

## **Box CE VC Primary School Relationship, Sex and Health Education Policy**

Our school's approach to Relationship, Sex and Health Education (RSHE) follows that of the Church of England Education Office in that it seeks to be faith-sensitive and inclusive.

At Box Primary School, everyone will be treated with dignity. All pupils have a right to an education which enables them to flourish and is set in a learning community where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect; where bullying of all kinds is eliminated; and where they are free to be themselves and fulfil their potential without fear.

Our school seeks to ensure that the RSHE curriculum protects, informs and nurtures all pupils. It clearly differentiates between factual teaching (biology, medicine, the law, marriage, different types of families and the composition of society) and moral teaching about relationships and values, recognising that the distinction can be easily blurred and that there needs to be discernment about the manner in which this is taught. We teach RSHE within a moral (but not moralistic) framework.

RSHE in Box Primary School is about what constitutes wellbeing and loving care for ourselves (physical and mental health education), how we show loving care for others (relationships education) and, when at an appropriate age and stage in life, how we show loving care to those we choose to be intimate with, including within marriage (sex education).

It is also about the spiritual and moral aspects of healthy, loving and nurturing relationships within a context of a Christian vision for the purpose of life. Pupils will consider how to ensure that they treat themselves and others, at all times and in all contexts, with dignity and respect.

### **Defining Relationships Education**

Relationships Education is learning about how to:

- be appreciative of existing relationships;
- form new healthy friendships; and
- enjoy strong positive, caring, relationships with good boundaries, online and in person.

This will particularly refer to family relationships (including marriage), friendships and relationships with peers and adults.

In this school any content that might be regarded as sex education (learning about human body parts, growth, puberty and gestation) will be taught through the science curriculum. Parents do not have the right to excuse their children from this aspect of the curriculum. We will keep parents up to date with our RSHE programme by informing them of when it will be taught and provide an opportunity for parents to view the videos and resources that will be used.

## The right to withdrawal from sex education

Sex education is about reproduction: learning how babies can be made and the emotions that people experience when they are ready for close intimacy. Parents do have the right to excuse their children from this aspect of RSHE and can do so by making concerns known and applying in writing to the headteacher. The school will invite any enquiring parents or legal guardians to talk through concerns. An explanation of the rationale for RSHE will be given; an opportunity will be offered to review the intended materials and to consider the impact of not receiving sex education with peers.

## Defining health education

Health education is learning about physical health and mental wellbeing so that pupils can make wise choices to ensure their own flourishing and the flourishing of others.<sup>1</sup>

## Defining relationship and sex education

Relationships and sex education (RSE) is about giving young people the information they need to make choices that will help them to form healthy and appropriate relationships.

## The RSHE Curriculum

At Box Primary School we teach RSHE through 'Growing and Changing' and teach the following content in RSHE using resources from SCARF (Safe, Caring, Achievement, Resilience, Friendship) and 'Living and Growing'.

Key:

- **Key Theology**
- **[Teaching Resources - Goodness & Mercy \(goodnessandmercy.co.uk\)](http://goodnessandmercy.co.uk)**
- **Key Vocabulary**

Key Learning	Ash (Yr R/1)	Overlap Ash and Oak (Yr 1)	Overlap Oak and Willow (Yr 2)	Overlap Willow and Beech (Yr 3)	Overlap Beech and Chestnut (Yr 4)	Overlap Chestnut and Sycamore (Yr 5)	Sycamore (Yr6)
<b>SCARF</b> Me and My Relationships Area- Friendships		Recognise the people that are special to them.  <b>special</b>	Identify simple qualities of friendship.  Suggest simple strategies for making up.  <b>friendship</b> <b>listening</b>	Recognise that friendship is a special kind of relationship.  Identify some of the ways that good friends care for each other.  Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two.  Understand and describe strategies for dealing with bullying.	Explain what we mean by a 'positive, healthy relationship'.  Describe appropriate assertive strategies for saying 'no' to a friend.  Demonstrate strategies for working on a collaborative task.  Give examples of strategies to respond to being bullied.  <b>Pupils will be able to give examples of positive long-term relationships that</b>	Describe the attributes needed to work collaboratively.  Explain what is meant by the terms negotiation and compromise.  Describe strategies for resolving difficult issues or situations.  Identify what things make a relationship unhealthy.  Demonstrate strategies and skills for supporting	Demonstrate positive strategies for negotiating and compromising within a collaborative task.  Recognise some of the challenges that arise from friendships.  <b>Pupils can explain the Christian belief in the Fall and talk about how all people can make mistakes and treat others badly.</b> <b>Pupils can explain that Christians believe that humans are fallen - they can make mistakes and hurt people on purpose or unintentionally.</b>

				<p>Pupils can explain that Christians believe in the sacredness and worth of every person and can describe how that might affect how Christians regard and protect themselves and others.</p> <p>bullying teasing unkind good friend</p>	<p>bring joy and meaning to those involved.</p> <p>conflict resolution assertive aggressive healthy relationship negotiation teamwork collaboration unkind tease bully pressure</p>	<p>others who are bullied.</p> <p>Pupils can explain the benefits of strong life-long relationships: they are good for people, through relationships people have fun, they learn who they are, how to be less selfish, how to think of others and learn about forgiveness.</p> <p>collaboration cooperation teamwork conflict resolution negotiation compromise sensitivity healthy/ unhealthy relationship assertive aggressive</p>	<p>collaboration cooperation teamwork conflict resolution negotiation compromise assertive aggressive</p>
<p>SCARF Growing and Changing</p> <p>Content- growing and changing</p>	<p>Know that humans grow from babies. Know that babies come from their mother's tummy.</p> <p>Pupils can talk about why other people are special (and how Christians believe that they are created and loved by God).</p> <p>Baby Growth</p>	<p>Know how humans change at different points in their life cycle. Know the care babies require.</p> <p>Pupils can talk about why other people are special (and how Christians believe that they are created and loved by God).</p> <p>Baby Child Teenager Adult Old age Life cycle</p>	<p>Identify the stages of human growth and the capabilities of each stage.</p> <p>Pupils can talk about what the Christian belief in creation means for how people should value and protect themselves and treat other people.</p> <p>Baby Child Teenager Adult Old age Life stages</p>	<p>Identify puberty as a stage of growth. Know that periods are a normal part of puberty for girls. Know that an egg joins a sperm to make a baby. Recognise emotions related to puberty.</p> <p>Uterus Ovaries Egg Sperm Period Fallopian Tube Vagina Vulva Clitoris Labia Breasts Wet dream Erection Semen Penis Testicles Pubic Hair</p>	<p>Discuss myths associated with puberty. Know the products they may need during puberty, including those related to menstruation. Use a range of words to discuss feeling related to puberty.</p> <p>Uterus Ovaries Egg Sperm Menstruation Fallopian Tube Vagina Vulva Clitoris Labia Cervix Breasts Wet dream Erection Semen Penis Testicles Pubic Hair Resilience Mood swings</p>	<p>Define the word puberty giving examples of physical and emotional changes associated with it. Identify the changes that occur in puberty to allow sexual reproduction to occur. Know a variety of ways in which sperm can fertilise the egg to create a baby. Pupils can suggest how close intimate relationships might affect people physically, emotionally and spiritually. Pupils can talk about how some people don't choose this option and prefer to not have sexual intercourse with anyone and that this is another positive choice. Pupils can talk about why having a baby is wonderful but a huge responsibility. Pupils can explain that most Christians believe that humans are beautifully created; can explain that this means in a one-to-one relationship a person can practice enjoying the wonderful creation of another human and get to carefully observe and celebrate another person over time.</p> <p>As previous plus Conception Fertilised Sexual intercourse Labour</p>	

<p>SCARF Growing and Changing</p> <p>Content-Safeguarding</p>	<p>Know that pants are private.</p> <p>Private parts</p>	<p>Know the difference between surprises and secrets.</p> <p>Surprise Secret</p> <p>To know that boys and girls have private parts.</p> <p>Penis Vulva</p>	<p>Know that boys and girls have different genitals and these are private.</p> <p>Penis Vulva Testicles Nipples Genitals Privacy</p>	<p>Identify scenarios of secrets and surprises.</p> <p>Understand the term privacy in depth.</p> <p>Privacy Personal space Secret Surprise Penis Vulva Testicles Nipples Genitals</p>		<p>Understand appropriate and inappropriate touch.</p>	<p>Know the age of consent.</p> <p>Understand the terms HIV and FGM.</p> <p>FGM (female genital mutilation) Consent HIV</p>
<p>SCARF Growing and Changing</p> <p>Content-Marriage/different relationships</p>				<p>Identify different types of relationships. Pupils can explain what faithfulness and commitment means to family, friends, relationships and members of their community. They can explain why faithfulness is important for building security, trust and happiness, and what behaviours might endanger faithfulness.</p> <p>Relationships</p>	<p>To identify the laws related to marriage.</p> <p>Pupils can explain why the Christian belief in the faithfulness of God is a model for human relationships and why the quality of faithfulness may help keep marriages and other long-term committed relationships going over time.</p> <p>Marriage Same sex Civil partnership Divorce Dissolution</p>		
<p>SCARF Growing and Changing</p> <p>Content-Stereotypes and genders</p>						<p>To discuss different genders and stereotypes.</p> <p>Pupils can explain that Christians believe in the sacredness and worth of every person and can describe how that might affect how Christians regard and protect themselves and others.</p> <p>Biological sex Gender identity Gender expression Sexual orientation Prejudice Stereotype</p>	<p>To challenge stereotypes and society's view of perfect.</p> <p>Biological sex Gender identity Gender expression Sexual orientation Prejudice Stereotype</p>
<p>SCARF Me and My Relationships Area-Emotional literacy</p>		<p>Recognise different feelings that I or others may have.</p> <p>Recognise who can help them if they feel worried.</p> <p>feelings happy sad</p>	<p>Recognise how others might be feeling by reading body language/facial expressions.</p> <p>Understand and explain how our emotions can give a physical reaction in our body.</p> <p>Identify how feelings might make us behave.</p> <p>feelings expressions</p>	<p>Recognise that people have different ways of expressing their feelings.</p> <p>Identify helpful ways of responding to other's feelings.</p> <p>Recognise, name and understand how to deal with feelings (e.g. anger, loneliness).</p> <p>feelings range of feelings words responding reacting</p>	<p>Describe 'good' and 'not so good' feelings and how feelings can affect our physical state.</p> <p>Recognise that their feelings might change.</p> <p>Recognise that different people can have different feelings in the same situation.</p> <p>feelings emotions body language</p>	<p>Identify who they could talk to if they needed help.</p> <p>Recognise basic emotional needs, understand that they change according to circumstance.</p> <p>emotional needs</p>	

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Due to the mixed age class structure of our school, it may be that content is delivered to children slightly earlier than stated above. Care has been taken to ensure that KS2 content is not delivered in KS1 and to ensure that key content is delivered in an age appropriate way to every child on their journey through our school.

**How will RSHE be taught in our school?**

RSHE will be delivered professionally and as an identifiable part of PSHE. It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way.

RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community. It will not discriminate against any of the protected characteristics in the Equality Act and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.

RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of the excesses of media in all its forms.

RSHE will promote healthy resilient relationships set in the context of character and virtue development that sits within the schools Christian Vision and Values. Values such as such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice

At Box Primary School RSHE is taught by confident trained staff and only some elements will be taught by outside agencies, such as First Aid. It is important that pupils have confidence in the teacher and that a 'safe space' is created where pupils feel confident and can ask age-appropriate questions. Teachers are aware that effective relationship and sex education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. Disclosures will be dealt with sensitively and in line with our child protection policy. Our RSHE teaching is adapted for children with SEND to ensure that it matches their emotional maturity.

**RSHE will be monitored and evaluated**

This will follow the same monitoring and evaluation processes used throughout the school for other subjects i.e. pupil conferencing, work reviews, learning walks etc.

## Policy Review

This policy will be reviewed has been produced by consultation with the Diocese of Bristol, the Ethos Committee, parent governors and staff. It has been sent to parents as part of a consultation and will be reviewed in consultation with them. However, it must be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.

This policy should be read in conjunction with The Equalities Act 2010

## Appendix

### Puberty Glossary

**Acne** - Spots or blemishes brought on by hormonal changes. Can usually be treated with creams, facial washes and ointment.

**Biological sex** - Biological sex: refers to the biological aspects of an individual. This is determined by their anatomy which is produced by their chromosomes, hormones and interactions. Generally female or male. Assigned at birth.

**Bra** - Underwear to support the breasts.

**Breasts** - These develop and grow during puberty. Sometimes one can grow bigger than the other. Breasts come in all shapes and sizes, and can be round or flat, soft or firm. Breasts produce milk after childbirth, to feed a baby.

**Cervix** - The plug at the end of the vaginal passage and the start (neck) of the uterus.

**Clitoris** - The clitoris is a complex structure, of which only a small portion is visible on the exterior of the body, the rest of it is behind the labia and surrounds the urethra and also the vagina. The part we can see is called the glans and is a small, soft pea shaped bud which lies above the urinary opening and is protected by the clitoral hood. It protects the outside part of the clitoris and also provides some moisture to stop it getting sore.

**Deodorant** - Can help mask or prevent body odour but does not make up for daily washing, and changing and washing clothes often.

**Discharge** - It is normal for girls to have a slight clear or milky discharge from the vagina. This keeps the vagina healthy and can vary from day to day. Discharge can increase at ovulation (to help sperm swim up the vagina) and also during sexual arousal (to ease penetration) a thick, smelly discharge can be a sign of an infection and should be checked.

**Ejaculation** - Muscles in the base of the penis cause contractions, forcing semen to spurt out of the end of the penis.

**Erection** - An aroused, stiff/hard penis.

**Emotions** - Feelings we experience such as anger, joy, sorrow, loneliness, jealousy, happiness. Our feelings can change during puberty, with the release of new hormones and changes happening to our bodies and in our relations. It is normal to feel more angry and moody at times, but if we feel too bad we should seek help.

**Fallopian tubes** - 2 tubes which the ova (eggs) travel along to reach the uterus (womb).

**Female Genital Mutilation (FGM)** - A procedure where the female genitals are deliberately cut, injured or changed, but where there's no medical reason for this to be done. It is done for cultural reasons, not religious and is illegal in the UK.

**Foreskin** - A sleeve of skin which covers the head of the penis. With an erection, the foreskin stretches, exposing the head of the penis. Sometimes foreskins can be too tight, causing painful erections but this can be sorted out. Some people have them removed for religious, health or cultural reasons.

**Friends** - People we are close to or feel comfortable with and enjoy spending time with.

**Growth** - Bodies grow a lot during puberty and we have a lot of adapting to do. Areas that develop include: chests, breasts, hips and sexual organs.

**Genitals** - Name given to all the external sexual organs

**Gender/Gender identity** - A social construction (an idea that has been created and accepted by the people in a society) relating to behaviours and attributes based on labels of masculinity and femininity; gender identity is a personal, internal perception of oneself and so the gender category someone identifies with may not match the sex they were assigned at birth. An individual may see themselves as a man, a woman, as having no gender, or as having a non-binary gender - where people identify as somewhere on a spectrum between man and woman.

**Gender expression** - how a person shows their gender by the way they act, behave, dress etc.

**Hair** - Body hair appears around the genitals first (pubic hair) and then grows under the arms and on the legs. Young men also grow hair on their chest and face.

**Hygiene** - Changes to a young person's hormones and sweat glands, produce new body odours and sweat, which can be smelly. The best way to keep clean is to wash under arms and around the hair and genital area with soap and water regularly (ideally at least once a day) and to change pants and socks every day.

**Hormones** - chemical substances in the body that give messages to different parts of the body to start changing/developing during puberty.

**Inner Lips** - Also known as labia. The smaller lips that surround the entrance to the vagina and urethra (wee hole), just inside the outer lips

**IVF** - Where specialist doctors fertilise the egg of the woman with the sperm of the man, but outside of the body. The fertilised egg creates an embryo which is then put

back inside the woman so she becomes pregnant and grows the baby inside her uterus/womb.

**Labia** - Includes both the smaller lips/folds of skin that surround the entrance to the vagina and urethra (wee hole), and the outer lips/folds of skin that surround the inner lips.

**Masturbation** - Rubbing, stroking or touching one's own penis, clitoris, lips (labia) and vagina for pleasure, (because it feels good). It's not bad for a person or harmful. It can help a person to learn about their body and what gives it pleasure.

**Menstruation** - Another word for periods. A loss of blood (usually monthly) as the unused ovum (egg) comes out of the vaginal opening along with the lining of the uterus. Girls who start menstruating can become pregnant, if having unprotected sexual intercourse.

**Menstrual cup** - Sometimes known as a Mooncup; is a small, foldable, reusable device made from silicone, rubber or plastic that collects, rather than absorbs, the menstrual blood when inserted into the vagina.

**Menstruation pads** - Made up of pads of cotton wool that a girl or woman presses onto the inside of a pair of knickers to catch the blood during a period to protect her clothes.

**Oestrogen/progestogen** - The female sex hormones. During puberty, oestrogen stimulates breast development and causes the vagina, uterus (womb) and Fallopian tubes (that carry eggs to the womb) to mature. Progestogen plays a part in regulating a girl's menstrual cycle.

**Outer Lips** - Also known as labia. Outer lips/folds of skin as part of the vulva, which cover the sexual parts of a woman's or girl's body including her inner lips (also known as labia), clitoris, urethra and the entrance to the vagina.

**Ova** - eggs. The singular version of this noun is ovum (egg)

**Ovary** - where the ova (eggs) are kept. There are usually two.

**Ovum** - the egg from a female that could potentially become a baby if it meets with a sperm.

**Period(s)** - See menstruation

**Period pants** - Period pants are leak-proof knickers, worn instead of a pad, a tampon or menstrual cup during a period. They usually hold around two standard tampons' worth of menstruation blood so it doesn't leak through onto the clothes. They can be worn all day and washed in the washing machine.

**Puberty** - Emotional and physical changes that happen in early adolescence, as the body begins to mature sexually and develop.



**Penis** - This is the shaft-shaped reproductive organ that hangs outside the male body. An organ that can help transport urine (wee) and sperm away from the body.

**Progesterone** - One of the female sex hormones that plays a part in regulating a girl's menstrual cycle.

**Pubic hair** - Hair which starts to grow around the genitals during puberty.

**Semen** - Contains sperm, the male reproductive agent, produced in their millions every day from puberty, in the testicles, and seminal fluid.

**Sex** - A term used to assign someone as generally male or female based on their genitals at birth (see **biological sex** for full definition)

**Sexual intercourse** - Sexual contact between individuals involving penetration, especially the insertion of a man's erect penis into a woman's vagina. If it occurs when the woman is ovulating (releasing an egg), it can lead to conception, where the sperm fertilises the egg.

**Sexual orientation** - who someone is attracted to, physically and emotionally attracted, e.g. a person of the opposite sex, a person of the same sex, both (bisexual), or all sexualities and genders (pansexual).

**Sexual Reproduction** - Occurs when a male sex cell (sperm) and the female sex cell (egg) join. This fusion of sex cells is called fertilisation. Sexual reproduction allows some of the genetic information from each parent to mix, producing offspring that resemble their parents, but are not identical to them. In this way, sexual reproduction leads to variety in the offspring. In humans this process may happen through sexual intercourse or IVF.

**Scrotum** - Sack or pouch which holds testicles. During puberty the scrotum becomes baggy, helping the testicles to hang away from the body. This helps to keep the temperature down, which allows sperm to be produced.

**Sperm duct** - Also known as 'Vas Deferens'. The job of these tubes is to carry sperm to the urethra before ejaculation.

**Spots** - See Acne.

**Sweat** - During puberty new sweat glands start to work, producing a distinct body odour. Washing every day with soap and water and changing clothes regularly becomes important.

**Tampon** - a compressed pad of cotton wool created into a plug that can be inserted into the body in the vaginal passage by the girl or woman to soak up the period blood before it leaves the body in order to protect her clothes and to allow her to go swimming during her period, if she chooses.

**Testicles** - Are held in the scrotum (sack/ball bag) found below the penis and which produce millions of sperm every day.

**Testosterone** - The male sex hormone. During puberty, rising levels of testosterone encourage the growth of the testicles, penis, and pubic hair. The voice begins to deepen, and muscles and body hair grow.

**Urethra** - The tube which runs from the bladder to the outside of the body, either through the penis or to an opening above the entrance to the vagina. It also carries sperm to the penis.

**Urinary opening** - Opening of the urethra, a separate opening from the vagina (lying above it), where urine (wee) comes out.

**Uterus** - A fertilised egg (one that has joined a sperm) embeds itself into the lining of the uterus and grows into a baby. If this doesn't happen the lining of the uterus comes away as part of a period and renews itself for the next month.

**Vagina** - The opening of the reproductive part of the girl's body (the passage which leads to the womb). This is also the passage through which the penis enters during sexual intercourse and where tampons and Mooncups or menstrual cups are placed during menstruation.

**Voice** - For boys, puberty brings changes to the voice box. Voices 'drop' and become deeper. This happens as the larynx (voice box) grows and this makes voices deeper. Voice sometimes comes out as a squeak when the muscles of the larynx go out of control for a moment. Girls may also notice a change in their voice too, as their voice box grows.

**Vulva** - Vulva refers to the external parts of the girl's genitals which are visible. This includes the clitoris, two sets of lips- the inner and the outer (also known as labia), the urethra (wee hole) and the entrance to the vagina.

**Wet dreams** - A nocturnal emission, informally known as a wet dream, is a spontaneous orgasm during sleep that includes ejaculation for a male, or vaginal wetness or an orgasm (or both) for a female. This is normally associated with boys during puberty but girls can experience them too. Sometimes boys will notice a wet stain in their pyjamas or on their sheets, whereas girls will notice increased vaginal wetness.

**Womb** - (See uterus)