

Introduction

Relationship and Sex Education (RSE) is an important aspect of a child's overall education. It helps to prepare them for adult life. Boxmoor Primary School's Governing Body is committed to providing RSE which is effective and appropriate. This document is the school's RSE policy and describes how RSE is to be delivered within the school.

The policy is defined and supported by the Governing Body, which includes the Head and teacher representatives, as well as members of the local community and parents of children at the school.

Structure

Pages 1 and 2 of the policy outline the principles of the RSE policy, the main points of detail and the process by which it will be reviewed, updated and agreed. This summary is intended to provide sufficient information for most readers.

Principles

Boxmoor Primary School's RSE policy is based upon the following principles:

- The objective of RSE is to help and support children through their physical, emotional and moral development and changes.
- Effective RSE is essential if children are to make responsible and well-informed decisions throughout their lives.
- Relationship and Sex education should not be delivered in isolation but should be firmly rooted within the programme for Personal, Social and Health Education (PSHE).
- The RSE programme should be appropriate for the children to whom it is delivered.
- The RSE programme should be supported fully by the staff with the responsibility for delivering it.
- The views of individual governors, teachers and parents should be considered when defining the policy.
- Parents have the opportunity to review all the material contained within each year group's curriculum. A curriculum overview is sent out annually and parents are invited to review additional material that their children would view during the coming year.
- Staff delivering RSE continually adapt the curriculum to suit the needs of the cohort it is being delivered to and edit the planning accordingly.
- The RSE programme should be reviewed and, if necessary, amended by the governing body on a regular basis, taking account of current government and local education authority guidance.

Main Policy Points

The main elements of the policy are described in summary below:

- Sex education will be provided beyond that required by the National Curriculum for Science.
- The RSE programme will be delivered to Reception through to Year 6
- The RSE programme will be presented firmly within the overall PSHE curriculum and will emphasise the role of loving, stable, family relationships.
- The RSE programme will be carefully planned and delivered according to the resulting curriculum plan.
- Support in delivering the RSE programme will be provided to any teachers requiring or requesting it.
- The principal material used for UKS2 will be that published by Channel 4, Lil-Lets UK Limited and Betty for Schools.
- Parents will be given the opportunity to view the material before it is shown to their children.
- Parents will be informed of their rights of withdrawal from the RSE programme, the limitations of those rights and the alternative arrangements which will be made. Parents need to put in writing that they do not wish for their child to take part in the RSE lessons.

Policy Currency and Review Cycle

This policy is valid until superseded by an updated version agreed by the governing body.

RELATIONSHIP AND SEX EDUCATION POLICY

Background

The school's Relationship and Sex Education (RSE) programme draws upon and reflects:

- The views and experiences of the governing body, including the Head, teachers, local community and parental representatives.
- The requirements of the National Curriculum for Science.
- National Curriculum statutory guidance for Personal, Social and Health Education and Citizenship.
- The PSHE Association, Mental Health and Emotional Wellbeing and British Values
- The statutory duty for the governing body to promote the well-being of children at the school.
- Department for Education and OFSTED guidance.

RSE is an essential part of the preparation of children for adult life. The National Curriculum specifies the physical and biological facts of human reproduction which schools must teach to all children. This is a child's basic entitlement from which there is no parental right of withdrawal. At our school we offer more than basic biological facts and provide a wider framework of health and social education in which RSE plays a part.

The DfE's - Relationships Education, Relationships and Sex education (RSE) and Health Education provides sound advice for our sex education programme. The guidance states that:

Sex Education (Primary)

65. The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationships Education.

66. The content set out in this guidance covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement.

67. It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born. As well as consulting parents more generally about the school's overall policy, primary schools should consult parents before the final year of primary school about the detailed

content of what will be taught. This process should include offering parents support in talking to their children about sex education and how to link this with what is being taught in school. Meeting 24 these objectives will require a graduated, age-appropriate programme of sex education. Teaching needs to take account of the developmental differences of children.

68. Where a maintained primary school chooses to teach aspects of sex education (which go beyond the national curriculum for science), the school must set this out in their policy and all schools should consult with parents on what is to be covered. Primary schools that choose to teach sex education must allow parents a right to withdraw their children. Unlike sex education in RSE at secondary, in primary schools, head teachers must comply with a parent's wish to withdraw their child from sex education beyond the national curriculum for science. Schools will want to draw on the good practice for conversations with parents around the right to withdraw as set out in paragraphs 45 and 46. Schools must also ensure that their teaching and materials are appropriate having regard to the age and religious backgrounds of their pupils. Schools will also want to recognise the significance of other factors, such as any special educational needs or disabilities of their pupils.

The Nature of RSE

RSE is about children coming to terms with their own physical and emotional development, understanding differences between individuals and genders and developing an understanding of the processes of life. In addition to this RSE should challenge prejudices, stereotypes and misconceptions surrounding individuals and particular groups.

Pupils need to be given accurate information and helped to develop skills to enable them to understand difference and to respect themselves and others and for the purpose also of preventing and removing prejudice. The school's programme builds up knowledge and skills which are particularly important today because of the many different and conflicting pressures on young people.

Aims and Values Framework

Teachers have a responsibility to ensure the safety and welfare of pupils. Therefore teachers and all those contributing to RSE will agree and follow the school framework, which is based upon the Ofsted suggested learning outcomes, detailed below.

Programme Consultation Process

The school regards RSE as a shared responsibility with parents. This policy is available in hard copy upon request to all parents, and on the school's website (www.boxmoor.herts.sch.uk).

Key Stage overview:

What is sex and relationships education? Sex and relationships education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships and sex. It should equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships and to take responsibility for their sexual health and well-being

Key stage 1:

At this age children are interested in the differences between boys and girls, naming body parts, where babies come from, and friends and family. What areas of the body are private and should not be touched and who they can talk to if they are worried are also important.

Relationships:

Who is in my family?
How are other families similar or different to mine?
What does my family do for me?
What do I like about my friend?
What does my friend like about me?
What can other people do to make me feel good?
Who do I look after?
Why shouldn't I tease other people?
My body Why are girls' and boys' bodies different?
What do we call the different parts of girls' and boys' bodies?

Life cycles:

Where do babies come from?
How much have I changed since I was a baby?
How are other children similar and different to me?

Keeping safe & looking after myself:

Which parts of my body are private?
When is it OK to let someone touch me?
How can I say 'no' if I don't want someone to touch me?
Who should I tell if someone wants to touch my private parts?

People who help me:

Who can I ask if I need to know something?
Who can I go to if I am worried about something?

Lower Key Stage 2:

At this age children are interested in the changing nature of friendships, the emotional and physical changes of growing up, similarities and differences between boys and girls, coping with strong emotions and how babies are made from eggs and sperm. How to look after our bodies and how to be safe and healthy are also important.

Relationships:

How have my relationships changed as I have grown up?
Why do friendships change?
How can I be a good friend?
Why can it be fun to have a friend who is different to me?
What are some of the bad ways people can behave towards one another?
How do I know when I am being bullied?
What do I do if I am being bullied?
How can I make up with my friend when we have fallen out?
Why are some parents married and some not?

My body:

How has my body changed since I was a baby?
Why is my body changing?
Why are some children growing quicker than others?
Why are some girls in my class taller than the boys?
How do girls and boys grow differently?
Why are we all different? Is it ok to be different?
What are similarities and differences between boys and girls?
Should boys and girls behave differently?

Feelings:

What makes me feel good?
What makes me feel bad?
How do I know how other people are feeling?
Why are my feelings changing as I get older?
How do I feel about growing up and changing?
How can I cope with strong feelings?

Keeping safe & looking after myself:

What are good habits for looking after my growing body?
What do I do if someone wants me to do something dangerous, wrong or makes me feel uncomfortable?
When is it good or bad to keep secrets?

People who help me:

Who can I talk to if I feel anxious or unhappy?
Where can I find information about growing up?

Upper Key stage 2:

At this age children are interested in knowing about love and the different kinds of families, they will be curious about puberty and sexual feelings and changing body image. They will want more details about conception, how babies develop and are born and why families are important for having babies. They will want to know who they can talk to if they want help or advice and information about puberty and sex.

Relationships:

What are the important relationships in my life now?
What is love? How do we show love to one another?
Can people of the same sex love one another? Is this ok?
What are the different kinds of families and partnerships?
What do the words 'lesbian' and 'gay' mean?
Why does calling someone 'gay' count as bullying?
What should I do if someone is being bullied or abused?
Are boys and girls expected to behave differently in relationships? Why?
Can some relationships be harmful?
Why are families important for having babies and bringing them up?

My body:

What is puberty?

Does everyone go through it? At what age?

What body changes do boys and girls go through at puberty?

Is my body normal? What is a 'normal' body?

How will my body change as I get older?

Feelings and attitudes:

What kinds of feelings come with puberty?

What are sexual feelings?

What are wet dreams?

What is masturbation? Is it normal?

How can I cope with these different feelings and mood swings?

How can I say 'no' to someone without hurting their feelings?

What should I do if my family or friends don't see things the way I do?

What do families from other cultures and religions think about growing up?

Can I believe everything I see on the TV about perfect bodies/ relationship/girls and boys....to be true?

Life cycles:

Why does having a baby need a male and a female?

What are eggs and sperm?

How do different animals have babies?

How do different animals look after their babies before and after birth?

What happens when people get older?

What is sex?

What is sexual intercourse?

How many sperm does a man produce?

How many eggs does a woman have?

How do sperm reach the egg to make a baby?

Does conception always occur or can it be prevented?

How do families with same-sex parents have babies?

How does the baby develop?

How is the baby born?

What does a new baby need to keep it happy and healthy?

Keeping safe & looking after myself:

How can I look after my body now I am going through puberty?

How can girls manage periods (menstruation)?

People who help me/getting help and advice:

Who can I talk to if I want help or advice?

Where can I find information about puberty and sex?

How can I find reliable information about these things safely on the internet?

Science and PSHE Vocabulary Curriculum:

KS/Year	Science Programme of Study – Statutory requirements	Science Programme of Study – Non statutory notes and Guidance	Vocabulary
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.	Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.	head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth, penis, testicles, vulva
Year 2	Pupils should be taught to: Notice that animals, including humans, have offspring which grow into adults ¹ Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. ('Growing into adults' should include reference to baby, toddler, child, teenager, adult)	They should also be introduced to the process of reproduction and growth in animals. The focus at this stage should be on helping pupils to recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager and adult.	baby, toddler, child, teenager, adult
KS/Year	PSHE Association Programme of Study Core Theme 1: Health and Wellbeing	PSHE Association Programme of Study Core Theme 2: Relationships	Vocabulary – see section on Keeping Safe – Vocabulary for further guidance
Key Stage 1	Pupils should have the opportunity to learn: About change and loss and the associated feelings (including moving home, losing toys, pets or	Pupils should have the opportunity to learn: To communicate their feelings to others, to recognise how others show feelings and how	Boy, girl, gender, penis, testicles, vulva, pregnant, baby, child, teenager, elderly, life cycle, change grow, feelings, love, care,

	<p>friends, making new friends, new baby).</p> <p>About the process of growing from young to old and how people's needs change.</p> <p>About growing and changing and new opportunities and responsibilities that increasing independence may bring</p> <p>The names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls</p>	<p>to respond.</p> <p>To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.</p> <p>To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)</p>	<p>comfortable feeling, uncomfortable feeling</p>
KS/Year	Science Programme of Study – Statutory requirements	Science Programme of Study – Non statutory notes and Guidance	Vocabulary
KS2 Year 3	<p>Pupils should be taught to: explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. Children should understand that pollination is the movement of pollen from one flower to another and that a seed is formed when material in the pollen joins with material in the ovule</p>		<p>Pollination, pollen, male, ovule, female, seed</p>
KS/Year	PSHE Association Programme of Study Core Theme 1: Health and Wellbeing	PSHE Association Programme of Study Core Theme 2: Relationships	Vocabulary - see section on Keeping Safe – Vocabulary for further guidance
KS2 Year 3	<p>Pupils should have the opportunity to learn: About change, including transitions (between key stages and schools) loss, separation, divorce and bereavement.</p> <p>That bacteria and viruses can affect health and that following simple routines can reduce their spread.</p> <p>About taking care of their body, understanding that</p>	<p>Pupils should have the opportunity to learn: To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</p> <p>To be aware of different types of relationship, including those between</p>	<p>change, grow, mature, feelings, emotions, excited, up and down, worried, reproductive organs, sperm, egg</p>

	they have autonomy and the right to protect their body from inappropriate and unwanted contact	acquaintances, friends, relatives and families. To judge what kind of physical contact is acceptable or unacceptable and how to respond	
KS/Year	Science Programme of Study – Statutory requirements	Science Programme of Study – Non statutory notes and Guidance	Vocabulary
KS2 Year 5	Animals, including humans Pupils should be taught to: describe the changes as humans develop to old age Living things and their habitats Pupils should be taught to: describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life processes of reproduction in some plants and animals	Pupils should draw a timeline to indicate changes in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals	gestation period, pregnancy, live birth sexual reproduction, sperm, ovum, internal fertilisation, external fertilisation, egg, live birth, gestation period
KS/Year	PSHE Association Programme of Study Core Theme 1: Health and Wellbeing	PSHE Association Programme of Study Core Theme 2: Relationships	Vocabulary: see section on Keeping Safe – Vocabulary for further guidance
KS2 Year 4/5	Pupils should have the opportunities to learn: How their body will, and emotions may, change as they approach and move through puberty. About taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact	Pupils should have the opportunities to learn: To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. To be aware of different types of relationship, including those between acquaintances, friends, relatives and families. To judge what kind of physical contact is acceptable or unacceptable and how to respond	puberty, change, grow, mature, private parts, genitals, vagina, labia, vulva, clitoris, penis, testicles, breasts, feelings excited, up and down, attraction, worried, internal, inside, reproductive organs, menstruation, uterus, fallopian tubes, ovary/ovaries, cervix, menstrual cycle, period, blood, discharge, Adam's apple, penis, testicles, scrotum, sperm, semen, erection, ejaculation, wet dream, masturbation, sweat, body odour, sanitary towel, tampon
Year 6	How their body will, and	To recognise what	puberty, change,

	<p>emotions may, change as they approach and move through puberty. About human reproduction. About taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact</p>	<p>constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. To be aware of different types of relationship, including those between acquaintances, friends, relatives and families. To judge what kind of physical contact is acceptable or unacceptable and how to respond</p>	<p>grow, mature, private parts, genitals, , strong feelings, reproductive organs, menstruation, uterus, fallopian tubes, ovary/ovaries, cervix, vagina, labia, clitoris, vulva, penis, testicles, scrotum, sperm, semen, erection, ejaculation, egg, sexual intercourse, conception, embryo, pregnant, birth, contraception, condom, consent</p>
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Class previews:

Prior to each class being shown material as part of RSE, parents of children in that class will be invited to preview the relevant material, in school. This will give parents an opportunity to understand the detail of what is being taught, and to discuss key issues at home with their children, both before and after the teaching session takes place.

Curriculum Organisation and Management

1. Teachers are required to have clear planning and evaluation for RSE lessons.
2. Channel 4, Lil-Lets UK Limited and Betty for Schools material will form the backbone of the school's RSE programme, for UKS2 and will be supplemented with both introductory and follow-up discussions in line with the school's policy. The material may be split and staged over several sessions and will be intertwined with PSHE Association planning, Mental health Emotional Wellbeing and British Values.
3. The school's RSE programme will emphasise that stable, supportive family relationships are the mainstay of society and the best framework within which to raise children.
4. Children will be taught in their normal class group but on occasions a specialist such as the school nurse, a visiting doctor or parent may be called to assist the teacher by for example giving talks.
5. In years 5 and 6 the subject of menstruation will be taught to boys and girls followed by separate gender discussion groups.
6. Teachers may, at their discretion, choose to deal with some issues on a 'one-to-one' basis, or a small group basis, depending on the issues raised.
7. In common with all other teaching at the school, due allowance and provision will be made for children with special educational needs or for whom English is not their first language. This will be reflected in lesson plans.
8. Teachers may respond to media issues raised by children, especially when within the children's pre-nine o'clock TV watershed.

Staffing

Class teachers are expected to take their class for their RSE programme but where possible we intend to have an additional adult in the room in support. Additional guidance or other support to teachers will be provided on request or where a need is identified. Teachers must adhere to the agreed policy.

All biological words relating to the naming of parts of the body may be taught by the teacher. It is left to the teacher's judgement which words are more closely matched to the child's evolving vocabulary.

All matters raised in the Channel 4, Lil-Lets UK Limited and Betty for Schools material may be raised and dealt with by the teacher. The following are not to be dealt with by teachers:

- Matters relating to homosexual practice
- Matters relating to contraception
- Details of sexually transmitted diseases

Teachers are advised to defer answering what they may feel may be contentious issues until they have taken further advice.

The Right of Parents to Withdraw their Children.

The school has a statutory responsibility to cover all the National Curriculum programmes of study for Science at key stages 1 and 2. The coverage of the programmes of study is set out in the school's curriculum framework.

Parents or guardians have the right to withdraw their children from all or part of any RSE provided, but not from the teaching of the biological aspects of human growth and reproduction necessary under National Curriculum Science. Parents will be informed how to withdraw their children from the RSE programme and of the alternative arrangements that will be provided.

Parents are free to discuss any concerns or questions they may have about the RSE policy and programme with the Head, teachers and members of the governing body.

STAFF TRAINING

The school will ensure that teachers receive appropriate training relating to the delivery of RSE and that all teachers have a copy of the RSE policy.

Evaluation

This policy will be subject to annual review by the Governing Body