

Tenacres First School Relationships and Sex Education Policy

Policy Aims

At Tenacres First School we consider that Relationships and Sex Education (RSE) is an integral part of the Personal, Social, Health and Economic Education (PSHE) curriculum. We aim to offer pupils a carefully planned programme on human development, relationships, changes and family life within a safe, comfortable atmosphere and in a relaxed relationship between class teacher and pupil.

Our aims at Tenacres are:

- To provide the knowledge and information to which all pupils are entitled;
- To raise pupils' self esteem and confidence, especially in their relationships with others;
- To develop pupil's communication skills and assertiveness to cope with the influence of their peers and the media;
- To help pupils learn to respect and care for their bodies;
- To create an atmosphere where pupils can ask questions without embarrassment.
- To understand about the range of relationships, including the importance of family for the care and support of children
- To be able to name parts of the body, describe how their bodies work and be prepared for puberty.
- To be able to recognise unsafe situations and be able to protect themselves and ask for help and support

Relationships Education and the curriculum

Relationships Education is taught within the personal, social, health and economic (PSHE) education curriculum. Relationships education is compulsory for all Primary aged pupils from September 2020. Relationships education focuses on the following four aims:

- 1) To enable young people to understand and respect their bodies, and be able to cope with the changes puberty brings, without fear and confusion
- 2) To help young people develop positive and healthy relationships appropriate to their age, development etc.
- 3) To support young people to have positive self esteem and body image, and to understand the influences and pressures around them
- 4) To empower them to be safe and safeguarded

At Tenacres we use the Jigsaw scheme of work to deliver our PSHE lessons. The Relationship lessons come under the 'Changing me' units of work. Jigsaw is a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others. Please see Appendix 1 for what is taught in each year group.

The Relationships Education programme has some links to National Curriculum Science. These areas will be taught in Science lessons but some content may be covered in Relationships Education lessons also.

Early Years Foundation Stage children learn about life cycles. Through on-going personal, social and emotional development they develop the skills to form relationships and think about relationships with others.

National Curriculum Science (2014)

Key stage 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.

* To notice that animals, including humans, have offspring which grow into adults.

Key stage 2:

Pupils should be taught:

*To describe the changes as humans develop from birth to old age.

NSPCC PANTS

We also incorporate NSPCC PANTS into our Relationships Education lessons. By talking PANTS we aim to provide a simple way to help keep our pupils safe from sexual abuse without using scary words or even mentioning sex. The guide uses the acronym PANTS to teach children that their body belongs to them, and provides guidelines to explain the parts of their bodies covered by underwear are private, and that no one should ask to touch or look at them.

Jigsaw end KS1 and Year 4 outcomes

By the end of Key Stage 1 pupils will have had opportunities to gain knowledge and skills necessary to build and maintain healthy relationships. They will have considered the effect of their behaviour on other people and identify and respect differences between people. They will also have discussed different ways in which family and friends can care for one another. They will be able to name the main parts of the human body including male and female sexual organs (penis, vagina and testicles) They will also be able to explain that they grow from young to old.

By the end of Year four pupils will have had the opportunity to express their views and respect those of others. They will have also considered the different types of relationships people have and the variety of different family's people can belong to. They will understand how a baby grows and develops in the mother's uterus and what a baby needs to live and grow. They will be able to identify changes and begin to accept those that are out of their control. Also, they will have extended their vocabulary of sexual organs to include testicles, uterus and womb.

Please see Appendix 2 for a list of the vocabulary used in each year group.

Dealing with difficult questions

Teachers will endeavour to answer questions as honestly as possible but if faced with a question that they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs. This may involve referring the child to their parent/carer or school nurse.

Monitoring and evaluation of Relationships Education

The PSHE coordinator collects evidence for the monitoring and evaluation of the Relationship's Education programme by means of lesson observations, monitoring lesson plans, monitoring pupils' books and gathering feedback from teachers and pupils. Teachers will also give feedback on pupils' achievement in these lessons on the assessment grid which covers PSHE for the whole year. This will come under the Relationships and Changing Me sections.

Special Educational Needs and Disability (SEND)

Pupils with SEND will be given the opportunity to fully participate in Relationships Education lessons, and a differentiated programme will be provided where necessary, to ensure that all pupils gain a full understanding.

Safeguarding

Teachers and support staff are aware that teaching Relationships Education can lead to pupil disclosures of abuse. All staff and visitors involved in the delivery of Relationships Education are also clear that they cannot offer or give unconditional confidentiality to children in the school. Staff are also aware of school child protection procedures and that there is a nominated person to turn to with concerns.

Withdrawal of pupils from (Relationships Education) and complaints procedure.

The school will inform parents/carers when aspects of the Relationships Education programme are taught through a parent/carer meeting delivered by the PSHE coordinator. This meeting aims to answer any questions parents may have about these lessons and will provide opportunities for parents/carers to view the resources being used. 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 components of sex education within Relationships Education. Requests for withdrawal should be made in writing to the school.

Policy written by K. Hirst in consultation with parents, staff and governors of the school

Date September 2020

Review date September 2023

Appendix 1 Jigsaw overview

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Year 1	Life cycles	Changing me	Changes since being a baby	Boys' and girls' bodies	Learning and growing	Coping with change
Year 2	Life cycles in nature	Growing from young to old	Increasing independence	Boys' and girls' bodies	Assertiveness	Transition
Year 3	How babies grow	Babies and their needs	Family stereotypes	Looking ahead	Transition	Transition
Year 4	Unique me	Male and female body parts	Outside body changes	Circles of change	Accepting change	Transition

All classes will also have a lesson using NSPCC talk PANTS

Appendix 2

Vocabulary to be used during Sex and Relationships Education at Tenacres.

Year group	Vocabulary
Foundation stage	Happy, pleased, calm, sad, grumpy, cross, growing up, baby, child, change, hands, head, hair, body, teeth, familiar names for private parts e.g. "willy", "fanny" will be acknowledged
Key stage 1 (Year1/2)	Male, female, girl, boy, man, woman, baby, toddler, child, teenager, adult, similar, different, unique, special, grow, change, stomach, chest, penis, testicles, vagina, vulva, bottom, anus, private.
Key stage 2 (Year3/4) Building on Ks1 vocab	Breast, nipple, womb, uterus, testes, love, responsibility, changes, control, stereotypes.