



Relationship and Sex Education Policy

Phoenix Community Primary School

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Mission Statement

Our PSCHE curriculum will provide our pupils with the necessary life skills to become confident learners, pro-active and respectful citizens. It will equip our pupils with the ability to deal with and face the challenges they may encounter throughout their lives. At Phoenix we will ensure that our PSHCE aims and objectives are taught explicitly and implicitly throughout the Foundation Stage, Key Stage 1 and Key Stage 2.

At Phoenix we aim to educate and support children in the development of self-awareness, self-confidence and relationships, enabling pupils to participate harmoniously in the wider community. The teaching of Relationships and Sex Education (RSE) is an important aspect of our pupils' education, enabling them to make informed choices throughout their development.

This policy aims to give a clear view on Phoenix's pastoral role and proactive approach to RSE through the PSHCE and statutory Science curriculum. The details of our RSE teaching and learning can be found within our RSE scheme of work.

Agreed Approaches

As part of our PSHCE curriculum, we aim to provide a comprehensive, planned and discrete RSE scheme of work for all our pupils. We will teach all our pupils the knowledge, skills and attitudes to support them through their physical, emotional and moral development. We believe these are very important attributes for all pupils to acquire through early intervention, prior to secondary school and to support them in later life.

Aspects of Relationships and Sex Education will also be addressed during assemblies, Science lessons, circle time and as part of our cross curricular approach to teaching and learning. As RSE incorporates the development of self-esteem and relationships, pupil's learning does not always take place through the taught curriculum. It occurs through all aspects of school life, including:

- opportunities for social interaction and development e.g. in the classroom, playground and dinner hall;
- when taking part in educational visits and after school activities
- quality of feedback given to pupils on their pastoral and academic achievements

RSE is coordinated by the PSHCE subject leader and the Deputy Headteacher and will be delivered by them, class teachers and outside agencies as appropriate.

The scheme of work (see Appendix 1) will be delivered in a variety of ways using a range of teaching and learning styles to support pupil participation and the development of skills, knowledge and attitudes. There may be times when single gender groupings are more appropriate. This will be at the discretion of the class teacher, who is most familiar with their class's needs, and PSHCE subject leader.

Parental Involvement

The Relationship and Sex Education policy is available to parents at any time. At the beginning of every term, parents will be informed by the class curriculum newsletter of the content of their child's RSE programme for that term. They will be provided with the opportunity to read the policy on request and discuss the content of sessions with the PSHE subject leader. In Y5 and Y6, some aspects of explicit sex and relationship education teaching are delivered in single gender groups, separate parent permission letters will be distributed.

Parents are also provided with the opportunity to view all resources.

Monitoring and Evaluation

RSE will be monitored and evaluated by the PSHCE subject leader and strengths and areas for development will be fed back to staff. In addition, there may be external monitoring by the Healthy Schools Partnership.

Confidentiality

Before all Sex and Relationships Education sessions, it is important that pupils are made aware of the importance of and the limits of confidentiality within school.

The welfare of our pupils is always central to our policy and practice and pupils need to be made aware that they cannot be promised complete confidentiality if we, as professionals, feel that there is a child protection or safeguarding issue.

Appendix 1 – Relationship & Sex Education Scheme of Work

Theme	By the end of the Foundation Stage most pupils should be able to:	By the end of Year 1 most pupils should be able to:	By the end of Year 2 most pupils should be able to:
Me, My Body and Physical Changes	<ul style="list-style-type: none"> Name the external parts of the body using the correct terminology Understand that the body changes with growth and development 	<ul style="list-style-type: none"> Name the internal & external parts of the body (not including sex organs) Demonstrate the concept of male and female Talk about how they have developed physically and educationally since they were in year 1 	<ul style="list-style-type: none"> Name the internal and external parts of the body and talk about the development of the body with age (the human life cycle)
Emotions/ Feelings	<ul style="list-style-type: none"> Understand what constitutes appropriate and inappropriate behaviour Demonstrate strategies for saying 'no' and how and when to respond like this Learn how to respect others feelings 	<ul style="list-style-type: none"> Understand what constitutes appropriate and inappropriate behaviour Express feelings and emotions through discussion with peers and adults (circle time) Demonstrate strategies to deal with jealousy and anger towards others Learn how to be safe with strangers 	<ul style="list-style-type: none"> Express feelings and emotions through discussion with peers and adults (e.g. circle time) Demonstrate strategies of how to deal with jealousy and anger toward others Learn how to deal with tension in relationships with friends and family members (getting on and falling out) Learn how to be safe with strangers
Relationships	<ul style="list-style-type: none"> Talk about what makes a family Understand who the people are in our lives which look after us 	<ul style="list-style-type: none"> Talk about their own families and drawing their own family trees Discuss and understand different family set ups and the extended family 	<ul style="list-style-type: none"> Understand the responsibilities of raising and caring for children Discuss and understand qualities that make 'a good friend'
Lifecycle and Reproduction	<ul style="list-style-type: none"> Learn about the lifecycles of a seed, frog, butterfly etc. Discuss pregnancy and changes to a mother's body 	<ul style="list-style-type: none"> Understand that living things reproduce and learning why this happens 	<ul style="list-style-type: none"> Learn how plants, animals and humans reproduce i.e. From seed to plant and egg to animal Understand that mammals give birth to live babies

Theme	By the end of Year 3 most pupils should be able to:	By the end of Year 4 most pupils should be able to:	By the end of Year 5 most pupils should be able to:	By the end of Year 6 most pupils should be able to:
Me, My Body and Physical Changes	<ul style="list-style-type: none"> To learn about the life cycle of animals Discuss pregnancy – the period of gestation (I am sure this does not happen!) Learn about personal hygiene – how to wash properly 	<ul style="list-style-type: none"> Learn about physical changes causing more need for personal hygiene, including, body odour-regular changes of clothes especially underwear Skincare – relationship to diet 	<ul style="list-style-type: none"> Understand the function of the internal organs e.g. this is where the baby grows Watch Bounty DVD – Growing up: A Guide to Puberty and discuss 	<ul style="list-style-type: none"> Learn about physical changes during puberty: Girls – pubic hair, breasts and hips in preparation for birth Boys – muscles, pubic hair, penis, voice change Name the external and internal sexual parts
Emotions/ Feelings	<ul style="list-style-type: none"> Celebrate the wonder of our bodies – exciting how our bodies grow into adulthood Empathise with the fact that people change at different times Explore friendship – how we relate to each other 	<ul style="list-style-type: none"> Understand mood changes - showing emotions and feelings and recognising that boys cry too and girls get angry Discuss the terms ‘empathy’ and ‘respect’ and how they contribute to healthy relationships 	<ul style="list-style-type: none"> Empathise with the fact that people are different Explore different emotions and feelings (including anger, stress, worry etc.) and how to effectively deal with these 	<ul style="list-style-type: none"> Explore ‘being a boy’ or ‘being a girl’ Discuss gender stereotypes and attitudes toward this Understand that even if they are physically ready, they are not yet ready emotionally
Relationships	<ul style="list-style-type: none"> Discuss the characteristics of a family and understand how they can be different Learn how touching is a sign of affection within a family Discuss inappropriate touching by children and adults 	<ul style="list-style-type: none"> Discuss the characteristics of being ‘a good friend’ Discuss how to manage your feelings when you don’t always get your own way Learn how touching is a sign of affection with family and friends Discuss inappropriate touching by children and adults 	<ul style="list-style-type: none"> Explore platonic relationships. How do we demonstrate affection? Learn that people have boundaries and they need to be respected Learn how touching is a sign of affection Discuss inappropriate touching by children and adults 	<ul style="list-style-type: none"> Explore changing relationships between boys and girls Learn that people have boundaries and they need to be respected Learn how touching is a sign of affection Discuss inappropriate touching by children and adults
Menstruation	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> (Girls only session) Introduce menstruation, discuss what the body during this time 	<ul style="list-style-type: none"> Revise menstruation Discuss sanitary protection and hygiene during menstruation Understand that when periods begin pregnancy can occur
Personal Rights and Responsibility	<ul style="list-style-type: none"> Understand that we are in charge of our own bodies and that we have the right to say no (trust your instinct) 	<ul style="list-style-type: none"> Understand that we are in charge of our own bodies and that we have the right to say no (trust your instinct) Discuss appropriate use of medicines and how to safely use them 	<ul style="list-style-type: none"> Understand that we are in charge of our own bodies and that we have the right to say no (trust your instinct) Discussing the use of substances such as alcohol and tobacco and the effect these have on the body 	<ul style="list-style-type: none"> Understand that we are in charge of our own bodies and that we have the right to say no (trust your instinct)