



## **RSE Policy** **Cherry Lane Primary School**

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| Subject Lead           | Kiran Cook and Natalie Powers |
| Date policy formulated | September 2020                |
| Policy approved by     |                               |
| Date of next review    | July 2021                     |

### **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<br><b>Keywords</b>  |
|---------------------------|--------------------|---|
| Inside my wonderful body! | RSE<br><br>Science | Name major internal body parts ( <b>heart, lungs, blood, stomach, intestines, brain</b> )<br><br>Understand and explain the simple bodily processes associated with them. |

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

## Year 2

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

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|  |  | Give examples of different types of private information. |
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### Year 3

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

### Year 4

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

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|                     |                | <p>Suggest reasons why young people sometimes fall out with their parents.</p> <p>Take part in a role play practising how to <b>compromise</b>.</p>  |
| All change!         | RSE<br>Science | <p>Identify parts of the body that <b>males</b> and <b>females</b> have in <b>common</b> and those that are <b>different</b>.</p> <p>Know the correct terminology for their <b>genitalia</b>.</p> <p>Understand and explain why <b>puberty</b> happens.</p>  |
| Subjects and Issues | RSE            | <p>Know the key facts of the <b>menstrual cycle</b>.</p> <p>Understand that <b>periods</b> are a normal part of <b>puberty</b> for girls.</p> <p>Identify some of the ways to cope better with periods.</p>  |
| Secret or surprise? | RSE            | <p>Define the terms '<b>secret</b>' and '<b>surprise</b>' and know the difference between a <b>safe</b> and an <b>unsafe secret</b>.</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 <b>marriage</b> is a <b>commitment</b> to be entered into freely and not against someone's will.</p> <p>Recognise that marriage includes <b>same sex</b> and <b>opposite sex partners</b>.</p> <p>Know the <b>legal age</b> 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 <b>civil ceremony</b>.</p> |

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

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

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

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|   |     | <p>Suggest <b>strategies</b> that would help someone who felt challenged by the changes in puberty;</p> <p>Understand what <b>FGM</b> 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 <b>safe</b> and an <b>unsafe secret</b>;</p> <p>Identify situations where someone might need to break a confidence in order to keep someone safe.</p>   |
| <p>Making babies</p> <p><b>*Non-statutory. Parents have the right to withdraw their child from this lesson.</b></p> | RSE | <p>Identify the changes that happen through <b>puberty</b> to allow <b>sexual reproduction</b> to occur;</p> <p>Know a variety of ways in which the <b>sperm</b> can <b>fertilise</b> the <b>egg</b> to create a <b>baby</b>;</p> <p>Know the legal age of <b>consent</b> and what it means.</p>                |
| What is HIV?  | RSE | <p>Explain how <b>HIV</b> affects the body's <b>immune system</b>;</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.