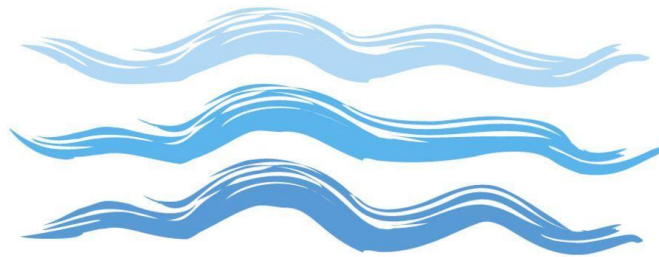


PSHE and RSE Policy

Dee Point
Primary School



Delegate Function: FGB
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This policy/document was reviewed by:-

Signed.....

Date:

Position.....

Signed.....

Date:

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The next revision date is:

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Personal, Social, Health, Economic Education (PSHE) and Relationships and Sex Education (RSE) Policy

Introduction

We believe our PSHE & RSE curriculum lays the foundations for lifelong learning, ensuring the personal, physical, moral and emotional development of our pupils. It should teach children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices. It is designed to complement and enhance our trauma-informed, therapeutic ethos and help children to manage their emotional wellbeing and develop resilience.

Through our PSHE and RSE programme, we aim to provide children with the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. In providing children with an understanding of healthy and respectful relationships and appropriate boundaries, we consider effective RSE to be a fundamental part of our approach to supporting pupils to grow into confident, caring, responsible and respectful young citizens.

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017. We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum. In teaching RSE, we must have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010).

This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

At Dee Point Primary School, we fulfil our statutory duty and beyond by teaching PSHE and RSE as set out in this policy.

How this policy was developed

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy and submit views online

4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

Requirements on schools in law

From 2020, it will be statutory for schools to deliver Relationships Education in primary schools, and are encouraged by the Department of Education to deliver Sex Education. Sex education should ensure that both boys and girls are prepared for the changes adolescence brings and how a baby is conceived and born – drawing on knowledge of the human life cycle set out in the National Curriculum for science. Health Education, which will also be made statutory from 2020, covers the key facts about puberty and the changing adolescent body.

Definition

What is Personal, Social, Health and Economic Education?

PSHE (personal, social, health and economic) education is a school curriculum subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. PSHE education helps pupils to stay healthy, safe and prepared for life – and work – in modern Britain. PSHE also helps pupils to achieve their academic potential.

The school's PSHE provision supports the school's aims of developing confident citizens and successful learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture.

What is Relationships and Sex Education?

Sex Education:

Coram define Sex Education as teaching children how human reproduction occurs, including how a baby is conceived and born. This draws on knowledge of the human life cycle set out in the national curriculum for science. It is essential to note that RSE is not about the promotion of sexual activity.

We have outlined the specific non-statutory Sex Education content that falls outside of Science in appendix 1. This includes human sexual intercourse, prevention of pregnancy, IVF and HIV. We have also provided clarification of related elements (e.g. the physical changes associated with puberty) within statutory Health Education (see appendix 1 for a detailed overview).

Relationships education:

The DFE states that this focuses specifically on the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family

relationships, and relationships with other children and adults. This includes sensitive and well-judged teaching about respecting others and their differences; ensuring their own safety in person and online; and healthy relationships, including boundaries.

PSHE & RSE Curriculum Aims and Intent

The aims of Personal, Social, Health and Economic Education (PSHE) at our school are to:

- Guide children to make informed choices and decisions by developing their self-esteem, confidence, self-awareness and knowledge;
- Encourage and support the development of social skills and social awareness;
- Enable pupils to make sense of their own personal and social experiences;
- Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
- Enable effective interpersonal relationships and develop a caring attitude towards others;
- Encourage a caring attitude towards and responsibility for the environment;
- Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
- Understand how society works and the laws, rights and responsibilities involved.

We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners.

The aims of Relationships, Sex and Health education (RSE) at our school are to:

- Provide a consistent standard of RSE across the school
- Help pupils develop feelings of self-respect, confidence and empathy
- Promote responsible behaviour
- Create a positive culture of communication around issues of relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Give pupils an understanding of reproduction and sexual development
- Ensure that all pupils, by the time they reach secondary school age, are well equipped and on an equal footing, to deal with the secondary RSHE curriculum.
- To provide all pupils with knowledge, skills, and attitudes that will enable them to make positive and healthy choices concerning relationships as they grow up and deal with risk.
- Combat exploitation.

These aims complement those of the Science curriculum in KS1 and KS2.

Intent

On the next page is an overview of the knowledge and skills to be gained at each stage across KS1 and KS2. Our PSHE and RSE is taught using a spiral curriculum, meaning topics will be revisited during a child's journey through the school. This will deepen knowledge and ensure clear progression in knowledge, attitudes and values, and skills at each stage.

	1 Me and my Relationships	2 Valuing Difference	3 Keeping Myself Safe	4 Rights and Responsibilities	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping my body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages Girls and boys – similarities and difference
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
Y3	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage
Y5	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights and responsibilities Rights and responsibilities relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking responsibility Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body Image Sex education *non statutory* Self-esteem

Implementation of PSHE and RSE

Our PSHE and RSE curriculum uses the Coram SCARF long and medium planning. SCARF provides a comprehensive spiral curriculum for PSHE education, including mental health and wellbeing.

Using SCARF across all age groups will ensure progression in knowledge, attitudes and values, and skills – including the key skills of social and emotional learning, known to improve outcomes for children.

Teaching and learning

At Dee Point, we use a range of teaching and learning styles with an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. PSHE will be taught in a variety of ways, to reflect the age and needs of the pupils and ensure a whole school approach to the subject.

In all classes across school:

- We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events etc.
- We offer children the opportunity to hear visiting speakers, such as health workers, police, fire service and representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive community.
- At playtimes and lunchtimes opportunities exist for playing co-operatively using play equipment such as the Scrap Store Play Pod.
- Where appropriate, pupils will record or investigate their work using a variety of mediums including books, internet research, film clips, specific adults e.g. medical agencies, police service, fire service etc. This encourages children to develop enquiry skills and assists in equipping them for adult life.
- Throughout the PSHE/RSE curriculum, children will have opportunities to explore issues connected with living in a multi-cultural society.
- Our Celebration Assembly celebrates personal achievement and rewards thoughtful, caring behaviour.

In KS1 and KS2:

- There will be a timetabled specific PSHE/RSE lesson weekly. During these sessions, pupils regularly work with learning partners or in groups, facilitating respect, cooperation, fairness, sharing and negotiation. Through circle time and discussions, pupils are also encouraged to participate in discussion to resolve conflicts or set agreed classroom rules or behaviour.
- Much of the curriculum is delivered through oral and practical activities such as games, challenges and discussion.
- Opportunities will be found within other curriculum areas to make links to the PSHE/RSE curriculum and avoid repetition of content. For example: role-play, debate and discussion in literacy; improving health in PE; environmental, health, drug issues in science and beliefs, values and practices in RE.

Early Years Foundation Stage

Personal, Social and Emotional Education is one of the three Prime Areas and we teach PSHE and RSE as an integral part of the topic work covered during the year. All areas of learning are important and inter-connected, but PSHE and RSE is vital for building their capacity to learn, form relationships and thrive.

The EYFS Framework states that personal, social, and emotional development supports children to:

- Develop a positive sense of themselves, and others
- Form positive relationships and develop respect for others
- Develop social skills and learn how to manage their feelings
- Understand appropriate behaviour in groups
- To have confidence in their own abilities

It also splits the Prime Area into 3 strands:

- Self-confidence and self-awareness
- Managing feelings and behaviour
- Making relationships

Children in our EYFS provision will also access the SCARF scheme of work through small group, focused teaching sessions. Children will then be able to engage with carefully prepared resources and activities in the environment that allow them to practise and apply their learning independently.

Special Educational Needs:

As a school committed to life-long learning we believe that education for our students includes not only the subjects of the national curriculum, but more importantly communication, life and social skills. This is especially important for our children with special educational needs. Currently, we have 2 CMLD resource provisions within school, as well as a higher than average number of children with SEND or an Education Health and Care Plan (EHCP). We aim therefore, to teach the students the skills necessary for self-care and living that others may take for granted. We want our students to become successful members of the wider community and actively promote inclusive educational opportunities for students from our school.

This includes ensuring that there is a close partnership between the wider community and ourselves. Teaching and resources will be differentiated as appropriate to meet the needs of individual pupils in order to support them in making choices and keep safe whilst building positive relationships in school, home and the community.

When approaching sex education with children with SEND, we apply a personalised approach to ensure that their needs are best met. We acknowledge that children with SEND may not have the cognitive ability to access some of the SCARF lesson content as it is originally planned, but it is also essential to recognise that the children's bodies will still be developing in line with their age. They need information to help keep them safe and to also help them to understand why and how their bodies will develop. As a result, we ensure that the statutory requirements are taught to all children by the end of y6 in a developmentally appropriate, inclusive and accessible way.

To meet the specific needs of our pupils with SEND, we draw upon advice and resources from appropriate professionals such as the CWAC Autism Advisory Service, Outreach support from specialist provisions, MENCAP and published guidance from NASEN. We follow the following principals:

- Start where the child is at and be learner led
- Create a safe and familiar learning environment
- 'Chunk up' knowledge into small parts
- Use distancing techniques – keep it impersonal
- Never assume a child's existing knowledge
- Use a range of teaching techniques and topics based on cognition, interests and understanding (e.g. PECS symbols, Makaton, comic strips, social stories, increased visuals, role play)

- Assess demonstration of skills over recall of facts
- Be a role model of the desired behaviour times e.g. showing consent, boundaries and privacy.

Safe Learning Environment:

We believe it is important that PSHE and RSE is delivered by the classroom staff in conjunction with parents/carers as it highlights that they can speak openly and ask questions about sensitive topics without the need for embarrassment or shame. As our teaching and support staff cover all other aspects of the curriculum, we believe it is important that all staff are able to deliver this material to their class also. Furthermore, our classroom staff know our children. This means they are more likely to be aware of any additional needs, support or particularly sensitive topics that may make a child in their class vulnerable due to some of the sensitive nature of the topic. We believe this makes them ideally placed to deliver the material sensitively to all children in their class.

We do not separate our classes into girls and boys for any part of the programme, including lessons around puberty. We believe it is important for both girls and boys to learn about each other's bodies, changes and experiences. By keeping children together in mixed groups, children will learn to talk openly without embarrassment in front of each other and we can foster a better understanding, break down gender stereotypes and build positive relationships and respect for each other, regardless of gender. This means that all children are included without feeling vulnerable

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

As well as anticipating topics that require sensitivity based on individual circumstances, staff also implement ground rules to ensure a safe environment.

Examples could include:

- Respect privacy. We can discuss examples but do not use names or descriptions that identify anyone, including ourselves.
- Listen to others. It is okay to disagree with each other, but we should listen properly before making assumptions or deciding how to respond. When disagreeing, challenge the statement not the person.
- No judgement. We can explore beliefs and misunderstandings about a topic without fear of being judged.
- Choose level of participation. Everyone has the right to choose not to answer a question or join discussion. We never put anyone 'on the spot' (no personal questions or pressure to answer).

In addition to these ground rules, staff plan for potentially challenging questions that may arise during a lesson. Children are naturally curious and we welcome their questions. Staff use the SCARF resources to ensure they are well-informed on the lesson content so that children's questions can be answered effectively and accurately as long as they are appropriate. Inappropriate questions, or questions that indicate a safeguarding concern will be dealt with in accordance with our safeguarding procedures in school. Where staff may want to think more carefully about a response, they are encouraged to share with the children that they may need to get more information before responding. This is viewed as a good opportunity to model to children that we may not know all the answers and that there is nothing wrong with ensuring you have all the facts before answering a question.

Staff will also teach children using distancing techniques and encourage them to do the same by depersonalising the situations under discussion. For example, staff and pupils could approach discussion and exploration through role play, empathising with a character from a story or responding to the actions of others in a historical event. This helps to remove any personal embarrassment and facilitates a level of confidentiality. An anonymous question box is also used to ensure children have their questions answered.

Safeguarding is at the heart of all we do and staff will ensure that any concerns are dealt with in line with our statutory duties and policies. We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

Sexual Orientation:

On average, about 5% of pupils will go on to define themselves as gay, lesbian or bi-sexual (GLB). Students may also have GLB parents/carers, brothers or sisters, other family members and/or friends.

If we are to avoid stigmatisation and promote inclusion, then children must be able to recognise themselves and their circumstances (such as having a family with two mums or two dads) in the lessons they are being taught. They can then see their own lived experiences validated and valued. We have a responsibility to normalise the diverse range of trusted people in children's lives.

In England, teaching about gender identity is a statutory requirement (section 75) and falls within the End of Primary School Statements of *Respectful Relationships*. It is clear that children develop ideas about what it is to be a boy or a girl from the messages they pick up from the world around them. It is therefore important that children are provided with opportunities within RSE to explore, discuss and challenge these messages so they feel free to express themselves in a way that feels authentic to them, in order to fulfil their true potential.

Parental concerns and withdrawal of students:

We are proud of the active partnership between parents/carers and Dee Point Primary school. The views of parents and carers have been sought in the development of this policy and we always ensure clear communication by writing to parents when sensitive topics are taught. This is not only for the teaching of sex education where parents can exercise their right to withdrawal, but crucially it is to ensure that the dialogue around RSE topics can be continued at home.

Support and clarification for parents is available in a variety of formats. We write to all parents/carers before topics are covered and signpost to resources available on the school website. We have open lines of communication and encourage email and telephone correspondence with any questions or concerns over the content of our sex education. Furthermore, we ensure that members of the SLT and pastoral team are available daily to greet parents and provide opportunities to meet and discuss concerns with staff, clarifying the content of lessons as needed and sign post to more information.

What are parents' rights in regards to requesting that their child be withdrawn from Sex Education (from 2020)?

Parents can request that their child is withdrawn from lessons that include non-statutory Sex Education. As outlined in appendix 1, this includes a series of lessons in year 6 where sexual intercourse and reproduction is covered. Parents/carers are routinely offered the chance to withdraw their child from non-statutory sex

education at the start of each academic year. This allows us ample time to ensure that parents/carers' requests are understood.

Additionally, we write to parents/carers with an outline of the non-statutory content in the weeks prior to the unit of work starting. This is an additional time for them to discuss any questions or concerns with us and ensure we have fully informed consent to teach sex education. We actively encourage and invite parents/carers to contact us with any queries, not just to express a wish to withdraw, but to also ensure they are active partners in their child's education.

Either the subject leads for RSE or a member of SLT will discuss a request to withdraw with the parent/carer to gain a full understanding of their wishes and avoid ambiguity. Staff will also clarify the nature and purpose of the curriculum, including the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. Once we have clarified the exact details of what the parents/carers would like to withdraw their child from, their wishes will be respected and adhered to fully following this discussion.

PSHE & RSE Curriculum Impact – Monitoring and Evaluation

Due to the nature of PSHE and RSE, much of the work covered by pupils is practical or heavily based in discussion. As a result, work is recorded via photographs or observations on the SeeSaw app. Pupil voice is gathered during subject leader monitoring to evaluate impact of teaching and cross-referenced with the units taught by teachers at this point in the year. In Summer Term 2023, we will be starting to roll out pre and post unit assessments to further support our ongoing monitoring and evaluation of the subjects.

This policy will be reviewed by PSHE and RSE leads yearly in light of ongoing monitoring and any changes made at a policy level that is relevant to the teaching of PSHE and RSE.

Sources of Further Information

This policy has drawn on:

- DfES 'Sex and Relationship Education Guidance' (2000)
- Brook, Sex Education Forum and PSHE Association 'Sex and Relationships Education (SRE) for the 21st Century' - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) (2011)
- DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance (July 2019)

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

- Schools own Safeguarding (inc. responding to disclosures)
- Schools own Anti-bullying
- Schools Equality, diversity and inclusion policy
- DfE Keeping children safe in education (2018)

Useful resources

Coram Life Education Online Teaching and Learning Training Film Clips and RSE Guidance Document: supports schools in organising and delivering RSE with confidence. Available as part of the SCARF online comprehensive Relationships Education and Health Education curriculum resources:

<https://www.coramlifeeducation.org.uk/scarf/lesson-plans/relationships-education--teacher-resources-guidance-documents-and-training-films> (password protected).

PSHE Association RSE Policy Guidance

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/writing-your-rse-policy-guidance-pshe-association> (members only)

The Sex Education Forum RSE Policy Guidance

<https://www.sexeducationforum.org.uk/resources/advice-guidance/sre-policy-guidance>

The Sex Education Forum have also provided a free resource to assist you in consulting pupils, parents and staff to inform you about what changes need to be made to your RSE policy and practice. 'Activities for consulting about your school sex and relationships policy'.

<https://www.sexeducationforum.org.uk/sites/default/files/field/attachment/Consultation%20activities%20-%20SRE%20policy%20-%20Sept%202014.pdf>

Understanding Normative Sexual Development & Behaviour | Virtual Lab School:

In order to understand child and youth sexual behaviour challenges (cautionary and problematic), you must first have foundational knowledge of normative sexual development and behaviour. In this website you will review common examples of normative sexual behaviour and learn how to respond in the moment and after the fact. Also, you will read suggestions for ways programs can promote healthy sexual development and prevent sexual behaviour challenges.

<https://www.virtuallabschool.org/focused-topics/sexual-development-and-behavior-in-children-and-youth/lesson-2>

Relationships and Sex Education (RSE) appendix 1

Although The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019 made Relationship Education compulsory in all primary schools and parents are unable to withdraw their child from this; sex education is currently not compulsory. However, the Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and maturity of the pupils. This appendix is set out to explain how and why RSE is taught at Dee Point Primary School.

Some aspects of RSE are taught in science, and others are taught as part of personal, social, health and economic education (PSHE). RSE gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

As set out in the guidance, it is up to individual schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. We, like many other schools, already choose to teach some aspects of sex education and will continue to do so.

We recognise that some parents may be uncomfortable with the thought of their children receiving sex education in primary school. Equally, we recognise it is completely natural for children to have questions about sex, their bodies and to be curious about where they came from. In the age of information where children in primary school have access to the internet through mobile technology, we believe it is better that children receive age appropriate answers from us rather than it being left to their peers or the internet.

In our school, sex education is an opportunity to answer children's questions about where they came from, an opportunity to explore their own stories and to be clear about how a baby is conceived and formed as set out in the human life cycle unit in the National Curriculum for science. Furthermore, it should ensure that all children are prepared for both the physical and emotional changes of puberty including menstruation. Children need to understand how both girls' and boys' bodies function and change as they grow into adults.

When are children taught about puberty?

We recognise that the onset of menstruation can be a confusing or distressing time for children if they are not prepared. As a school we acknowledge we have a responsibility to prepare children for menstruation and make adequate and sensitive arrangements to help children manage their period. Puberty is occurring earlier than ever before, and it is now not uncommon for children to start their periods whilst in primary school even in year 3 or 4. For this reason we deliver puberty lessons to all children in years 3, 4, 5 & 6. As part of RSE lessons, all children will be told about menstruation and there will be discussion of what periods are, explanation of other symptoms associated with periods, how they can be managed hygienically and sensitively. In addition to this, we discuss the emotional and physical changes people encounter during puberty. Including body odour, mood swings, hair growth, acne and growth spurts. The Coram Scarf programme

We believe that sex education should allow children a safe space to ask the questions they may have without shame or judgement. Evidence states that a graduated age appropriate spiral curriculum is the best way of preventing the topic of sex, reproduction and private body parts of becoming taboo and children from becoming embarrassed by the topic.

Naming parts of the body, including genitalia, comes under statutory Relationships Education, within the Being Safe unit; requirement number 7: 'How to report concerns or abuse, and the vocabulary and

confidence to do so', It also comes under National Curriculum Science where children are required to be able to name the external body parts and so is again statutory. It is an important aspect of safeguarding children against sexual abuse as it avoid ambiguity and supports them in identifying and reporting abuse.

When is sexual intercourse taught at Dee Point?

The DfE statutory guidance states (p. 23) the following in relation to Sex Education:

"The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals."

"It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born."

We therefore include sexual intercourse as well as IVF in our Year 6 'Making Babies' lesson, to help children understand how babies are conceived, particularly before they transition to secondary school to support the pupils' ongoing emotional and physical development effectively, as stated by the DfE. Condoms are also included in this lesson to help pupils understand that pregnancy can be avoided and does not always have to be a consequence of sexual intercourse.

We also believe this to be a safeguarding issue, as children starting secondary school will be mixing with 16 year olds and possibly 18 year olds who will legally be able to have sex – and so by providing sex education in Year 6 we are laying the foundations to further sex education in secondary school, as well as helping children to identify what sexual intercourse is and its potential consequences (pregnancy), and how to avoid it, should anyone be trying to coerce them to engage in sexual activity.

Are children taught about masturbation?

Coram SCARF believe that masturbation would come under the statutory requirements to teach Changing Adolescent Body under Health education, where the DfE state that children should know:

"key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes."

Coram define menstruation, wet dreams and masturbation (all parts of puberty) as falling within Health Education (under the Changing Adolescent Body section) not Sex Education, and therefore part of the statutory requirements.

We believe masturbation to be a physical and emotional change, where sexual development includes not just the genitals developing but feelings associated with ourselves, and others, change too. In SCARF we have two lessons that include masturbation. It is included in the context of puberty changes for boys and explains that they may want to start touching their genitals for pleasure and that it is normal if they do, and normal if they don't.

We also add a teaching note to acknowledge that the film clip used currently only references masturbation for boys. To ensure our RSE is based on equality, we encourage teachers to consider explaining to the children that masturbation or an increased desire to touch yourself for pleasure is a private activity that everyone can choose to do, and to again point out that it is normal if you don't do it, and normal if you do, as long as it is done in private, e.g. bedroom or bathroom.

The reason why we first start talking about masturbation in year 4 is that we know that children can begin to get more curious about sex from the age of 9. This is supported by the NSPCC which has written an article on healthy sexual development where it states:

“During these ages (9-13), children begin to get more curious about sex and relationships. They may start to be attracted to other people. Examples of typical sexual behaviour during this stage are...

...masturbating in private (National Sexual Violence Resource Centre, 2013; NCTSN, 2009; SECASA, 2017; Stop It Now, 2007; Stop It Now, 2020; Virtual Lab School, 2021).”

All children go through phases of sexual development. As children grow, so does their understanding of what is sexual, and we must remember not to sexualize, or place unnecessary sexual meaning, on behaviours we observe in children. An infant who touches their genitals learns that when they move and touch their body parts, they experience pleasurable sensations; this is an exploratory, normative sexual behaviour.

As we have mentioned above, once they reach puberty, they may have an increased desire to touch their genitals for pleasure. In our Year 5 lesson we explore a variety of feelings and emotions that may come up during puberty, and we reflect on and debunk the myth that masturbation is harmful to help reduce the shame, stigma - and related risks to mental health - a child might feel if they are developing an interest in touching themselves in this way. In line with statutory requirements, we also acknowledge that there are different opinions and beliefs about it too. Just like every other part of growing up, some children mature sooner or later than others.

Teaching children about this change so that they are prepared for puberty and the changes it brings, leads to better mental health and confidence and is supported by the statutory guidance which states puberty should be covered in Health Education and should be addressed before onset so, as far as possible, pupils are prepared in advance for changes they will experience.