MAYBURY PRIMARY
SCHOOL

RSE Policy
(Relationships and Changes)

Updated: Summer 2018

Next Review: Summer 2020 (due statutory status Sept 2020)
**Relationships and Sex Education Policy (Relationships and Changes)**

See Policy Advice from Gov.UK using link below:

<table>
<thead>
<tr>
<th><strong>Mission</strong></th>
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<tr>
<td>Our values-based school nurtures curiosity and creativity through an inspiring, broad and engaging curriculum, where learning is at the heart of all that we do. Our children learn to become resilient and self-assured in an environment where safety is outstanding. Everyone is challenged and encouraged to thrive and achieve as individuals, preparing them for their role as caring and active citizens in modern Britain.</td>
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<table>
<thead>
<tr>
<th><strong>Vision statement</strong></th>
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<tr>
<td>“Everyone is a learner and every experience is a learning opportunity.”</td>
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*In September 2019 PSHE will become a statutory subject and as such RSE will become statutory*

At Maybury Primary School the aims of our Relationships and Changes curriculum are:

- To sensitively meet the needs of our children in partnership with parents/carers.
- To enable young people to make responsible and informed decisions about their lives.
- To prepare pupils to cope with the physical and emotional challenges of growing up.
- To give pupils an elementary understanding of human reproduction.
- To support the personal and social development of all pupils.
- To offer balanced and factual information appropriate to the age and maturity of the pupils acknowledging the moral and ethical issues involved
- To ensure the safety of our pupils in an increasingly complicated world where they are exposed to lots of conflicting messages about body image and relationships.

**How we achieve these aims and objectives**

‘RSE is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings’. (Sex Education Forum 1999).

Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

**Equal Opportunities Statement**

The school is committed to the provision of RSE to all of its pupils. Our programme aims to respond to the diversity of children’s cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups.
Curriculum

Key Stage 1

Year 1
- To understand some basic hygiene principles (how to keep clean and look after oneself, objects that help us - towel, hairbrush, bath, soap, toothbrush etc)
- To introduce the concept of growing and changing.
- To explore different types of families and who to ask for help. To reinforce the security of the school community as a place of safety to express concerns about any subject.

Statutory element
- To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with which sense.

Year 2
- Talk about good relationships and what they understand of friendship and trust.
- Boy/Girl - gender differences

Statutory elements
- To learn about the importance of a healthy diet, regular exercise and personal hygiene.
- To talk about how animals, including humans, have offspring which grow into adults.

Key Stage 2

Year 3
- Male and Female differences
- To understand personal space and every individual’s right for their personal space to be respected.
- To explore different types of families and who to go to for help and support (all families are different and have different family members – All different/All equal)

Statutory elements –
- To understand the importance of nutrition and humans have skeletons and muscles for support, protection and movement.

Year 4
- To understand personal space and every individual’s right for their personal space to be respected.
- Growth and changes
- To explore different types of families and who to go to for help and support (all families are different and have different family members – All different/All equal)

Statutory elements –
- To understand the importance of nutrition and humans have skeletons and muscles for support, protection and movement.

Year 5
- To explore the emotional and physical changes occurring in puberty (main physical and emotional changes that happen during puberty)
• To understand male and female puberty changes in more detail (how puberty affects the body and the emotions, how to manage changes)
• To explore the impact of puberty on the body and the importance of physical hygiene (how to stay clean during puberty)
• To explore ways to get support during puberty (how emotions change, how to get help and support during puberty)

Statutory element –
• To describe the differences in lifecycles of a mammal. An amphibian, an insect and a bird. Pupils should be taught to describe the changes as humans develop to old age.

Recommendations are ‘this must include teaching about puberty, which is a principle change for humans as they get older.’ ‘It is clear, therefore, that schools should teach about puberty in either Y4 or Y5, depending on the needs of their pupils.’ ‘Parental right to withdraw children from this part of the school curriculum does not fall within this remit.’

Year 6
Statutory elements
• To describe the changes as humans develop to old age.
• To describe the life process of reproduction in some plants and animals.

Basic skills for life
We are committed to ensuring that children learn the basic skills that will equip them for life in the 21st century. Through our teaching of RSE, children will learn to:

Key Stage 1
• Manage personal hygiene
• Understand that animals, including humans, move, feed, grow, use their senses and reproduce.
• Understand that humans can produce babies and these babies grow into children and then into adults.
• Make comparisons between human and plant life cycles
• Have recognition of similarities and differences between themselves and other people.

Key Stage 2
• Understand that all living things share certain characteristics
• Appreciate the main stages of puberty
• Know and understand how changes at puberty affect the body in relation to hygiene.
• Understand the physical, emotional and social changes which take place at puberty.
• Know that there are different types of friendship and relationships and be able to talk about friends and relationships with important adults.

Planning
All year groups have access to a scheme of work related to an approved scheme by the PSHE organisation. The Christopher Winter Project – Teaching RSE with confidence in Primary Schools. This is not meant to be used in detail, rather to show and guide staff in sensitive ways to approach teaching this important subject. This can be found on the shared folder.

Organisation
• RSE is firmly embedded in Personal, Social Health Education (PSHE – Learning for Life) and Science. At Maybury Primary School the main content is delivered through the weekly PSHE
lesson to whole class groups. Learning for Life is now underpinning the whole curriculum as well as being taught discretely once a week.

- RSE is normally delivered by the class teacher in mixed gender groups, apart from when it is deemed more appropriate for topics to be covered in single sex groups.
- Content will be delivered through circle time activities with an emphasis on being safe, raising self – esteem, etc.

Inclusion
We are committed to ensuring that the full RSE curriculum is accessible to pupils of both genders and different faiths and abilities, and that special arrangements will be made for children with specific individual needs wherever necessary. We also understand that parents have the right to withdraw their children from SRE lessons but not from anything within the statutory science curriculum. As a result of this we will inform parents when RSE lessons are to be taught. Anybody wishing to withdraw a child must contact the Head teacher and inform her of this request.

Specific Issues within RSE

Withdrawal
Parents/Carers have the right to withdraw their children from all or part of the RSE programme provided at school except for those parts included in statutory National Curriculum Science.

This will be updated in 2019

Those parents/carers wishing to exercise this right are invited in to see the Headteacher and/or RSE Co-ordinator who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the RSE programme until the request for withdrawal has been removed.

Confidentiality and Child Protection Issues

As a general rule a child’s confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named Designated Safeguarding Leaders who will appropriate take action in accordance to the Safeguarding Policy. All staff are work in accordance to the Safeguarding Policy and are aware of who the Designated Safeguarding Leaders are.

Answering Difficult Questions

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all SRE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.

Both formal and informal RSE arising from pupils’ questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Coordinator if they are concerned.

Maybury Primary School believes in the importance of appropriate staff training to enable staff to deliver effective RSE. The subject-leader should access courses or INSET opportunities to assist staff involved in the delivery of RSE.
## Year 3

**Key Vocab:** stereotypes, gender roles, family, fostering, adoption, relationship

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<tr>
<th>Lesson 1</th>
<th>Lesson 2</th>
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<tbody>
<tr>
<td><strong>Learning Intention</strong>&lt;br&gt; To consider touch and to know that a person has the right to say what they like and dislike</td>
<td><strong>Learning Intention</strong>&lt;br&gt;To explore different types of families and who to go to for help and support</td>
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<tr>
<td><strong>Learning Outcomes</strong>&lt;br&gt;Identify different types of touch that people like and do not like&lt;br&gt;Understand personal space&lt;br&gt;Talk about ways of dealing with unwanted touch</td>
<td><strong>Learning Outcomes</strong>&lt;br&gt;Understand that all families are different and have different family members&lt;br&gt;Identify who to go to for help and support</td>
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## Year 4

**Key Vocab:** baby, adult, life-cycle, pregnant, sexes (as in gender), hygiene, healthy, safe, unsafe, trust, respect

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<tr>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
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<tr>
<td><strong>Learning Intention</strong>&lt;br&gt;To explore the human lifecycle (changes and difference at each stage; baby, toddler, child, teenager, adult)</td>
<td><strong>Learning Intention</strong>&lt;br&gt;We are learning about the concept of personal hygiene and its importance.</td>
<td><strong>Learning Intention</strong>&lt;br&gt;We are learning why humans reproduce. (scientific reasons- to populate the earth, life cycle of a butterfly or frog)</td>
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<td><strong>Learning Outcomes</strong>&lt;br&gt;Describe the main stages of the human lifecycle(Baby, toddler, child, teenager, adult)&lt;br&gt;Describe the body changes that happen when a child grows up</td>
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**Year 5**

**Key Vocab:** Puberty, physical changes, emotional changes, periods, menstruation, penis, vagina, ovaries, egg, fertilisation, semen, wet dreams, erection, moods, tampons, sanitary towels, breasts, sweat, pubic hair, facial hair, underarm hair, sexual feelings

<table>
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<tr>
<th>Session outlining class rules for FRIENDSHIPS AND CHANGES sessions over the next few weeks. (e.g. no personal questions or comments about people we know, questions in an anonymous question box, only share/contribute if comfortable etc.)</th>
<th>Learning Intention</th>
<th>Lesson 1</th>
<th>Learning Intention</th>
<th>Lesson 2</th>
<th>Girls:</th>
<th>Boys:</th>
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<tbody>
<tr>
<td></td>
<td>To explore the differences between males and females and to name the body parts</td>
<td>To explore the emotional and physical changes occurring in puberty</td>
<td>Learning Outcomes</td>
<td>Explain the main physical and emotional changes that happen during puberty</td>
<td>Learning Outcomes</td>
<td>Learning Outcomes</td>
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<tr>
<td></td>
<td>Know some differences and similarities between males and females</td>
<td>Name male and female body parts using agreed words</td>
<td>Explain the menstrual cycle and how it affects women.</td>
<td>Ask questions about puberty with confidence</td>
<td>Understand how puberty affects the reproductive organs</td>
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</tr>
<tr>
<td></td>
<td>(Link to Statutory Science curriculum)</td>
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<td>We are learning what the menstrual cycle is and how it affects women.</td>
<td>(Boys elsewhere-working independently in other classes shared across the school)</td>
<td>Describe how to manage physical and emotional changes</td>
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Girls:

**Learning Intention**

We are learning what the menstrual cycle is and how it affects women.

We are learning that girls go through gender specific experiences during puberty. (Link to Statutory Science curriculum)

**Learning Outcomes**

Understand how puberty affects the reproductive organs

Describe how to manage physical and emotional changes

(Boys elsewhere-working independently in other classes shared across the school)

Boys:

**Learning Intention**

We are learning what erections and wet dreams are and how they affect men.

We are learning that boys go through gender specific experiences during puberty. (Link to Statutory Science curriculum)

**Learning Outcomes**

Understand how puberty affects the reproductive organs

Describe how to manage physical and emotional changes

(Girls elsewhere-working independently in other classes shared across the school)

**Learning Intention**

To explore the impact of puberty on the body and the importance of physical hygiene

To explore ways to get support during puberty

**Learning Outcomes**

Explain how to stay clean during puberty

Describe how emotions change during puberty

Know how to get help and support during puberty
### Year 6

**Key Vocab:** womb, sperm, egg, conception, fertilisation, pregnancy, sexual intercourse, twins, fostering, relationship, friendship, intimacy, communication, personal/private information, internet safety

<table>
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<tr>
<th>Intro</th>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
<th>Lesson 4</th>
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<tr>
<td>Session outlining class rules for FRIENDSHIPS AND CHANGES sessions over the next few weeks. (e.g. no personal questions or comments about people we know, questions in an anonymous question box, only share/contribute if comfortable etc.)</td>
<td>Learning Intention To consider puberty and reproduction Learning Outcomes Describe how and why the body changes during puberty in preparation for reproduction Talk about puberty and reproduction with confidence</td>
<td>Learning Intention Consider physical &amp; emotional behaviour in relationships Learning Outcomes Discuss different types of adult relationships with confidence Know what form of touching is appropriate</td>
<td>Learning Intention To explore the process of conception and pregnancy Learning Outcomes Describe the decisions that have to be made before having a baby Know some basic facts about pregnancy and conception</td>
<td>Learning Intention To explore positive and negative ways of communicating in a relationship Learning Outcomes To have considered when it is appropriate to share personal/private information in a relationship To know how and where to get support if an online relationship goes wrong</td>
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