



Relationship and Sex Education Policy **Cherry Lane Primary School**

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Policy approved by	
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Intent:

At Cherry Lane we believe that relationship and sex education should be developmental and a foundation for further development in the secondary school.

RSE will;

- Enable pupils to understand and use correct vocabulary and improve their communication skills.
- Develop decision-making skills.
- Address concerns and correct misunderstandings, which may have been gathered from peers or the media.
- Encourage the exploration of values and moral issues, consideration of sexuality and personal relationships.
- Help children to protect themselves from unwanted sexual experience.
- Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- Prepare pupils for the opportunities, responsibilities and experiences of adult life'
- Support pupils in
 - learning to manage emotions and relationships confidently and sensitively;
 - developing self-respect and empathy for others;
 - learning to make choices with an absence of prejudice;
 - developing an appreciation of the consequences of choices made;
 - learning the importance of values, individual conscience and moral choices;

 - learning the value of family life, stable and loving relationships, and marriage;

 - understanding human sexuality, reproduction, sexual health, emotions and relationships;
 - learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- Make pupils aware of how the law applies to sexual relationships.

The school will work towards these aims in partnership with the parents. The aim of the sex and relationships education policy is to clarify the content and manner in which sex and relationships education will be delivered in this school.

Principles and Values

RSE is life-long learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

In addition, Cherry Lane Primary School believes that RSE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Be an entitlement for all young people
- Encourage every student to contribute to make our community and aims to support each individual as they grow and learn.
- Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.
- We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

Implementation:

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). Pupils also receive stand-alone sex education sessions delivered by school staff. We follow a SCARF programme which details the key skills:

Year 1

Lesson		Skills learnt Keywords
Inside my wonderful body!	RSE Science	Name major internal body parts (heart, lungs, blood, stomach, intestines, brain) Understand and explain the simple bodily processes associated with them.

Taking care of a baby	RSE Science	Understand some of the tasks required to look after a baby. Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.
Then and now	RSE Science	Identify things they could do as a baby , a toddler and can do now. Identify the people who help/helped them at those different stages.
Surprises and secrets	RSE	Explain the difference between a secret and a nice surprise . Identify situations as being secrets or surprises . Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.
Keeping privates private	RSE Science	Identify parts of the body that are private . Describe ways in which private parts can be kept private. Identify people they can talk to about their private parts.

Year 2

Lesson		Skills learnt
Haven't you grown!	RSE Science	Identify different stages of growth (e.g. baby, toddler, child, teenager, adult). Understand and describe some of the things that people are capable of at these different stages.
My body, your body	RSE Science	Identify which parts of the human body are private . Explain that a person's genitals help them to make babies when they are grown up. Understand that humans mostly have the same body parts but that they can look different from person to person.
Respecting privacy	RSE	Explain what privacy means. Know that you are not allowed to touch someone's private belongings without their permission .

		Give examples of different types of private information.
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Year 3

Lesson		Skills learnt
Relationship Tree	RSE	Identify different types of relationships . Recognise who they have positive healthy relationships with.
Body space	RSE	Understand what is meant by the term body space (or personal space). Identify when it is appropriate or inappropriate to allow someone into their body space. Rehearse strategies for when someone is inappropriately in their body space.
Secret or surprise?	RSE	Define the terms ' secret ' and ' surprise ' and know the difference between a safe and an unsafe secret . Recognise how different surprises and secrets might make them feel. Know who they could ask for help if a secret made them feel uncomfortable or unsafe.
My changing body	RSE Science	Recognise that babies come from the joining of an egg and sperm . Explain what happens when an egg doesn't meet a sperm. Understand that for girls, periods are a normal part of puberty .

Year 4

Lesson		Skills learnt
My feelings are all over the place!	RSE	Name some positive and negative feelings . Understand how the onset of puberty can have emotional as well as physical impact .

		<p>Suggest reasons why young people sometimes fall out with their parents.</p> <p>Take part in a role play practising how to compromise.</p>
All change!	RSE Science	<p>Identify parts of the body that males and females have in common and those that are different.</p> <p>Know the correct terminology for their genitalia.</p> <p>Understand and explain why puberty happens.</p>
Subjects and Issues	RSE	<p>Know the key facts of the menstrual cycle.</p> <p>Understand that periods are a normal part of puberty for girls.</p> <p>Identify some of the ways to cope better with periods.</p>
Secret or surprise?	RSE	<p>Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret.</p> <p>Recognise how different surprises and secrets might make them feel.</p> <p>Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</p>
Together	RSE	<p>Understand that marriage is a commitment to be entered into freely and not against someone's will.</p> <p>Recognise that marriage includes same sex and opposite sex partners.</p> <p>Know the legal age for marriage in England or Scotland.</p> <p>Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.</p>

Year 5

Lesson		Skills learnt
How are they feeling?	RSE	<p>Use a range of words and phrases to describe the intensity of different feelings</p> <p>Distinguish between good and not so good feelings, using appropriate vocabulary to describe these;</p> <p>Explain strategies they can use to build resilience.</p>
Taking notice of our feelings	RSE	<p>Identify people who can be trusted.</p> <p>Understand what kinds of touch are acceptable or unacceptable.</p> <p>Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch.</p>
Changing bodies and feelings	RSE Science	<p>Know the correct words for the external sexual organs.</p> <p>Discuss some of the myths associated with puberty.</p>
It could happen to anyone		<p>Identify the consequences of positive and negative behaviour on themselves and others.</p> <p>Give examples of how individual/group actions can impact on others in a positive or negative way.</p>
Help! I'm a teenager - get me out of here!		<p>Recognise how our body feels when we're relaxed.</p> <p>List some of the ways our body feels when it is nervous or sad.</p> <p>Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.</p>
Dear Ash		<p>Explain the difference between a safe and an unsafe secret.</p> <p>Identify situations where someone might need to break a confidence in order to keep someone safe.</p>
Stop, start, stereotypes	RSE	<p>Recognise that some people can get bullied because of the way they express their gender.</p>

		Give examples of how bullying behaviours can be stopped.
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Year 6

Lesson		Skills learnt
Helpful or unhelpful? Managing change		Recognise some of the changes they have experienced and their emotional responses to those changes; Suggest positive strategies for dealing with change; Identify people who can support someone who is dealing with a challenging time of change.
I look great!	RSE	Understand that fame can be short-lived; Recognise that photos can be changed to match society's view of perfect; Identify qualities that people have, as well as their looks.
Media manipulation	RSE	Define what is meant by the term stereotype ; Recognise how the media can sometimes reinforce gender stereotypes ; Recognise that people fall into a wide range of what is seen as normal ; Challenge stereotypical gender portrayals of people.
Pressure online	RSE	Understand the risks of sharing images online and how these are hard to control, once shared; Understand that people can feel pressured to behave in a certain way because of the influence of the peer group; Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.
Is this normal?		Define the word ' puberty ' giving examples of some of the physical and emotional changes associated with it;

		<p>Suggest strategies that would help someone who felt challenged by the changes in puberty;</p> <p>Understand what FGM is and that it is an illegal practice in this country;</p> <p>Know where someone could get support if they were concerned about their own or another person's safety.</p>
Dear Ash		<p>Explain the difference between a safe and an unsafe secret;</p> <p>Identify situations where someone might need to break a confidence in order to keep someone safe.</p>
<p>Making babies</p> <p>*Non-statutory. Parents have the right to withdraw their child from this lesson.</p>	RSE	<p>Identify the changes that happen through puberty to allow sexual reproduction to occur;</p> <p>Know a variety of ways in which the sperm can fertilise the egg to create a baby;</p> <p>Know the legal age of consent and what it means.</p>
What is HIV?	RSE	<p>Explain how HIV affects the body's immune system;</p> <p>Understand that HIV is difficult to transmit;</p> <p>Know how a person can protect themselves from HIV.</p>

Parents' right to withdraw:

Parents **do not** have the right to withdraw their children from relationship education. However, parents have the right to withdraw their children from the lessons which address sex education. The **only** lesson across the whole school's RSE scheme of work which addresses this is the **Year 6 'Making Babies' lesson** which will be taught as part of the 'Growing and Changing' unit in the Summer term. Requests for withdrawal should be put in writing and addressed to the Headteacher.

Impact:

The RSE curriculum will focus on teaching fundamental building blocks about children's bodies and how they change including:

- Puberty - Preparing boys for the changes that adolescence brings
- Puberty – Preparing girls for the changes that adolescence brings
- How a baby is conceived and born
- How to keep our bodies safe.
- How to stay safe online and what to do if you feel you are in danger.