

We define Relationships and Sex Education as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. RSE is a lifelong process of acquiring information and forming attitudes, beliefs and values about sexual identity and relationships.

Relationships and Sex Education provides an excellent forum to provide pupils with life-skills that will enable them to make informed decisions and protect themselves against harmful and exploitative situations. Relationships and Sex Education is therefore a tool to safeguard children.

Relationships and Sex Education contributes to the foundation of PSHE and Citizenship and offers a valuable vehicle for promoting equality between individuals and groups. It involves an exploration of human and social diversity, and a fostering of self-worth whilst recognising, accepting and respecting differences.

In December 2013 Ofsted updated its supplementary subject specific guidance and grade descriptors for PSHE education which states an outstanding school:

“Pupils, appropriate to their age and capability, have an excellent understanding or relationships, sexual development, sexual consent and their human rights with regard to physical harm and sexual exploitation”.

The 2015 Ofsted framework states that in an outstanding school ‘Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.’

The delivery of an age-appropriate and well taught RSE curriculum, within a comprehensive PSHE and Science curriculum, will contribute to this judgement.

Aims and Objectives

At Hobbayne it is our aim to provide young people with a good health knowledge and understanding of human development and emotional changes. We feel that children should feel safe in any relationship. Aspects of RSE are taught as an integral part of the school’s PSHE provision throughout the primary school from Reception to Year 6. In this

way, children are able to develop their ideas, knowledge and skills gradually and appropriately in a non-threatening environment. We aim to help the children understand and be sensitive to different lifestyles and relationships and develop a sense of personal worth.

Whilst at Hobbayne we hope children will develop skills that enable them to discuss difficult issues openly and acquire the knowledge and understanding that will affect their future behaviour. Values and attitudes will be explored to enable children to separate fact from fiction.

Moral and Values Framework

At Hobbayne Primary we believe that children should be taught sex education within a framework which models and encourages the following values:-

- a) a respect for self
- b) a respect for others
- c) honesty with self and others
- d) a development of critical self awareness for themselves and for others
- e) an exploration of the responsibilities involved in relationships
- f) an acknowledgement of diversity regarding religion and culture

These values have equal importance.

Objectives are for primary school pupils to:

- Develop confidence in talking, listening and thinking about feelings and relationships;
- Be able to name parts of their body and describe how their bodies work;
- Be prepared for puberty.
- Understand the basic changes that happen during puberty
- Understand how to keep their bodies healthy and clean
- Understand how to keep themselves and their bodies safe

Teaching staff in all schools to be confident:

- In planning, delivering and assessing RSE
- In answering parents' questions and dealing with sensitive issues
- In supporting children to understand how to keep themselves safe
- In answering challenging questions from pupils

Organisation of RSE:

The teaching of RSE will be the responsibility of all class teachers with the support of the Personal, Social and Health Education Co-ordinator (S.Benwell). Our approach will usually be to teach mixed groups until Upper KS2 when boys and girls are likely to be separated for some lessons. There may be opportunities for single sex sessions to discuss certain issues, or children's specific needs.

The school uses the Ealing Local Authority scheme of work for PSHE and uses resources from the Christopher Winters Project for RSE. A Sex Education topic is included in the planning for Yr1 - Yr6. An RSE topic is included in the planning for PSHE/Science in Rec - Yr6. By following the scheme of work, the safeguarding aspects as well as healthy relationship themes are embedded throughout the school with a focus on biological changes in the summer term. This also builds on the children's knowledge from the Science topic 'Animals including humans' that covers all year groups. These lessons cover a balance of knowledge, understanding, exploring values and attitudes. The physical biological changes are taught within the National compulsory Science Curriculum and the emotional changes, relationships, keeping safe are taught within the PSHE curriculum.

Throughout each academic year as part of Friendship Week, Internet Safety Week and within the RSE Curriculum we recognise the importance about talking about online safety and sexualisation through the media. There are resources prepared freshly each year for each year group to support age appropriate teaching to safeguard children from online dangers linked to sexual exploitation. These are prepared by the PSHE and ICT Leads.

Criteria for Selecting Resources

They should:-

1. be appropriate to age range
2. be accessible to all children
3. be non-sexist/racist
4. be sensitive to diverse religious and cultural groups.

Our programme of study will be based mainly on the following resources:-

NSPCC Resources, such as 'PANTS'
Christopher Winter Project Scheme of Work
Resources provided by Christopher Winter Project

Language of Body Parts

The teachers in the school will encourage the use of a safe, mutual vocabulary using correct anatomical words. We will not be judgemental about other words the children might use at home. However, we may make clear which words are acceptable in school and which are not. See Appendix 2 for a list of the terms used in the Christopher Winters Project. Children are to be taught the scientific names for body parts.

Specific Issues Statements

Confidentiality

We will maintain trust through ground rules which are discussed with the children prior to teaching. Teachers will use discretion to keep things children tell them confidential, but if disclosures are made which suggest that a child may be at risk, we are obliged to follow the local education authority child protection procedures. (See Child Protection Policy).

If a child raises a question which is of a more explicit nature than the content of a lesson, this should be dealt with on an individual basis, either after class and/or after consultation with parent/carer. Teachers will consider inviting a colleague for support and to avoid being compromised.

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

Both formal and informal RSE questions arising from pupils 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 Lead if they are concerned.

The following are protocols for discussion based on lessons with pupils ('Ground Rules')

- No one (teacher or pupil) will have to answer a personal question

- No one will be forced to take part in a discussion
- Only correct/agreed names for body parts will be used
- Meanings of words will be explained in a sensible and factual way
- The use of a question box may help to lessen embarrassment of asking questions
- Teachers may use their discretion in responding to questions and may say (for example):
 - The appropriate person to answer that question is the parent
 - The question can be discussed one to one after class
 - The topic will be covered at a later stage in their RSE

Equal Opportunities

The school is committed to the provision of RSE to all of its pupils and the differing needs of children. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. All staff are expected to give every pupil the chance to experience, participate and achieve the understanding of RSE. Equal time and provision will be allocated for all groups but there may be occasions where children with special educational needs (SEN) are given extra support.

We hope that our programme meets the needs of all children. If parents have concerns we welcome and encourage discussion.

Partnership with parents:

The school views parents as partners in the delivery of RSE.

Parents will be informed about the Relationships and Sex education programme at the start of the term in which it is being taught as part of information provided on what their children will be learning.

The school will liaise with parents through a letter sent home.

Parents will also be signposted to:

Sex Education Forum's 'Talk to your child about relationships & sex: support for parents' factsheet 31(2003):

<http://www.sexeducationforum.org.uk/media/6360/talk-to-your-children.pdf>

The PSHE Association's resources for parents:

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/our-pshe-education-guidance-parents>

Withdrawing a child from lessons:

Relationships and Sex Education is to be taught in all year groups. If a parent/ guardian is uncomfortable with the topic, they should arrange to come to school and discuss their concerns with the head teacher or PSHE coordinator.

Parents have the right to withdraw their children from RSE topics taught in PSHE, but cannot withdraw their children from aspects of RSE taught within the National Science Curriculum. (See appendix 1)

The national Science Curriculum contains all physical changes of puberty; children cannot be withdrawn from RSE Science lessons. RSE PSHE lessons explain healthy relationships, keeping safe and emotional changes of puberty. A child cannot be withdrawn from an RSE lesson without consultation with head teacher or PSHE

coordinator. If after consultation with head teacher or PSHE coordinator the parent/guardian still wished their child to be withdrawn from the RSE lessons, parents must take copies of RSE lessons and discuss these with their children at home. There will be a follow up meeting after delivery of RSE lessons at home to discuss any matters arising and to ensure that a child has been taught the content. This is to address any safeguarding issues and to ensure that the child understands both the physical and emotional changes of puberty.

In the unlikely event that the concern cannot be dealt with, the Governors and then the Local Authority will be contacted.

Unplanned Sex Education

When aspects of Sex Education arise in unplanned and unrelated areas of the curriculum, teachers at Hobbayne Primary will deal sensitively with each occurrence in keeping with current legislation.

Procedure of the Involvement of Visitors

The use of outside visitors can enhance the school Sex Education programme. At Hobbayne we will ensure that visitors work within the school's Sex Education Policy and that they are aware of the ethos of the school.

Staff Training/Role of the Co-ordinator

The PSHE Co-ordinator will be responsible for attending meetings and feeding back to the whole staff. The Co-ordinator will inform staff of any new Government guidelines about Sex Education. The PSHE Co-ordinator will support staff if they feel they need more training, by organising training or by organising other more experienced members of staff to take RSE lessons.

Policy for Menstruation

Children will be taught about basic puberty changes and menstruation in Year 5 with a possibility of single-sex lessons to discuss the emotional and practical aspects of menstruation. In Year 4, children are taught that during puberty girls start their periods but the lessons will not go into detail about this change.

To seek assistance or emergency supplies in relation to unexpected menstruation, girls will be able to speak to their class teacher or leave their lesson and approach a named person, usually a Welfare Assistant. They will be told how to access such supplies during Year 4 RSE, or before if we know that a girl has already started menstruating.

An emergency supply of sanitary towels will be kept in the Welfare Room.

Facilities for disposal and privacy are provided in the Girls toilets on the top corridor. If a girl is in pain, a hot water bottle and a place to lie down are available in the Welfare Room. In this situation a parent/guardian may be contacted.

References

1. Gill Lenderyou – Primary School Workbook Family Planning Association.
2. The Children Act 1989.
3. Sex and Relationship Education Guidance (DfEE) – circular no. 0116-2000.
4. Draft guidance and consultation (DCSF 2010)
5. Christopher Winter Project Scheme of Work.

Programme of Study

The framework for Sex Education at Hobbayne is set out below. It is based on the *PSHE Association* guidelines for the whole curriculum. The three main core themes are:-

- Health and Wellbeing.
- Relationships.
- Living in the Wider World.

The relationship aspect will also be taught through the SEAL programme of study including Getting on and Falling out, Relationships and Good to Be Me. Suggested themes for work have been drawn up, with an emphasis on a spiral curriculum in which themes will be revisited. The development of self-esteem and decision making skills are important.

Nursery/Reception

Communication and Language

Children answer how and why questions about their experiences and in response to stories and events.

Children express themselves effectively showing awareness of the listeners needs.

Physical Development

Children manage their own basic hygiene and personal needs successfully.

Personal, Social and Emotional Development

Children take account of one another's' ideas, and show sensitivity to others needs and feelings.

Children talk about how they and others show feelings, talk about their own and others behaviour and its consequences and know that some behaviour is unacceptable.

Understanding of the World

Children talk about past and present events in their own lives and in the lives of their family. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among family, communities and traditions.

Other

In weekly circle time the children talk about feelings and emotions. What makes them happy and sad and how people can recognise how others are feeling, by looking at their faces and listening to what they are saying.

By the end of Key Stage One:

PSHE Framework:

Health and Wellbeing:

2 Know how to maintain physical wellbeing

3 Know how to keep physically safe

Relationships:

2 Know how to develop and maintain a variety of healthy relationships

4 Understand how to respect diversity in relationships

Living in the wider world:

1 Understand about respect for self and for others

National Curriculum Science End of Key Stage One:

End of Y2:

- identify, name, draw and label the basic parts of the human body
- notice that animals, including humans, have offspring which grow into adults
- Explore the process of reproduction and growth in animals. Children should recognise stages of growth in animals.

By the end of Key Stage Two:

PSHE Framework:

Health and Wellbeing:

6 How to manage risks to physical and emotional health and wellbeing

7 Know how to make informed choices about health and well-being and to recognise sources of help with this

8 Understands managing change such a puberty, transition and loss

Relationships:

6 Know how to develop and maintain a variety of healthy relationships within a range of social and cultural contexts

7 Know how to recognise and manage emotions within a range of relationships

9 How to recognise all forms of abuse

Living in the wider world:

5 Understand about respect for self and for others and the importance of responsible behaviours and actions

7 Understand rights and responsibilities as members of families, other groups and ultimately as citizens

Other:

- To understand sexual intercourse as a mutually agreed activity between two consenting adults

National Curriculum Science End of Key Stage 2:

End of Y6:

- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- describe the changes as humans develop to old age.
- Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.
- Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

Policy reviewed by Miss S.Benwell (PSHE co-ordinator).

Date of Last Review: May 2018

Next Review Date: May 2019

APPENDIX 1: Statutory Provision of RSE under Science Curriculum

Key Stage 1 (age 5-7years)

Year 1 pupils should be taught to:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Year 2 pupils should be taught to:

- Notice that animals, including humans, have offspring which grow into adults
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2 (age 7-11years)

Year 5 pupils should be taught to:

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age

Year 6 pupils should be taught to:

- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

'The programmes of study for science are set out year-by-year for key stage 1 and 2. Schools are, however, only required to teach the relevant programme of study by the end of the key stage. Within each key stage, schools therefore have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, schools can introduce key stage content during an earlier key stage if appropriate. All schools are also required to set out their school curriculum for science on a year-by-year basis and make this information available online.'

Taken from the National Science Curriculum last updated in 2015.

<https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>

APPENDIX 2:
Learning objectives and vocabulary used.

Year	Ealing Scheme of Work - CWP Resource
Reception	<ul style="list-style-type: none"> - To consider the routines and patterns of a typical day - To understand why hygiene is important - To recognise that all families are different
1	<ul style="list-style-type: none"> - To understand some basic hygiene principles - To introduce the concept of growing and changing - To explore different types of families and who to ask for help
2	<ul style="list-style-type: none"> - To introduce the concept of male and female and gender stereotypes - To identify differences between males and females - To explore some of the differences between males and females and to understand how this is part of the lifecycle - To focus on sexual difference and name body parts
3	<ul style="list-style-type: none"> - To explore the differences between males and females and to name the body parts - To consider touch and to know that a person has the right to say what they like and dislike - To explore different types of families and who to go to for help and support
4	<ul style="list-style-type: none"> - To explore the human lifecycle - To identify some basic facts about puberty - To explore how puberty is linked to reproduction
5	<ul style="list-style-type: none"> - To explore the emotional and physical changes occurring in puberty - To understand male and female puberty changes in more detail - To explore the impact of puberty on the body and the importance of physical hygiene - To explore ways to get support during puberty
6	<ul style="list-style-type: none"> - To consider puberty and reproduction - Consider physical & emotional behaviour in relationships - To explore the process of conception and pregnancy - To explore positive and negative ways of communicating in a relationship
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Year group	Vocabulary
Reception	<ul style="list-style-type: none"> - Boy - Girl - Routine - Clean - Washing - Family - Differences
Year 1	<ul style="list-style-type: none"> - Clean - Hygiene - Boy - Girl - Penis - Vagina - Lifecycle - Family - Differences
Year 2	<ul style="list-style-type: none"> - Different - Similar - Teats - Udder - Penis - Vagina - Testicles - Nipples
Year 3	<ul style="list-style-type: none"> - Differences - Vagina - Womb - Penis - Testicles - Touch - Personal space - Family
Year 4	<ul style="list-style-type: none"> - Lifecycle - Body change - Puberty - Penis - Vagina - Testicles - Nipple - Womb - Pubic hair - Breasts - Sperm - Egg (ovum)
Year 5	<ul style="list-style-type: none"> - Puberty - Physical changes - Emotional changes - Penis - Vagina - Period/ menstruation - Nipples - Breasts - Pubic hair - Testicles - Erections - Wet dreams - Egg - Fallopian tube - Sperm - Hygiene

Year 6	<ul style="list-style-type: none">- Reproduction- Puberty- Uterus- Penis- Vagina- Nipples- Breasts- Testicles- Relationship- Positive and negative relationship- Friendship- Touching - sexual touching- Sexual intercourse- Sperm- Egg- Fertilized- Personal information- Keeping safe- Communication- Menstruation- Wet dream- Pubic hair- Erection- Pregnancy
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