

## The Flying Bull Academy

### Policy for Relationships and Sex Education (RSE)

This policy should be read in conjunction with the following documents:

- PSHCE- Topics and Opportunities,
- PSHCE – Skills Progression
- PSHCE – Relationships and Sex Education Coverage
- Science – Topics and Opportunities
- Science – Skills Progression
- Equality Policy
- ESafety Policy

#### Rationale

At The Flying Bull Academy, we believe that Relationships and Sex Education (RSE) is the entitlement of each pupil and we are committed to delivering it within the context of a broad and balanced curriculum from Reception to Year 6 (See Appendices for curriculum coverage). This curriculum supports the academy's principles set out in our Equality Policy.

An RSE curriculum will be a statutory requirement of primary education from September 2020.

As a school we want to equip our pupils with the relevant knowledge, skills and attitudes in order to make informed decisions on the topics of relationships and sex as they continue their journey to young adulthood. The curriculum places an emphasis on building and maintaining healthy relationships in today's society. It is also designed to safeguard pupils, promote their emotional well-being and improve their ability to succeed in school.

#### Aims (See also the academy's PSHCE Skills Progression)

At The Flying Bull Academy, Relationship and Sex Education will reflect the academy's ethos and demonstrate and encourage the following:

- An awareness of the place of physical relationships within the context of a healthy relationship to develop respectful attitudes and values
- Promote pupils understanding of safeguarding and well-being through a programme that enables pupils to learn about safety and risks in relationships. Teaching pupils to recognise who their trusted adults are and where they can go for help.
- Equipping our pupils with the skills to make informed decisions on the topics of relationships and sex
- Pupils ability to develop caring attitudes towards themselves and others; to foster self-esteem and self-awareness
- Helps pupils understand a range of views and beliefs about relationships and sex in society including some of the mixed messages about gender, sex and sexuality from different sources including the media
- To explore and discuss different types of healthy relationship, including those between acquaintances, friends and families, partners, civil partnerships and marriage
- Prepare our pupils for some of the challenges, opportunities and responsibilities of adult life
- Helping to prepare our pupils for the physical and emotional changes they undergo at puberty
- Knowledge and understanding of biological facts and the reproductive process
- Provides opportunities for pupils to ask questions, share ideas, thoughts and opinions in a respectful and safe environment using appropriate language

- Staying safe online – (Please see our E-Safety Policy)

### **Content – (Please see the *PSHCE Relationships and Sex Education Coverage* and the *PSHCE – Skills Progression* in the appendices)**

RSE is taught through our Science and PSHCE curriculum. Our computing curriculum covers ways in which children can safeguard themselves from explicit on-line content. We cover areas such as 'Keeping Clean' and 'Different Families' in Reception, building upon this each year to cover topics in Year 6 such as: 'Sexual Reproduction' and 'Physical and Emotional Behaviour in Relationships'.

As with any other area of the curriculum, all lessons are planned with an awareness of the individuals within the classes to ensure the content is relevant, sensitive and accessible. The content of the curriculum is also regularly reviewed to ensure that it responds to the needs of our pupils as well as relevant, current issues.

The content will be delivered by the pupil's teacher and support staff and a code of conduct for the lessons will be agreed by staff and pupils at the beginning of the session. Throughout the Year 5 and 6 programme of study, all children will be offered the opportunity to raise questions anonymously. All questions, where appropriate, will be answered honestly and with sensitivity.

Parents and carers are informed before RSE takes place in Year 5 and 6 and are invited to look at any resources to be used in teaching and learning and meet with staff to enable them to raise questions. Parents and carers have the right to withdraw their child from all or part of RSE outside the National Curriculum for Science and can do so by contacting the Headteacher. This will change when RSE becomes a statutory requirement.

### **Monitoring and Evaluation**

The RSE programme is part of the PSHCE curriculum and Science curriculum and is monitored by the PSHCE and Science Leader in consultation with the Computing Leaders and senior leadership of the academy.

**Policy Reviewed:** January 2019

**Policy Review:** January 2021

<b>PSHCE – Relationships and Sex Education</b>	
<b>Year Group</b>	<b>Area of Learning</b>
<b>Reception</b>	<ul style="list-style-type: none"> <li>• Keeping ourselves clean and understand why hygiene is important</li> <li>• Routines and patterns of a typical day</li> <li>• Recognise that all families are different</li> </ul>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• The importance of personal hygiene and some basic hygiene principles</li> <li>• Introduce the concept of growing and changing</li> <li>• Explore different types of families and consider people who look after them</li> <li>• Explore who to go to if a child is worried and how to attract their attention</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• Identify similarities and differences between males and females</li> <li>• Introduce the concept of recognising and challenging gender stereotypes (Equalities Act 2010)</li> <li>• Explore some of the differences between males and females and to</li> <li>• understand how this is part of the lifecycle</li> <li>• Know the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• Explore the differences between males and females and to name the</li> <li>• body parts</li> <li>• Judge what kind of physical contact is acceptable or unacceptable and how to respond</li> <li>• Explore different types of families and consider people who look after them</li> <li>• Recognise when and how to ask for help</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• Explore the human lifecycle</li> <li>• Begin to understand how their body will change as they approach &amp; move through puberty and how this is linked to reproduction</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>• Deepen their understanding of how their body will and emotions may change as they approach and move through puberty</li> </ul> <p><u>Unit 1 Growing Up/Physical Changes</u> Video: “Am I the same as everyone else?” Quiz: “What changes do boys and girls go through at puberty?”</p> <p><u>Unit 1 Growing Up/Emotional Changes</u> Video: “Feeling Positive” Video: “Crushes”</p> <p><u>Unit 4: Family Life/Different Family Patterns</u> Video: “Have you ever felt like this?”</p> <ul style="list-style-type: none"> <li>• Explore the impact of puberty on the body &amp; the importance of Hygiene</li> </ul> <p><u>Unit 1 Growing Up/Physical Changes</u> Video: “How does my body change at puberty?” Video: “What is a period?”</p>

	<p>Video: "Talking about periods"</p> <p>Video: "Talking about wet dreams" (Use as introduction to wet dreams)</p> <p>Exercise: "What is a wet dream?"</p> <p>Video: "Keeping clean"</p> <ul style="list-style-type: none"> <li>• Explore ways to get support during puberty</li> </ul>
<p><b>Year 6</b></p>	<ul style="list-style-type: none"> <li>• Learn about human reproduction including conception and pregnancy (and that this can be prevented)</li> </ul> <p><u>Unit 2: Cycle of Life/Sexual Reproduction</u></p> <p>Video: "Puberty and sex"</p> <p>Video: "How a baby grows: the inside story"</p> <p>Exercise: "Sexual Reproduction words"</p> <p>Quiz: "Reproduction Quiz"</p> <p><u>Unit 2: Cycle of Life/Sexuality</u></p> <p>Audio: "Sexual Feelings"</p> <ul style="list-style-type: none"> <li>• Consider physical &amp; emotional behaviour in relationships</li> </ul> <p><u>Unit 4: Family Life/Different Family Patterns</u></p> <p>Video: Have you ever felt like this?</p> <ul style="list-style-type: none"> <li>• Deepen their understanding of what constitutes a positive, healthy relationship including communicating in a relationship</li> </ul>

## PSHCE – Relationships and Sex Education - Vocabulary

<u>Year Group</u>	<u>Vocabulary</u>
<b>Reception</b>	Dress, undress, clean, smelly, flannel, sponge, towel, hands, toothpaste, toothbrush, comb, family, mum, dad, brother, sister, grandma, grandad, stepmum, stepdad.
<b>Year 1</b>	Boy, girl, gender, penis, testicles, vulva, vagina, baby, child, teenager, elderly, life cycle, change, grow, feelings, love, care, (un)comfortable feeling, clean, similar, different, family, male, female, private parts.
<b>Year 2</b>	Boy, girl, gender, penis, testicles, vulva, vagina, pregnant, baby, child, teenager, elderly, life cycle, change, grow, feelings, love, care, comfortable feeling, uncomfortable feeling, similar, different, sex, gender roles, stereotypes, male, female, private parts,
<b>Year 3</b>	Change, grow, mature, feelings, emotions, excited, worried, reproductive organs, sperm, egg, stereotypes, gender roles, similar, different, male, female, private parts, penis, testicles, vagina, womb, family, fostering, adoption, relationship.
<b>Year 4</b>	Puberty, change, lifecycle, reproduction, physical, breasts, feelings, excited, attraction, worried, internal, inside, reproductive organs, sperm, egg, penis, testicles, vagina, womb, pubic hair, emotional feelings.
<b>Year 5</b>	Puberty, physical changes, emotional changes, moods, sexual feelings, grow, mature, private parts, genitals, vagina, labia, vulva, clitoris, womb, penis, testicles, breasts, feelings, excited, attraction, worried, internal, inside, reproductive organs, spots, pubic hair, facial hair, underarm air, menstruation, uterus, fallopian tubes, ovary/ovaries, cervix, menstrual cycle, period, blood, Adam's apple, penis, testicles, scrotum, sperm, semen, erection, ejaculation, wet dream, masturbation, sweat, body odour, sanitary towel, tampon.
<b>Year 6</b>	Puberty, physical changes, emotional changes, moods, sexual feelings, grow, mature, private parts, genitals, vagina, labia, vulva, clitoris, womb, penis, testicles, breasts, feelings, excited, attraction, worried, internal, inside, reproductive organs, spots, pubic hair, facial hair, underarm air, menstruation, uterus, fallopian tubes, ovary/ovaries, cervix, menstrual cycle, period, blood, Adam's apple, penis, testicles, scrotum, sperm, semen, erection, ejaculation, sexual intercourse, conception, fertilisation, embryo, pregnant, birth, baby, twins, contraception, condom, consent, wet dream, masturbation, sweat, body odour, sanitary towel, tampon, fostering, adoption, relationship, friendship, love, intimacy, communication, personal/private information, internet safety.

## PSHCE – Skills Progression

Year Groups	<u>To understand living in the wider world</u>	<u>To understand relationships</u>	<u>To understand personal health, safety and wellbeing</u>
<b>Year 1 and 2</b>	<p>To explore how to contribute to the life of the classroom</p> <p>To help construct, and agree to follow, group and class rules and to understand how these rules help them</p> <p>To understand that people and other living things have needs and that they have responsibilities to meet them</p> <p>To understand the importance of taking turns, sharing and the need to return things that have been borrowed</p> <p>To know that they belong to various groups and communities such as family and school</p> <p>To explore what improves and harms their local, natural and built environments and about some of the ways people look after them</p> <p>To understand that money comes from different sources and can be used for different purposes, including the concepts of spending and saving</p> <p>To know about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices.</p>	<p>To communicate their feelings to others, to recognise how others show feelings and how to respond</p> <p>To recognise how their behaviour affects other people</p> <p>To know the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises</p> <p>To recognise what is fair and unfair, kind and unkind, what is right and wrong</p> <p>To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class</p> <p>To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)</p> <p>To begin to offer constructive support and feedback to others</p> <p>To identify and respect the differences and similarities between people (Equalities Act 2010)</p> <p>To identify their special people (family, friends, carers), what makes them special and how special people should care for one another</p> <p>To begin to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)</p> <p>To understand that people's</p>	<p>To understand what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health</p> <p>To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences</p> <p>To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals</p> <p>To explore good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings</p> <p>To consider change and loss and the associated feelings (including moving home, losing toys, pets or friends)</p> <p>To understand importance of and how to maintain personal hygiene</p> <p>To know how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others</p> <p>To consider the process of growing from young to old and how people's needs change</p> <p>To explore growing and changing and new opportunities and responsibilities that increasing independence may bring</p>
<b>Year 1 and 2</b>			

		<p>bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</p> <p>To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say</p> <p>To know that there are different types of teasing and bullying, that these are wrong and unacceptable</p> <p>To explore how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.</p>	<p>To know the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls</p> <p>To know that household products, including medicines, can be harmful if not used properly</p> <p>To know and explore rules for and ways of keeping physically and emotionally safe (including road safety, safety in the environment, safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults secrets)</p> <p>To consider people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them</p> <p>To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'.</p>
	<b><u>To understand living in the wider world</u></b>	<b><u>To understand relationships</u></b>	<b><u>To understand personal health, safety and wellbeing</u></b>
<b>Year 3</b>	<p>To learn why different rules are needed in different situations and how to take part in making and changing rules</p> <p>To understand that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment</p> <p>To resolve differences by looking at alternatives,</p>	<p>To recognise and respond appropriately to a wider range of feelings in others</p> <p>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain those relationships</p> <p>To be aware of different types of relationship, including those between acquaintances, friends and families, partnerships, civil partnerships and marriage</p>	<p>To consider what positively and negatively affects their physical, mental and emotional health</p> <p>To know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'</p> <p>To recognise opportunities to make their own choices about food, what might influence their</p>

<p><b>and 4</b></p>	<p>seeing and respecting others' points of view, making decisions and explaining choices</p> <p>To consider what being part of a community means, and about the varied institutions that support communities locally and nationally</p> <p>To consider the lives of people living in other places, and people with different values and customs</p> <p>To learn about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</p> <p>To explore enterprise and the skills that make someone 'enterprising'</p>	<p>To know that their actions affect themselves and others</p> <p>To judge what kind of physical contact is acceptable or unacceptable and how to respond and understand that they have autonomy and the right to protect their body from inappropriate and unwanted contact</p> <p>To explore the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</p> <p>To recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view</p> <p>To work collaboratively towards shared goals</p> <p>To begin to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise</p> <p>To understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)</p> <p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help)</p> <p>To recognise and manage 'dares'</p> <p>To recognise and challenge stereotypes</p>	<p>choices and the benefits of eating a balanced diet</p> <p>To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</p> <p>To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</p> <p>To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them</p> <p>To differentiate between the terms, 'risk', 'danger' and 'hazard'</p> <p>To know that bacteria and viruses can affect health and that following simple routines can reduce their spread</p> <p>To understand that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know</p> <p>To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous or unhealthy</p> <p>To know school rules about health and safety, basic emergency aid procedures, where and how to get help</p> <p>To know what is meant by the term 'habit' and why habits can be hard to change</p> <p>To begin to understand how their body will change as they approach &amp; move through puberty and how this is linked to</p>
<p><b>Year 3 and 4</b></p>			



		To learn about change including transitions (between key stages and schools) loss, separation, divorce and bereavement.	reproduction (Yr 4)  To know strategies for keeping physically and emotionally safe including road safety, safety in the environment and safety online (including social media, the responsible use of ICT and mobile phones)  To understand the importance of protecting personal information, including passwords, addresses and images  To know which people are responsible for helping them stay healthy and safe and ways that they can help these people
	<b><u>To understand living in the wider world</u></b>	<b><u>To understand relationships</u></b>	<b><u>To understand personal health, safety and wellbeing</u></b>
<b>Year 5 and 6</b>	<p>To research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people</p> <p>To learn why and how rules and laws that protect themselves and others are made and enforced</p> <p>To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities</p> <p>To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices</p> <p>To recognise the role of voluntary,</p>	<p>To recognise and respond appropriately to a wider range of feelings in others</p> <p>To deepen their understanding of what constitutes a positive, healthy relationship</p> <p>To develop the skills to develop and maintain positive and healthy relationships</p> <p>To explore and discuss different types of relationship, including those between acquaintances, friends and families, partnerships, civil partnerships and marriage</p> <p>To explore how that their actions affect themselves and others</p> <p>To judge what kind of physical contact is acceptable or unacceptable and how to respond and understand that they have autonomy and the right to protect their body from inappropriate and</p>	<p>To consider what positively and negatively affects their physical, mental and emotional health (including the media)</p> <p>To know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'</p> <p>To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</p> <p>To communicate their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</p> <p>To communicate that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them</p> <p>To consider feelings about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement</p> <p>To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible</p>

<p><b>Year 5 and 6</b></p>	<p>community and pressure groups, especially in relation to health and wellbeing</p> <p>To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</p> <p>To deepen their understanding of how to manage their money and be a critical consumer</p> <p>To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)</p> <p>To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment</p> <p>To explore and critique how the media present information.</p>	<p>unwanted contacted</p> <p>To understand ways in which a relationship can be unhealthy, to recognise when a relationship is unhealthy, how to manage this or who to go to and what to say if they need support.</p> <p>To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns</p> <p>To give rich and constructive feedback and support to benefit others as well as themselves</p> <p>To understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)</p> <p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help)</p> <p>To recognise and manage 'dares'</p> <p>To recognise and challenge stereotypes.</p>	<p>road use and risks in their local environment) and to use this as an opportunity to build resilience</p> <p>To recognise their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>To understand that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media</p> <p>To recognise and rehearse when and how to ask for help and use basic techniques for resisting pressure to do something that makes them uncomfortable, anxious or that they believe to be wrong</p> <p>To learn which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety</p> <p>To know that some substances and drugs are legal, some are restricted and some are illegal to own, use and supply to others</p> <p>To deepen their understanding of how their body will and emotions may change as they approach and move through puberty including the importance of personal hygiene</p> <p>To recognise how images in the media do not always reflect reality and can affect how people feel about themselves</p> <p>To learn about human reproduction including conception (and that this can be prevented)</p> <p>To know strategies for keeping physically and emotionally safe including road safety, safety in the environment and safety online (including social media, the responsible use of ICT and mobile phones)</p> <p>To understand the importance of protecting personal information, including passwords, addresses and images</p> <p>To know which people are responsible for helping them stay healthy and safe and to explore their own responsibilities.</p>
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*\*NB. Skills Progression has been adapted from the Portsmouth Programme of Study for the PSHCE Association.*