

MILFORD PRIMARY SCHOOL

Relationship and Sex Education (RSE) Policy



Vision Statement

'Milford Primary is a community orientated school, centred around the children as individuals. We are committed to helping children work towards their potential as lifelong learners who care, share, respect and learn in a stimulating environment.'

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Review date	Action	By whom
June 2023	No change	Emma Roberts
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1. Introduction

At Milford Primary School we believe that effective relationship and sex education (RSE) is vital for the personal, social and emotional development of our pupils. Our RSE equips our pupils with the information, skills and values they need to have safe, respectful and enjoyable relationships. We believe that through providing high quality RSE, we are upholding the ethos and values of this school and its commitment to equality and celebration of difference.

We believe that relationships education is a key vehicle for promoting equality, inclusion and social justice. Our relationships education is designed to promote gender equality through challenging gender stereotypes, sexism and sexual harassment in schools. We take these issues seriously and ensure that we embed content on gender equality throughout the curriculum. We are also committed to making sure our RSE makes every pupil feel valued and included and is relevant to them. This means we are committed to an LGBT+ inclusive and SEND inclusive curriculum and are mindful of the SEND Code of Practice 2014 when planning for this subject. We will ensure that we take into account the religious and cultural background of all pupils when teaching relationships education.

An inclusive relationships education at Milford Primary School will seek to challenge all forms of discrimination and prejudice between pupils and promote understanding and respect as outlined under the Equality Act 2010.

Relationships education and health education are taught in this school as statutory subjects. Elements of sex education, though non-statutory are also part of an integrated PSHE programme of work. For the purposes of this policy we will refer to Relationships Education and Sex Education (RSE) as combined subjects, as any learning about the physical and sexual aspects of growing up is taught in the context of positive healthy relationships.

This policy complies with our statutory obligations to deliver relationships education under sections 34 & 35 of the Children and Social work 2017. It will have due regard for the statutory relationships education, relationships and sex Education and health education guidance. We will review the policy annually to ensure that it is in line with current government guidance and legislation and to ensure that our programme continues to meet the needs of our pupils.

The policy should be read in conjunction with other relevant policies:

Behaviour Policy
Anti-bullying Policy
Safeguarding Policy
Online Safety Policy
Curriculum Policy

2. Definition of Relationships Education

At Milford Primary School, we define relationships education as learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life. We equip our pupils to build positive and respectful relationships on and offline. We seek to ensure that it gives pupils the knowledge, skills, attitudes and values that will help them to:

- realise their health, wellbeing and dignity
- build self-esteem and self-worth
- explore and value their personal identity and the identities of others
- explore a range of family structures, including LGBT+ families and other family structures
- understand and make sense of the real-life issues they are experiencing in the world around them
- manage and explore difficult feelings and emotions
- consider how their choices affect their own wellbeing and that of others
- develop as informed and responsible citizens
- understand and ensure the protection of their rights throughout their lives

3. Definition of Sex Education

At Milford Primary School we define sex education as learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health. We take the approach that relationships and sex education are best approached in an integrated way. We will take care to highlight lessons that contain what we define as sex education so that we can respect the wishes of parents who have withdrawn their children from this content. Simultaneously, we will seek to nurture children's curiosity about the world around them, supporting their development and their respect for themselves and each other. Many aspects of sex education are complimented by our curriculum for science where children learn about the main external body parts and changes to the human body as it grows from birth to old age, including puberty.

In the statutory health education curriculum, children learn about puberty and menstruation. We deliver content on menstruation to years 4 and 5 so that girls can learn about menstruation in advance of them starting their first period. Our sex education programme builds upon the content already delivered through the science and health education curriculum and is the foundation for helping children to stay safe and understand more about their sexual health and wellbeing. We recognise that some parents may be uncomfortable with their children receiving sex education in primary school. However, in our experience, children will naturally ask questions about sex and their bodies, and be curious about where they come from. We believe that it is safer and better for children to receive age appropriate and medically accurate information from trained teachers rather than learn inaccurate and harmful information through peers or online. We believe that sex education should allow children a safe space to ask the questions that they may have without shame or judgement. Evidence states that a graduated, age and developmentally appropriate curriculum is the best way of preventing the topic of sex, reproduction and private body parts becoming taboo or embarrassing.

4. Subject content

The curriculum programme is developed by the headteacher and PSHE subject leader in conjunction with teachers, parents and governors. At Milford Primary School we will meet the learning objectives and content outlined as set out in in the following government publications:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe>

All content will be delivered in a timely way that is age and developmentally appropriate to meet the needs of our pupils, including those pupils with SEND.

Our RSE is delivered using PSHE matters – a Derbyshire PSHE scheme of work
Our PSHE Matters Scheme units are split across two years:

<https://www.milfordprimaryschool.co.uk/curriculum-planning/>

We recognise that RSE does not come just through the curriculum. In responses to sex related issues all staff will model positive, matter of fact answers in an age appropriate way. We have an agreed vocabulary to be used from Reception through to Year 6 (see Appendix 1)

4.1 EYFS - Reception

The objectives for EYFS are predominantly about safeguarding children and ensuring correct hygiene. Throughout reception, children will learn to:

- Reflect on the fact that children enter the world as babies and this is called 'birth'
- Reflect on feelings when a new sibling is born
- Recognise the different stages in life
- Understand that people's needs change as they get older
- Understand that people are part of the cycle of nature
- Identify the people they love and are special to them
- Explore the feelings they experience with special people
- Identify body parts using proper vocabulary including male and female genitalia
- Understand appropriate and inappropriate touch

4.2 Years 1-6

The RSE curriculum runs through the PSHE Matters scheme with our other PSHE objectives. The only specific sections will be 'Growing up' and 'Relationships' although objectives overlap and appear in other units also. The

lists below are not exhaustive, but outline some key objectives which fall into the RSE curriculum.

In Key Stage 1 (age 5-7)

Children will learn about:

- recognising naming and managing their emotions
- what makes them special
- what makes a good friend
- how to be kind to others
- what's special about them and their families
- how families are different
- life cycles
- about changes and how they have changed since babyhood
- how boys and girls bodies are different
- the correct names for body parts including genitalia
- that some parts of their body are private
- how to ask for help if they are worried or concerned.

In Lower Key Stage 2 (age 7-9)

Pupils learn about:

- change in friendships
- different relationships and families
- how to be a good friend online and offline
- managing conflict in friendships
- how and why their bodies are changing
- staying safe online
- gender stereotypes and their impact
- feelings and how to cope with them
- what a baby needs
- about privacy, boundaries and secrets
- who to talk to if they feel anxious or unhappy.

In Upper Key Stage 2 (age 9-11)

Pupils learn about:

- the important relationships in their life
- how to show love to others

- the different kinds of families and partnerships (including homosexual and transgender)
- about marriage and stable loving relationships and their importance for having babies and bringing up children
- how to recognise healthy and unhealthy relationships
- the different types of bullying, why they are unacceptable and how to respond
- the physical and emotional changes in puberty – including menstruation and wet dreams. This includes separate girl and boy lessons to provide a safe and comfortable setting for any ‘awkward’ questions.
- the impact of social media on self-esteem, body image, health and safety and ways to manage this.

All of the RSE objectives are statutory.

National Curriculum Science is also statutory. This includes:

Key Stage 1

- Identify name draw and label the basic parts of the body and say which part of the body is associated with each of the senses
- That animals, including humans, have offspring that grow into adults

Key Stage 2

- Describe the differences in the life cycle of a mammal, an amphibian and 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 the impact of diet exercise drugs and lifestyle on the way their bodies function

As part of the RSE curriculum, following on from the science curriculum, year 6 also learn:

- how babies are conceived

- how babies develop and are born.

Children in year 5 and 6 will learn about sexual reproduction in science, where sperm and egg terminology are used. However, parents/carers have a legal right to withdraw their child(ren) from these dedicated sex lessons ***delivered outside the science curriculum***. *This is education exclusively to sexual intercourse.*

If a parent/carer has any concerns about the RSE provision, we will take time to address their concerns and allay any fears they may have. If parents/carers decide to withdraw their child, we shall work with them and their child to explore possible alternative provision. In the event of a request to withdraw we will document this process and ensure a record is kept.

5. Equal Opportunities / Sensitive Issues

At Milford Primary School, we deliver RSE with regards to the Equality Act 2010 and observance of the protected characteristics of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership and sexual orientation. As regards to Lesbian, Gay, Bisexual and Transgender (LGBT), the DfE stipulate that, “we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum.” This will be integrated into teaching and not taught as a stand-alone lesson.

We recognise that children have varying needs regarding RSE depending on their circumstances and background. To achieve this, the school’s approach to RSE will take into account:

- Research conclusions that girls typically engage easier in RSE. Therefore, we will consider the particular needs of boys, as well as girls, and use approaches that will actively engage them. We shall also be proactive in combating sexism, misogyny, sexualised behaviour and sexist bullying.
- Some pupils may have learning, emotional or behavioural difficulties, or special educational needs or disabilities (SEND) that result in particular RSE needs at different times. We will ensure that RSE is accessible to all pupils through high quality teaching that is differentiated and personalised.
- We recognise that our pupils may come from a variety of family situations and home backgrounds. We will take care to ensure that there is no stigmatisation of children based on their home circumstances and deliver the curriculum sensitively and inclusively.

5. SEND:

Pupils with SEND have the same opportunities and access to learning as pupils without SEND and, if necessary, activities will be adapted and outcomes differentiated to facilitate inclusion. Following professional advice there are times when some children will find it hard to learn in a busy classroom so may take part in small group or 1:1 activities in a quieter, less stimulating space. Staff are very aware of children’s emotional needs and this is taken into consideration when planning provision for children with SEND.

6. Monitoring and Evaluation:

This policy has been agreed by staff and governors of Milford Primary School and will be reviewed annually.

Appendix 1

Relationship and Sex Education Vocabulary

Nursery / Reception	Y1/2	Y3/4	Yr 5/6
<ul style="list-style-type: none"> • Penis • Vagina • Pregnant • Womb • Testicles • Appropriate touch 	<ul style="list-style-type: none"> • Penis • Vagina • Pregnant • Testicles • Breasts • Genitals • Foetus • Anus • Appropriate touch 	<ul style="list-style-type: none"> • Penis • Vagina • Pregnant • Womb • Testicles • Breasts • Genitals • Foetus • Puberty • Pubic hair • Anus 	<ul style="list-style-type: none"> • Penis • Vagina • Pregnant • Womb • Testicles • Breasts • Genitals • Foetus • Sperm • Egg/Ovum • Ovaries • Urethra • Anus

		<ul style="list-style-type: none"> • Appropriate touch 	<ul style="list-style-type: none"> • Ovum • Pubic hair • Period • Masturbation • Hormones • Sexual intercourse • Conception • Semen • Erect • Erection • Semen • Ovulation • Labia • Cervix • Clitoris • Foreskin • Wet dream • Menstruation • Ejaculation
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