



# **PENPOL SCHOOL**

## **Relationships and Sex Education**

**Reviewed: Spring 2021**

**Next Review Date: Autumn 2022**

## **Rationale**

At Penpol Primary School, we understand the importance of educating pupils about sex and relationships, in order for pupils to make responsible and well-informed decisions in their lives.

The DfE's guidance, 'Sex and Relationship Education Guidance', defines this programme as: "Learning about physical, moral and emotional development; understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and health."

The programme will be taught objectively and does not intend to promote any form of sexual orientation and gender-specifics.

## **Aims:**

**At Penpol, the sex education and relationship programme is an opportunity for pupils to:**

- Develop an understanding of sex, sexuality and relationships.
- Develop a range of appropriate personal skills.

The aims will be achieved through developing an understanding of:

- A range of values and moral issues including the importance of family life.
- The biological facts related to human growth and development, including reproduction.
- The importance of healthy relationships.

## **Legislation**

This policy will be compliant with the following guidance:

- DfE 'Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance' 2019 (Updated 2020)
- DfE 'Science programmes of study: key stages 1 and 2' 2013 (Updated 2015)

## **Organisation of the programme**

The sex and relationship education programme will be developed in conjunction with the views of teachers, pupils and parents by the PSHE coordinator, in accordance with DfE recommendations. As of September 2020, all primary aged children will be taught Relationships and Health Education which is compulsory. In our primary school, we have chosen to support this with Sex Education, following the DfE guidance. For more information, visit [this site](#). The majority of the programme will be delivered through the personal, social, health and economic (PSHE) education, with statutory aspects taught via the science curriculum. At

key stage 1 and key stage 2, the topics are broken down into specific areas that will be taught appropriate to pupils' ages.

Elements of the topics for key stage 1 and 2 are statutory in accordance with the [science national curriculum](#) and therefore must be taught

## Content taught by year

### Key Stage One

#### Year 1:

- **Pupils learn about their bodies and boundaries. Pupils:**
  - Understand and learn the PANTS rules
  - Name body parts and know which parts should be private
  - Know the difference between appropriate and inappropriate touch
  - Understand that I have the right to say "no" to unwanted touch
  - Start thinking about who I trust and who I can ask for help

#### Year 2:

- **Pupils learn to respect uniqueness of themselves and others. Pupils:**
  - Explain what special and unique means
  - Describe their own special and unique characteristics (this could include recognising different genders)
  - Explain how we respect the special and unique characteristics of others
- **Pupils learn about the biological differences between male and female animals and their role in the life cycle. Pupils:**
  - know that female mammals give birth and nurse their young
  - can describe the biological differences between male and female
  - understand that the creation of life requires a male and female

## **Key stage Two**

### **Year 5:**

- **Pupils learn about the changes that occur during puberty.**

#### **Pupils:**

- Define what puberty means
- Understand that everyone will experience puberty differently
- Identify key changes which happen during puberty
- Understand what menstruation is
- Understand where to go for help and support around puberty and their bodies

- **Pupils learn about the way we grow and change throughout the human life cycle.**

#### **Pupils:**

- Correctly identify parts of external genitalia and internal reproductive organs
- Understand that everyone's bodies are different and we should respect this
- Describe key facts about reproduction and pregnancy
- Know where to ask for help with questions about their bodies

### **Year 6**

- **Pupils learn about different types of relationships.**

#### **Pupils:**

- Identify the shared characteristics of healthy family life
- Explain different types of romantic relationships
- Identify why some people chose to marry or have a civil partnership
- Identify different family structures and the similarities between these families
- Explain how to get support if a family relationship is making me feel unhappy or unsafe

- **Pupils learn about healthy and harmful relationships.**

#### **Pupils:**

- Identify on/ offline bullying and how to manage this
- Identify some harmful behaviours in a relationship
- Explain what forced marriage is and how to get support
- Define stereotype and discrimination and some strategies to challenge this
- Understand where to go for help or support with harmful behaviour

- **Pupils learn about keeping their bodies safe.**

**Pupils:**

- Define safe and unsafe
- Identify which parts of the body are private
- Define inappropriate or unwanted touch
- Recognise the right of each individual to decide who can touch their body, where and in what way
- Identify places and people who can offer help if we are feeling unsafe

- **Pupils learn more about keeping their bodies safe.**

**Pupils:**

- Recognise the right of each individual to decide who can touch their body, where, and in what way
- Can explain consent
- Recognise the importance of permission seeking/giving behaviour, and how this can be communicated
- Identify places and people who can offer help if we are feeling unsafe
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## **Training of staff**

All staff members at the school will undergo training on a yearly basis to ensure they are up-to date with the sex and relationship education programme.

Training of staff will also be scheduled around any updated guidance on the programme and any new developments which may need to be addressed in relation to the programme.