

# EVERSLEY PRIMARY SCHOOL



## SCHOOL POLICY

***Relationships and Sex Education***

Implemented: Summer Term 2021  
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Reviewed: Spring Term 2022  
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Date for review: Spring Term 2025  
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## Aims

The aims of Relationships and Sex Education (RSE) at Eversley Primary School are to:

- provide a framework in which sensitive discussions can take place;
- prepare pupils for the changes their body will go through, and give them an understanding of sexual development and the importance of health and hygiene;
- help pupils develop feelings of self-respect, confidence and empathy;
- create a positive culture around issues of sexuality and relationships;
- teach pupils the correct vocabulary to describe themselves and their bodies.

## Statutory Requirements

As a maintained primary school we must provide Relationships Education to all pupils as per Section 34 of the [Children and Social Work Act 2017](#).

The teaching of Sex Education in primary school is not compulsory, however at Eversley Primary School we believe that this education is important for children from Year 1 up to Year 6 to learn about at an age-appropriate level, matching pupils' physical and emotional maturity. This ensures that both boys and girls are prepared for the changes that adolescence brings. Also, it equips children to understand about their own bodies and talk confidently about themselves, helping to protect and safeguard all of our children.

Parents have the right to remove their child from Sex Education (see further on in this policy). Some elements of Sex Education are taught through the science curriculum. This is a compulsory element of the National Curriculum which parents do not have the right to withdraw their child from. The elements of Sex Education taught in the primary science curriculum are:

- Year 1 – naming key parts of the human body
- Year 2 – learning about the human lifecycle
- Year 5 – reproduction of plants and animals, including humans; naming the main external body parts and the human body as it grows from birth to old age (including puberty)

For further information on these objectives in our science curriculum visit:

<https://www.eversley.essex.sch.uk/curriculum/curriculum/science/>

In teaching RSE, we must have regard to [guidance](#) issued by the Secretary of State as outlined in Section 403 of the [Education Act 1996](#).

At Eversley Primary School we teach RSE as set out in this policy.

## Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

3. Parent/stakeholder consultation – parents and any interested parties were invited to read the policy and share their views by email or in person with the Headteacher or Deputy Headteacher
4. Ratification – once amendments were made, the policy was shared with Governors and ratified

### **Definition**

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity. Children learn about the changes their bodies will undertake as they grow as a child and as they develop into an adult. Towards the end of primary school, children will learn about how babies are made and how they are born.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity, personal beliefs or partisan political views.

### **Curriculum**

The focus of our Relationships Education is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults.

In ***Relationships Education***, pupils will be taught:

- what a relationship is;
- what friendship is;
- what family means and who the people are that can support them;
- how to take turns;
- how to treat each other with kindness;
- how to show consideration and respect for others;
- the importance of honesty and truthfulness;
- the importance of permission seeking and giving;
- the concept of personal privacy;
- about establishing personal space and boundaries;
- about understanding the differences between appropriate and inappropriate or unsafe physical and other contact;
- about understanding that they have rights over their own bodies;
- knowledge to recognise and report abuse (emotional, physical and sexual) or report concerns and seek advice when they suspect or know that something is wrong.

Teachers will talk about the features of healthy friendships and family relationships, drawing attention to these in a range of contexts. These familial contexts are outlined in Appendix 1. Teaching will also focus on face-to-face relationships as well as online friendships.

In ***Sex Education***, pupils will be taught:

- preparing boys and girls for the changes that adolescence brings;
- the human lifecycle, and the different stages of this lifecycle;

- the importance of personal hygiene;
- accurately describing and naming parts of their own body;
- how a baby is conceived and born.

There is a more detailed outline about the content of our Sex Education curriculum in Appendix 2. In Appendix 3 there is a list of the scientific vocabulary that will be used in each year group. Our Sex Education units of work are part of the whole school Personal, Social, Health and Economic Education (PSHE) curriculum produced by the respected Cambridgeshire Primary Personal Development Programme. These have been designed to teach children at an age-appropriate level, matching their emotional and physical maturity.

We are clear that parents and carers are the prime educators for their children on many of these matters. As a school, we compliment and reinforce this role of parents, building on what pupils learn at home.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and children don't seek answers online.

### **Delivery of Relationships and Sex Education**

Relationships Education is taught within the Personal, Social, Health and Economic (PSHE) curriculum. Biological aspects of RSE are taught within the science curriculum.

Pupils also receive stand-alone Sex Education sessions each year from Year 1 to Year 6, as part of their PSHE learning.

Teaching is undertaken through the use of:

- age-appropriate story books;
- age-appropriate teaching input and discussions led by the teacher;
- ordering and sorting activities;
- drawing and labelling diagrams;
- DVD resources (used in Year 5 and 6 to teach about puberty and reproduction)

In Year 5 and Year 6, when children learn about puberty and reproduction, children will watch the educational DVD programmes altogether, with children learning about the changes in puberty to both boys and girls. Follow-up discussions then take place in single-sex groups led by teaching staff of the same gender.

All aspects of teaching in RSE will reflect the dual lives that children lead – in the real world and virtually in the online world.

Teaching in Sex Education is focused on facts. It is taught sensitively and inclusively, with respect to the backgrounds and beliefs of all pupils and families. Teachers do not promote their own personal beliefs. Teaching of this subject is always carried out in a class by two members of staff at the same time.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example, looked after children or young carers). This is a requirement on schools in law (The Equality Act 2010).

As with all teaching across the curriculum, the teaching of RSE will be accessible to all pupils, regardless of learning needs or disability. Where appropriate, teachers will modify teaching to support the learning and understanding of pupils with special educational needs and disabilities (SEND).

## **Roles and responsibilities**

### The Governing Body

The Governing Body will approve the RSE policy, and hold the Headteacher to account for its implementation.

### The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from the non-statutory and non-science components of Sex Education (see next section)

### Teachers

Teachers are responsible for:

- delivering RSE in a sensitive way;
- modelling positive attitudes to RSE;
- monitoring progress;
- responding to the needs of individual pupils;
- reporting to parents a least one month before Sex Education lessons will be taking place in their child's class;
- signposting resources to support parents with conversations at home arising from learning within school;
- in Year 5 and Year 6, parents will be invited to attend a meeting to view the resources used and ask questions to staff before teaching on puberty and on how babies are made and how babies are born is delivered to pupils;
- responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE;
- reporting safeguarding concerns to the school's Designated Safeguarding Lead that may arise from discussions and learning that take place.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

All teachers in Year 1 to Year 6 are responsible for teaching RSE at Eversley Primary School.

### **Parents' right to withdraw**

Parents do not have the right to withdraw their children from Relationships Education.

Parents have the right to withdraw their children from the non-statutory/non-science components of Sex Education within RSE.

Requests for withdrawal should be put in writing (by letter or email: [admin@eversley.essex.sch.uk](mailto:admin@eversley.essex.sch.uk)).

Parents will then be invited to meet with the Headteacher to discuss the matter further.

Alternative work will be given to pupils who are withdrawn from Sex Education.

### **Monitoring arrangements**

The delivery of Relationships Education and Sex Education is monitored by the Headteacher and Deputy Headteacher.

Monitoring arrangements include:

- scrutinising teachers' planning
- monitoring pupils' work
- learning walks

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Deputy Headteacher regularly. At every review the policy will be approved by the Governing Body.

## **Appendix 1 – Family Contexts**

When talking about ‘families’ with children across the year groups, the different types of family that children live with will be referenced, including:

- Children living with a Mum and Dad together
- Children having a Mum and Dad living away from one another, spending time living at one or both homes
- Children living with a Mum and stepfather or Dad and stepmother, with possible step-siblings or half-siblings
- Children living with just their Mum or their Dad
- Children living with grandparents or another relative
- Children living with two Mums or two Dads
- Children living in foster families
- Children that are adopted into other families

Children will also learn that marriage is chosen by some adults and represents a formal and legally recognised commitment between two people (opposite and same-sex couples), which is intended to be lifelong.

## Appendix 2 – Sex Education Curriculum

Objectives are taken from the Cambridgeshire Primary Personal Development Programme, the scheme of work used at Eversley Primary School.

Outlined below is the key learning that will take place in each year group as part of the Sex Education curriculum, and how this will be taught:

<b>Year 1</b>	<p><b><u>What children will learn:</u></b></p> <ul style="list-style-type: none"> <li>• Know what the names of the main parts of the body are (including sexual parts, naming them using colloquial [common slang] terms and scientific vocabulary) and understand the biological differences between male and female bodies</li> <li>• Understand which parts of their body are private and what this means</li> <li>• Know what my body can do and understand how amazing it is</li> <li>• Know when I am in charge of my actions and know I am in charge of my body</li> <li>• Understand how amazing my body is</li> <li>• Know I can keep my body clean</li> <li>• Know how I can stop common illnesses and diseases spreading</li> </ul> <p><b><u>How they will be taught:</u></b></p> <ul style="list-style-type: none"> <li>• Age-appropriate story books and discussions</li> <li>• Labelling the main body parts of cartoon body outlines of children</li> <li>• Examples of scenarios and children choosing what they would do in this scenario</li> </ul>
<b>Year 2</b>	<p><b><u>What children will learn:</u></b></p> <ul style="list-style-type: none"> <li>• Understand how babies change and understand how they grow inside their mothers</li> <li>• Understand how I have changed since I was a baby</li> <li>• Know what the basic needs of babies and children are</li> <li>• Understand how dependent a baby is on parents to provide basic needs</li> <li>• Know what my responsibilities are now that I'm older</li> </ul> <p><b><u>How they will be taught:</u></b></p> <ul style="list-style-type: none"> <li>• Age-appropriate story books and discussions</li> <li>• Looking at photographs of how they and their parents have changed over time</li> </ul>
<b>Year 3</b>	<p><b><u>What children will learn:</u></b></p> <ul style="list-style-type: none"> <li>• Know how males and females are different and what the different external parts of male and female bodies are called using scientific vocabulary</li> <li>• Know what my body can do and how it is special</li> <li>• Know why it is important to keep clean</li> <li>• Know what I can do for myself to stay clean and how this will change in the future</li> <li>• Know how different illnesses and diseases spread and what I can do to prevent this</li> </ul> <p><b><u>How they will be taught:</u></b></p> <ul style="list-style-type: none"> <li>• Age-appropriate story books and discussions</li> <li>• Drawing and labelling the main body parts of cartoon body outlines of children and adults</li> <li>• Sorting activities and games</li> </ul>
<b>Year 4</b>	<p><b><u>What children will learn:</u></b></p> <ul style="list-style-type: none"> <li>• Know what the main stages of the human lifecycle and identify the stage of an individual</li> <li>• Know what it means to be 'grown up' and have a realistic view of adulthood</li> <li>• Know what I am responsible for now and how this will change</li> <li>• Know how parents and carers care for babies and understand that a baby cannot care for itself</li> </ul> <p><b><u>How they will be taught:</u></b></p> <ul style="list-style-type: none"> <li>• Age-appropriate story books and discussions</li> <li>• Ordering activities and games</li> </ul>



<p><b>Year 5</b></p>	<p><b><u>What children will learn:</u></b></p> <ul style="list-style-type: none"> <li>• Know what the male and female external and internal sexual parts are called and what their functions are</li> <li>• Know what happens to the bodies of boys and girls when they reach puberty and how it affects people differently</li> <li>• Know what influences my view of my body and learn some ways to support a positive body image for themselves and others</li> <li>• Know how I can keep my growing and changing body clean and understand about personal hygiene products related to menstruation</li> <li>• Know how the spread of viruses and bacteria can be stopped</li> <li>• Understand what HIV is (with emphasis on blood-to-blood contact and through breast feeding)</li> </ul> <p><b><u>How they will be taught:</u></b></p> <ul style="list-style-type: none"> <li>• Age-appropriate story books</li> <li>• Age-appropriate DVD teaching materials</li> <li>• Drawing and labelling the external and internal body parts of cartoon body outlines of adults</li> <li>• Single-sex group discussions facilitated by an adult of the same gender</li> <li>• Looking at photographs of how they have changed over time</li> <li>• Anonymous question box</li> </ul>
<p><b>Year 6</b></p>	<p><b><u>What children will learn:</u></b></p> <ul style="list-style-type: none"> <li>• Know how babies are made</li> <li>• Know how babies are born</li> <li>• Know how I can express my feelings positively as I grow up</li> <li>• Know I am responsible for how others feel</li> <li>• Know what adults should think about before they have a baby</li> <li>• Know what families are like</li> </ul> <p><b><u>How they will be taught:</u></b></p> <ul style="list-style-type: none"> <li>• Age-appropriate story books</li> <li>• Age-appropriate DVD teaching materials</li> <li>• Single-sex group discussions facilitated by an adult of the same gender</li> <li>• Looking at photographs of how they have changed over time</li> <li>• Anonymous question box</li> </ul>

### Appendix 3 – Scientific vocabulary used in Sex Education

Outlined below is the recommend scientific vocabulary and terminology used in Sex Education in each year group. These will be taught alongside the more colloquial, slang terms that children will be more familiar with:

<b>Year 1</b>	<i>Scientific vocabulary to be introduced in this year group:</i> <ul style="list-style-type: none"><li>• Penis</li><li>• Testicles</li><li>• Breasts</li><li>• Vagina</li><li>• Vulva</li><li>• Anus</li></ul>
<b>Year 2</b>	<i>Scientific vocabulary from previous year groups will be used, and the following terminology introduced this year will be:</i> <ul style="list-style-type: none"><li>• Womb</li><li>• Breast milk</li><li>• Breast feeding</li></ul>
<b>Year 3</b>	<i>Scientific vocabulary from previous year groups will be used, and the following terminology introduced this year will be:</i> <ul style="list-style-type: none"><li>• Pubic hair</li></ul>
<b>Year 4</b>	<i>Scientific vocabulary from previous year groups will be used, and the following terminology introduced this year will be:</i> <ul style="list-style-type: none"><li>• Birth</li><li>• Baby</li><li>• Adolescent</li><li>• Adult</li><li>• Middle age</li><li>• Old age</li><li>• Death</li><li>• Human lifecycle</li><li>• Male seed</li><li>• Female egg</li></ul>

<b>Year 5</b>	<p><i>Scientific vocabulary from previous year groups will be used, and the following terminology introduced this year will be:</i></p> <ul style="list-style-type: none"> <li>• Foreskin</li> <li>• Scrotum</li> <li>• Opening to the urethra</li> <li>• Outer labia</li> <li>• Inner labia</li> <li>• Clitoris</li> <li>• Ovary</li> <li>• Fallopian tube</li> <li>• Cervix</li> <li>• Uterus (as another name for the womb)</li> <li>• Endometrium</li> <li>• Puberty</li> <li>• Egg/ovum</li> <li>• Period</li> <li>• Menstruation/menstrual cycle</li> <li>• Tampon</li> <li>• Sanitary towel</li> <li>• Sperm</li> <li>• Semen</li> <li>• Erection</li> <li>• Ejaculation</li> <li>• Wet dream</li> </ul>
<b>Year 6</b>	<p><i>Scientific vocabulary from previous year groups will be used, and the following terminology introduced this year will be:</i></p> <ul style="list-style-type: none"> <li>• Reproduction</li> <li>• Sexual intercourse</li> <li>• Fertilisation</li> <li>• Pregnancy</li> <li>• Labour</li> <li>• Natural/vaginal birth</li> <li>• Caesarean birth</li> </ul>