



Bluecoat Academy

believe in yourself, in others, in God

RELATIONSHIP AND SEX EDUCATION STATEMENT OF PRACTICE

June 2018

To be read in conjunction with ALT Sex and Relationship Policy

Date of policy: June 2018

Date of review: December 2019

Name of RSE Lead at Primary: S Shaw

Name of RSE Governor: Alison Taylor

Introduction

In line with the ALT Sex and Relationships policy, Bluecoat Primary Academy teaches RSE in a sensitive and age appropriate way through a spiral curriculum set within the broader PSHE curriculum.

Inclusion and Support

RSE will be accessible to all regardless of gender, race, religion or ability. Through the delivery of RSE that is in line with the Church of England's vision for education, teachers will ensure that that dignity and respect are key aspects of the curriculum and will explore gender stereotypes and ensure that all genders receive information that is relevant to their needs. This is key to ensure all children feel valued and well supported and is also an important measure to combat discriminatory bullying in schools.

There are many different faith and cultural perspectives on aspects of RSE. As a school we will deliver RSE in a factual, non-judgmental way ensuring that teachers do not promote one particular viewpoint but rather provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches tolerance. Parents and carers can then contextualize the learning within their own family framework in their discussions with children following teacher-led sessions. We will use a range of materials and resources that reflect our cultural diversity and encourage inclusiveness.

Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals. For some children, particularly those with autistic spectrum disorders, a more explicit approach may be necessary to ensure learning outcomes are met – this will be discussed with parents/carers.

In line with the Equality Act 2010, a range of different families and relationships will be explored within RSE and the wider curriculum of the school. All children, whatever their developing sexuality or family background, need to feel that RSE is relevant to them and sensitive to their needs.

The Curriculum

RSE will be taught in each year group throughout the school. The curriculum we deliver is progressive, building the children's knowledge, understanding and skills year on year.

Some elements of RSE are delivered through national curriculum Science:

Year 1

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

- (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes).

Year 2

Notice that animals, including humans, have offspring which grow into adults

- They should be introduced to the processes of reproduction and growth in animals.
- The focus at this stage should be on questions that help 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, adult.

Year 5

Describe the life process of reproduction in some plants and animals.

- Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.

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.

Year 6

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

In addition to the Science curriculum we use a scheme called 'Teaching RSE with Confidence' by the Christopher Winter Project to deliver our RSE. The scheme is strengthened by use of video resources and storybooks.

The scheme provides a gentle introduction to some key RSE themes in Reception, Year 1, 2 and 3. They also look at differences between boys and girls, families and hygiene. Children are introduced to the words 'penis' and 'vagina' to describe the private areas of their body and are given key safety messages around safe and unsafe touches and who can help them. From year 4 we start to teach about puberty as some children may start to experience some of the physical or emotional changes. This learning is built upon in years 5 and 6. More details on the lesson content for each year group is given below:

Year Group	Lessons
Reception - Our Lives	Lesson 1: Our Day Lesson 2: Keeping Ourselves Clean Lesson 3: Families
Year 1 – Growing and Caring for Ourselves	Lesson 1: Keeping Clean Lesson 2: Growing and Changing Lesson 3: Families and Care
Year 2 - Differences	Lesson 1: Differences: Boys and Girls Lesson 2: Differences: Male and Female Lesson 3: Naming the Body Parts
Year 3 – Valuing Differences and Keeping safe	Lesson 1: Differences: Male and Female Lesson 2: Personal Space Lesson 3: Family Differences
Year 4 – Growing Up	Lesson 1: Growing and Changing Lesson 2: What is Puberty?
Year 5 - Puberty	Y4 Lesson 3: Puberty Changes and Reproduction Lesson 1: Talking about Puberty Lesson 2: Male and Female Changes Lesson 3: Puberty and Hygiene
Year 6 – Puberty, Reproduction and Relationships	Lesson 1: Puberty and Reproduction Lesson 2: Understanding Relationships Lesson 3: Conception and Pregnancy Lesson 4: Communication in Relationships Lesson 5: Female Genital Mutilation

Adapted from the Christopher Winter Project 'Teaching RSE with Confidence' scheme content.

Additional resources:

- In years 4-6 we use Sense Growing Up and Keeping Safe CD to explore the changes of puberty and sex
- We use the GREAT project in year 5 to explore domestic abuse
- The following storybooks are used across school to explore different families and gender identity: The Great Big Book of Families, The Family Book, 10,000 Dresses, And Tango Makes 3, King and King, The Different Dragon, The Boy in a Dress.
- Use of School Nurse where appropriate in upper Key Stage 2.

The curriculum will be evaluated and reviewed by pupils and teachers on a regular basis.

Within RSE children will develop confidence in talking, listening and thinking about sex and relationships. To achieve this a number of teaching strategies will be used, including:

- Establishing ground rules with pupils;
- Using 'distancing' techniques (eg. Case studies)
- The provision of a 'question box' during each planned session
- Dealing with children's questions in an appropriate manner
- Using discussion and appropriate materials; and role play
- Encouraging reflection.

Parents/carers will be informed by letter prior to RSE being delivered. See appendix 1 for example letters.

Dealing with questions

As with any topic children will ask questions during RSE to further their understanding. Due to the sensitive nature of the topic teachers will employ strategies to ensure that questions are asked and answered in an appropriate way. Through the use of ground rules at the start of sessions children will be reminded that personal questions are not appropriate. They will also be introduced to the 'question box'. Teachers will explain that if a pupil has a question they are to write it down and put it into the question box. This allows the teacher time to ensure questions are answered in an appropriate and factual way with reference to the age and maturity of the class. Teachers may feel that it is not appropriate to answer some questions in front of the whole group – the question will then be addressed on an individual basis with the pupil and in some cases with parents/carers. All staff will be mindful of their safeguarding role and will follow the relevant school procedures if a question raises concerns of this nature.

Teachers will use the following strategies to deal with unexpected questions:

- If a question is personal, the teacher will remind pupils of the ground rules and may refer the pupil to other agencies, such as, a counsellor, school nurse, help line etc.
- If the teacher doesn't know the answer to a question, the teacher will acknowledge this and may research the question later.
- If the question is too explicit, is outside set parameters, is inappropriate in a whole class setting or raises concerns about sexual abuse the teacher should acknowledge it and promise to attend to it on an individual basis.

Sometimes children may ask questions about issues that are not part of the planned programme, this may show that the taught curriculum is not meeting their needs. This will be fed back to the Coordinator as part of the evaluation and monitoring process.

Staff training

All staff delivering RSE will take part in an initial basic training session. If a staff member has additional learning and development needs these will be supported either through mentoring from a more experienced staff member in school, team-teaching, observations, or attendance at an external training event.

Parents

We believe that RSE should be a partnership with parents and carers. Parents will be routinely consulted and informed about RSE through the website and letters to explain when RSE will take place in different year groups.

Whilst we always try to work with parents to accommodate their wishes, we also accept that parents can exercise their right to withdraw their child if they do not want them to take part in the RSE sessions. Legally parents have the right to withdraw their children from RSE that is not part of national curriculum Science. Parents are given this option through the letter mentioned above which includes a withdrawal option. Teachers will plan for children who are withdrawn from RSE lessons.

If you have any concerns about the RSE that is provided please do speak to your child's class teacher or the Headteacher.

Parents will be invited to attend a meeting to give them more information about the programme and an opportunity to explore the resources that will be used. It is hoped that this will support them in their role in RSE along with the school.

Child Protection

Teachers will be aware that effective RSE, which brings an understanding of what is and is not acceptable, can lead to disclosure of a child protection issue. Everyone involved in RSE will be alert to signs of abuse and report concerns or suspicions to the safeguarding lead teacher as outlined in the safeguarding policy.

There may be rare occasions when a child who is sexually active or contemplating sexual activity directly approaches a teacher. Due to the age of the children this situation would raise immediate child protection concerns and would need to be handled sensitively. The safeguarding lead teacher would be informed and relevant procedures followed.

Special Considerations

Sanitary disposal units are available in the disabled toilets. Children in year 4 upwards will be informed of where they can access sanitary protection in the event of commencing menstruation during the school day.

Appendix 1: Model Letters

Date

Dear Parents/Carers

Re:- Personal Health and Relationship Education
Reception, Year 1 and Year 2

All pupils will be starting lessons around Personal Health & Relationship Education within their PSHE and Science curriculum this term. These lessons are very much geared to each year group level so please don't worry. It is the aim of the Government and the school to ensure that children are well versed with this area of their education. It is felt, through evidence, that those children who have a greater understanding can make better choices for their future.

Please find below a brief outline of the lesson content for each year group. Class ? will be delivering the lessons the week commencing the ????????

Reception

Learning objectives:

Understand some areas in which the children can look after themselves e.g. dressing and undressing.

Explain why it is important to keep clean and understand some basic hygiene routines.

Identify different members of the family and understand how members of a family can help each other.

Year 1

Learning objectives:

To know how to keep clean and look after oneself.

Understand that babies become children and then adults and know the differences between boy and girl babies.

To know there are different types of families and which people we can ask for help.

Year 2

Learning objectives:

Understand that some people have fixed ideas about what boys and girls can do and describe the difference between male and female babies.

Describe some differences between male and female animals and understand that making a new life needs a male and a female

Describe the physical differences between males and females and name the male and female body parts

If you would like to view/discuss anything regarding these lessons we would encourage you speak to your child's class teacher.

This curriculum has been written in consultation with professionals and parents and we strongly believe that it equips the children well for their current stage of development and is delivered in a clear, relaxed, sensitive and age-appropriate manner. Some of this content is part of the National Curriculum for Science and is therefore statutory. However, if you still feel that you do not want your child to be involved you have the right to withdraw your child from those sessions not covered by the National Curriculum. Please can you put in writing to Mrs Shaw via the school office your request to withdraw your child.

Yours sincerely,

S. Shaw
Head Teacher

Dear Parents/Carers

Re:- Relationship and Sex Education Year 3, Year 4, Year 5 and Year 6

All pupils will be starting lessons around Relationship and Sex Education within their PSHE and Science curriculum this term. These lessons are very much geared to each year group level so please don't worry. It is the aim of the Government and the school to ensure that children are well versed with this area of their education. It is felt, through evidence, that those children who have a greater understanding can make better choices for their future.

Please find below a brief outline of the lesson content for each year group. Class ? will be delivering the lessons the week commencing the ??????????

Year 3

Know some differences and similarities between males and females and name male and female body parts using agreed words

Identify different types of touch that people like and do not like, understand personal space and talk about ways of dealing with unwanted touch

Understand that all families are different and have different family members and identify who to go to for help and support

Year 4

Describe the main stages of the human lifecycle and describe the body changes that happen when a child grows up

Discuss male and female body parts using agreed words and know some of the changes which happen to the body during puberty

Year 5

Explain the main physical and emotional changes that happen during puberty and ask questions about puberty with confidence

Understand how puberty affects the reproductive organs and describe how to manage physical and emotional changes

Explain how to stay clean during puberty, describe how emotions change during puberty and know how to get help and support during puberty

Year 6

Describe how and why the body changes during puberty in preparation for reproduction and talk about puberty and reproduction with confidence

Discuss different types of adult relationships with confidence and know what form of touching is appropriate

Describe the decisions that have to be made before having a baby and know some basic facts about pregnancy and conception

To have considered when it is appropriate to share personal/private information in a relationship and to know how and where to get support if an online relationship goes wrong

If you would like to view/discuss anything regarding these lessons we would encourage you speak to your child's class teacher.

This curriculum has been written in consultation with professionals and parents and we strongly believe that it equips the children well for their current stage of development and is delivered in a clear, relaxed, sensitive and age-appropriate manner. Some of this content is part of the National Curriculum for Science and is therefore statutory. However, if you still feel that you do not want your child to be involved you have the right to withdraw your child from those sessions not covered by the National Curriculum. Please can you put in writing to Mrs Shaw via the school office your request to withdraw your child.

Yours sincerely,

S. Shaw
Head Teacher