

Queen Mary Avenue Infant and Nursery School



Relationships and Sex Education Policy

Summer 2021

Policy Status: Non-statutory

Review Frequency: Free to Determine by Governors – Every three years

Approval Required by: Governor and or Headteacher



Respect – Hard Work – Pride – Kindness – Honesty

Dream Big Shine Bright

We believe that everyone can succeed and achieve their dreams.

We value and nurture each child's unique talents so that they can 'shine bright'.

Introduction

Queen Mary Avenue Infant and Nursery School offer a broad and balanced curriculum, that aims to meet the needs of every child and provides the opportunities for children to achieve their full potential in all areas of their development. This includes promoting the spiritual, moral, social and cultural development of our pupils and preparing them for the opportunities, responsibilities and experiences of later life. RSE is lifelong learning about physical, moral and emotional development and the understanding of the importance of loving and caring relationships. RSE is part of our PSHE curriculum.

Aims

- To provide knowledge and information at an age appropriate level.
- To raise pupils' self-esteem and confidence, especially in their relationships with others.
- To help pupils to develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- Providing an inclusive learning environment which is safe and empowering for everyone
- To provide the confidence to be participating members of society and to value themselves and others.
- To develop skills for a healthy and safe lifestyle.
- To respect and care for their bodies.
- Teaching non-biased, accurate and factual information that is positively inclusive.
- Developing character skills to support healthy and safe relationships, ensure comfortable communication about emotions, bodies and relationships using appropriate terminology.
- Promoting awareness of differing attitudes and views presented through society, the media and peers to enable the nurturing of personal values based on respect.
- Ensuring pupils are informed of their rights, including the legal framework and how to access confidential help to keep themselves and others safe.

The teaching of Relationships and Sex Education (RSE) in primary education is not compulsory.

This is with the exception of the [national curriculum for Science](#) in which statutory subject content includes teaching children about the main external parts of the body, the human body as it grows from birth to old age, and reproduction in some plants and animals (see below).

Year 1	Year 2
Animals including humans	
- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. - Identify and name a variety of common animals that are carnivores, herbivores and omnivores - Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) - Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	- Notice that animals, including humans, have offspring which grow into adults. - Find out and describe the basic needs of animals, including humans, for survival (water, food, air) - Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
Plants	
- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. - Identify and describe the basic structure of a variety of common flowering plants, including trees.	- Observe and describe how seeds and bulbs grow into mature plants - Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Right to Withdraw

Parents have the right to withdraw their child from some or all of Relationships and Sex Education (RSE) delivered as part of statutory RSE **but not** from Relationships Education or Health Education or indeed any statutory national curriculum subject such as Science.

All children are required to be taught the content outlined in Relationships Education, Health Education and the Science curriculum.

Relationships Education

Relationships Education teaches the fundamental building blocks of positive and safe relationships in regard to friendships, family relationships, relationships with other adults and children including online relationships.

Health Education

Health Education teaches children about physical health and mental well-being. It involves children understanding the benefits and importance of daily exercise, good nutrition, sufficient sleep, and the normal range of emotions that everyone experiences.

Relationships and Sex Education (RSE)

Relationships and Sex Education (RSE) should prepare boys and girls for the changes adolescence brings, drawing on knowledge of the human life cycle set out in the national curriculum for Science.

The Department for Education (DfE) recommends that primary schools should deliver Relationships and Sex Education according to the age and physical/emotional maturity levels of pupils.

RSE at Queen Mary Avenue Infant and Nursery School is taught through the national curriculum for Science and JIGSAW, the mindful approach to PSHE.

JIGSAW is our chosen programme of study at Queen Mary Avenue Infant and Nursery School for the teaching of Personal, Social, Health and Economic Education (PSHE) in Key Stage One (Year 1 and Year 2).

In Term 6, of the Summer Term (the period following the May half term), children in Key Stage One, will be taught Puzzle 6 - Changing Me. Within this puzzle are six lessons called Pieces that cover aspects of the national curriculum for Science in terms of life cycles and body parts (see below).

There is a specific piece (4. Boys' and Girls' Bodies) in which children are taught the correct terminology for private body parts.

Teaching children the correct terminology for private body parts is an important part of safeguarding children and keeping them safe from sexual abuse. It encourages them to understand their private body parts belong to them and should not be touched inappropriately by anyone.

The NSPCC have developed a wealth of resources on the [PANTS Underwear Rule](#) to help Parents/Carers keep their children safe from sexual abuse.

The teaching content and activities within Piece 4: Boys' and Girls' Bodies of the JIGSAW Changing Me Puzzle align with suggested activities from the NSPCC Pants Underwear Rule as well as elements of the Science curriculum with regard to naming body parts.

Activities for each Piece in the JIGSAW Changing Me Puzzle are shown in **bold**. Teaching content is shown in regular typeface.

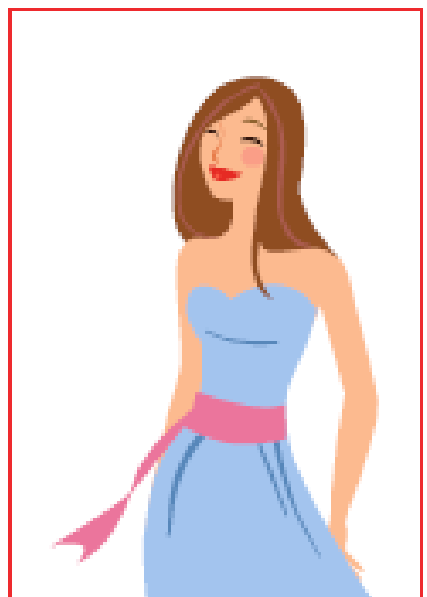
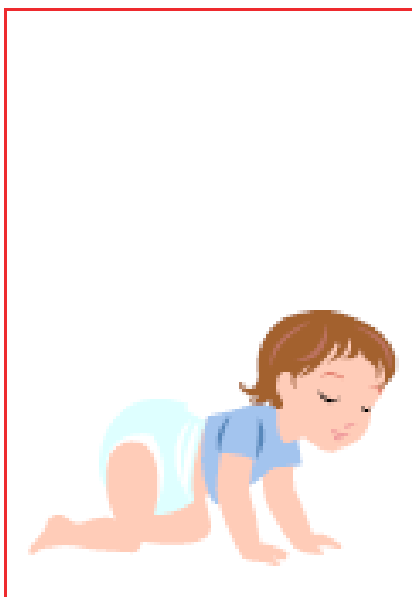
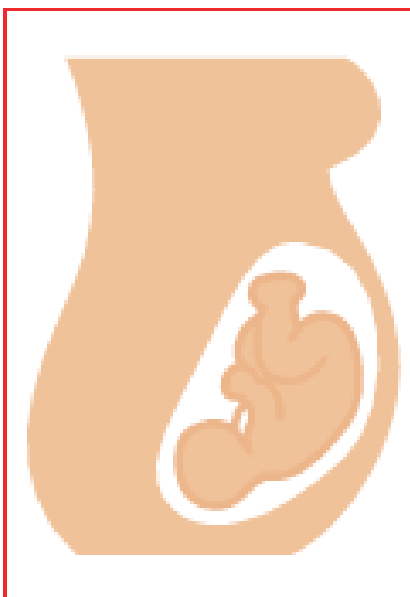
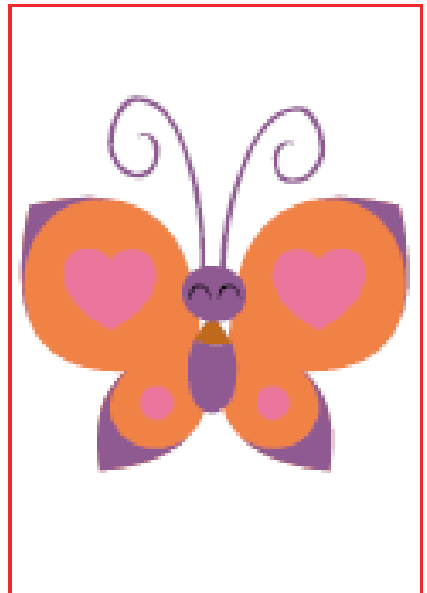
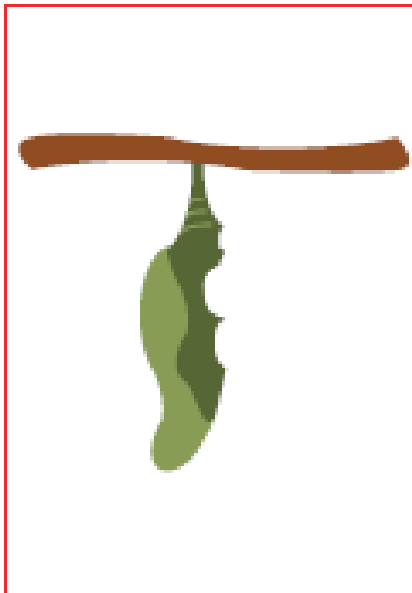
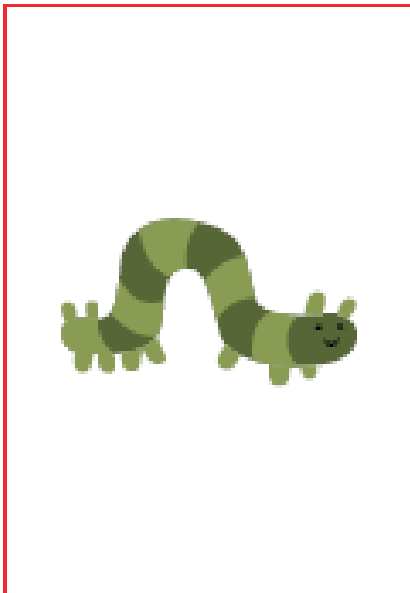
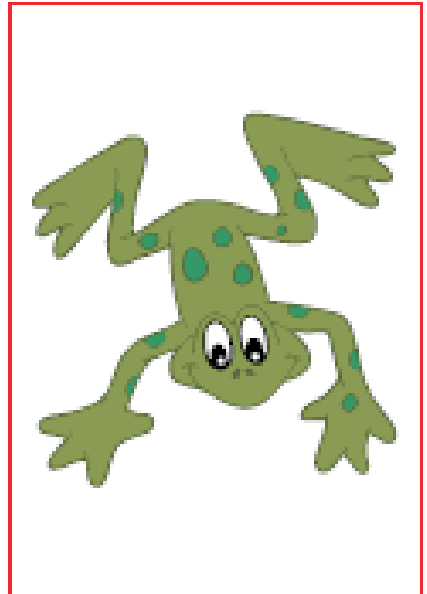
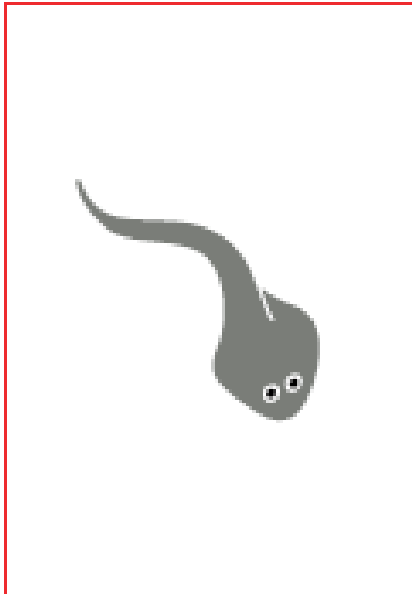
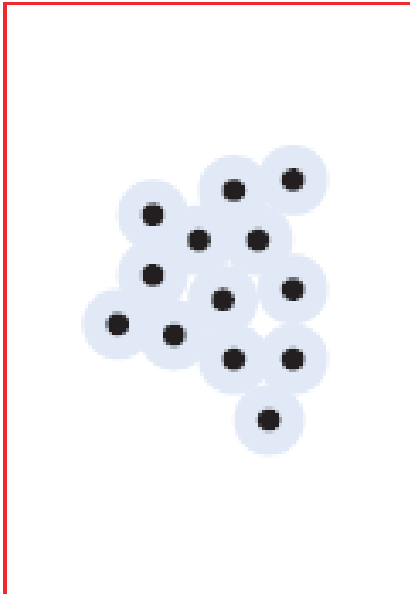
Accompanying resources for the teaching of this Piece can be found directly after the teaching sequences for each Year group.

Year 1 - JIGSAW Changing Me Puzzle, Piece 4 Boys' and Girls' bodies

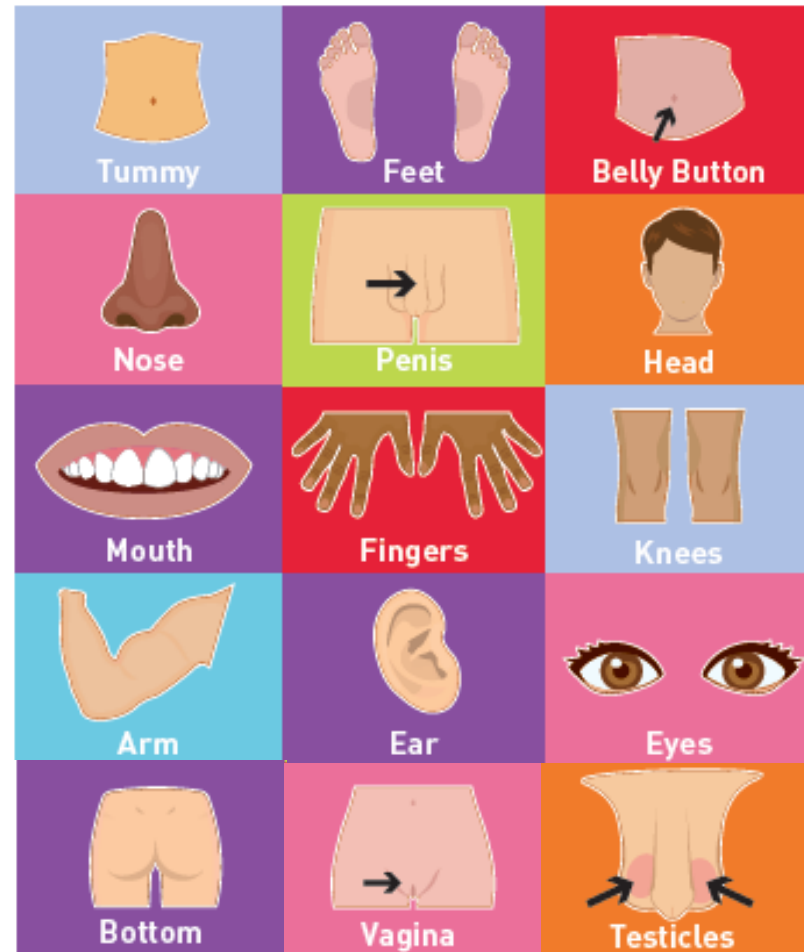
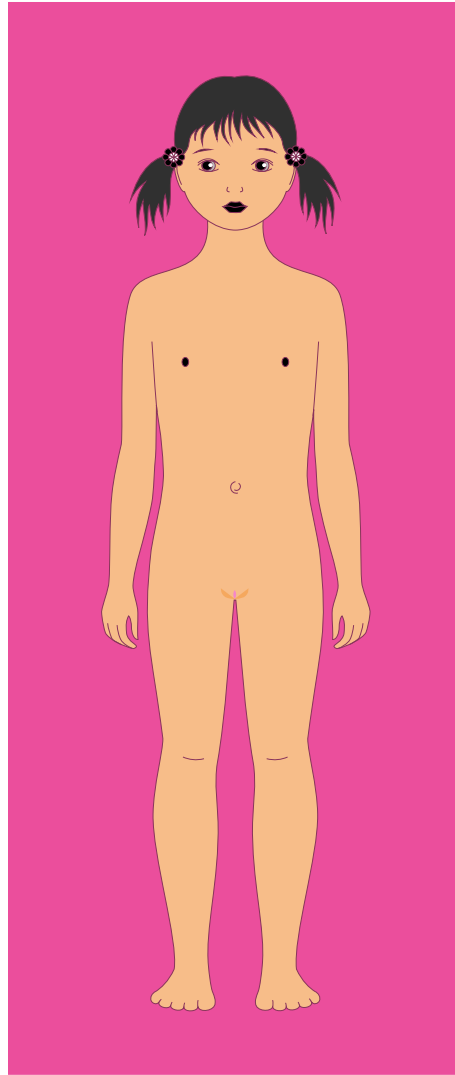
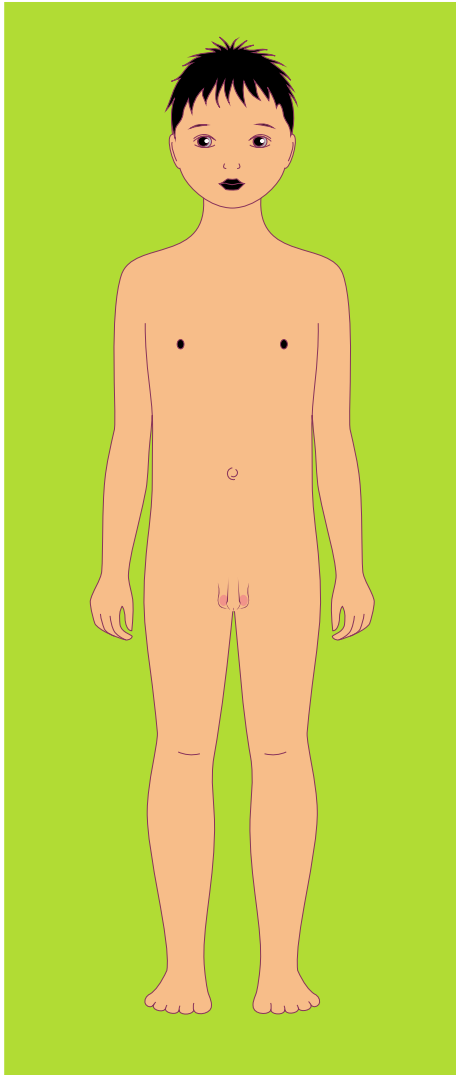
Piece	Learning Intention
1. Life Cycles	Introduce the concept of "life cycle" and explain this means growing from birth to adulthood. Place pictures from Frog, Butterfly, Human Life Cycles in the correct order to show stages of growth and development.

2. Changing Me	Use the life cycle cards to reinforce the idea that every living thing has a life cycle and grows from young/baby to fully grown/adult. Children to draw themselves in a concertina booklet as a baby, a toddler, and how they are now.
3. My Changing Body	Using class baby photos, establish that even though our bodies are growing and changing all the time we are still the same person. Draw or write some of the ways they have changed since they were a baby.
4. Boys' and Girls' Bodies	Discuss how boys and girls can look different and that one way is through private body parts. Show cartoon image of male/female body and ask children to name different parts of the body. Encourage children to use "family names" for private body parts and explain at School we will use the proper names of body parts. Teach children correct terminology of vagina, penis, testicles, and anus. Reinforce that private parts are; • the areas covered by underwear/swimwear, • they are special, • they belong to them, • no one has the right to touch them without their permission. • Nobody should do anything to them which hurts them or makes them feel scared Talk about what they should do if they feel hurt or scared and who they should tell/where they should go for help. Sort pictures of body parts into overlapping hoops marked male, female, both.
5. Learning and Growing	Use the picture cards of growing children to reinforce that as we physically grow, we also learn to do more things. Share ideas about what they have learnt to do through the "Let's be Flowers" game.
6. Coping with Change	Discuss change events and talk about how they might cope and strategies to help them manage their feelings. Draw a change they have experienced and write about how this made them feel.

Piece 1 – Life Cycles



Piece 4 - Boys' and Girls' Bodies

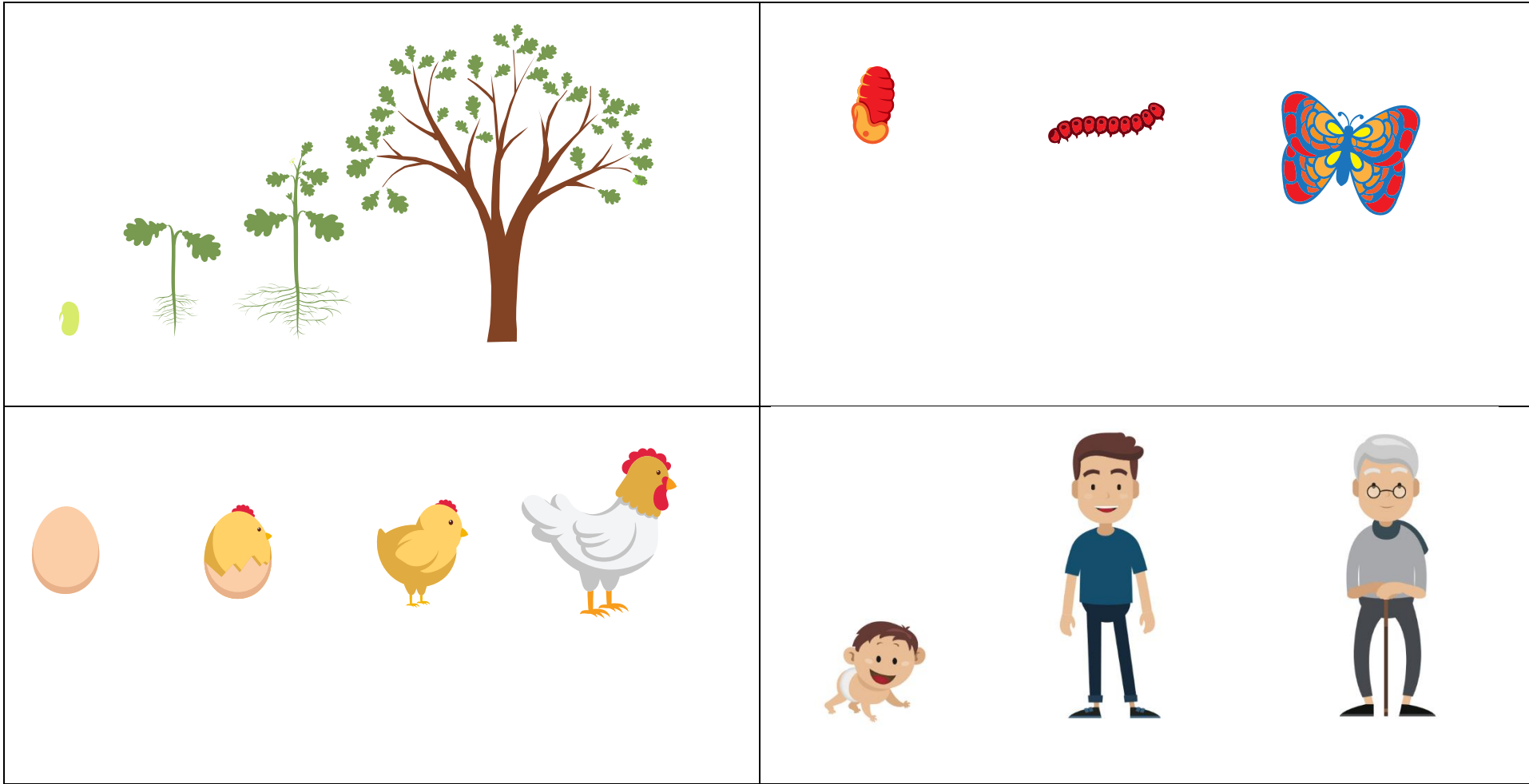


Year 2 - JIGSAW Changing Me Puzzle, Piece 4 Boys' and Girls' bodies

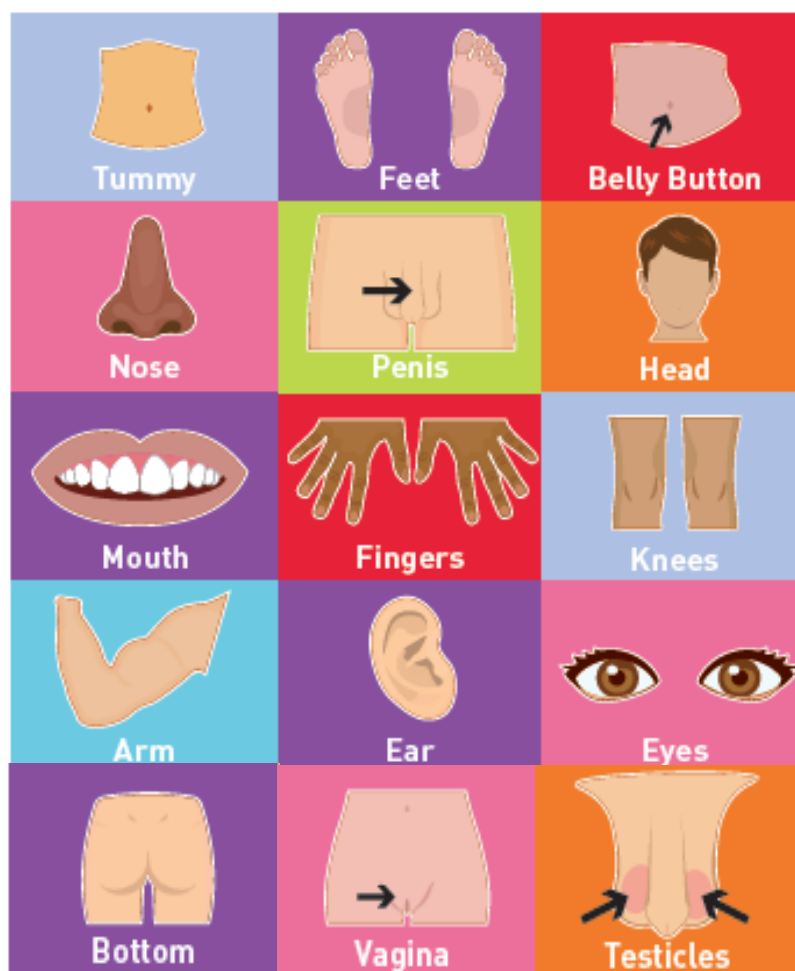
Piece	Learning Intention
1. Life Cycles in Nature	Look at seasonal changes and lifecycles. Discuss change and how our bodies might change as we grow, reinforcing that things around us do change but it is OK. Choose a lifecycle to draw, label and write about.
2. Growing from Young to Old	Use the lifecycle pictures of a human to discuss changes that happen to an elderly person. Reinforce change is a natural process that we have no control over. Draw a picture of an old person who is special to them and write two things they admire about that person.
3. The Changing Me	Explore items from a bag that show growing up from a baby to an adult. Explain "growing up" for humans takes longer than most living things but as we grow we learn and are able to do more things. Complete a timeline of things they could/will be able to do at each stage of life.
4. Boys' and Girls' Bodies	Discuss the different things boys and girls do. Show two child-size outlines and discuss if we can tell whether they are boys or girls. Use body parts cards and place correctly on the outlines (<i>this will teach children the correct terminology of vagina, penis, testicles, and anus</i>). Establish we can now tell which outline is which from the body parts. Explain most boys are born with male body parts and most girls are born with female body parts. Place clothes including underwear on the outlines and discuss how clothes keep us warm, look nice but also keep private parts private. Discuss how clothes can sometimes help us see the difference between boys and girls. Share ideas of difference and explain these differences do not apply to all boys and girls (<i>This is an early introduction to gender stereotypes</i>). Draw a picture of themselves and write what they enjoy about being who they are (boy or girl).
5. Assertiveness	Explore items in a bag using sense of touch to establish that sometimes we may or may not like the feel of something and it is good to say what we think. Share poem "What About You?" and discuss touches they like and what they should do if they find a touch hurtful or frightening. Draw two types of touch they like eg hug.

6. Looking Ahead	Talk about how starting a new School Year is a big change. Discuss what they are looking forward to in the next School year. Draw or write one thing that... • They like about being who they are • They are looking forward to about getting older • They would like to change for themselves next year and how they will make it happen • They feel about getting older and changes
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Piece 1 - Lifecycles in Nature



Piece 4 – Boys' and Girls' Bodies



What about you?

I laugh when I am tickled

Do you?

I smile when I am hugged

Do you?

I chuckle when I feel a squeeze

And cry if I am pushed.

What about you?

I giggle when I am spun around

Do you?

I feel safe when I am cuddled

Do you?

I am soothed when my face is stroked and upset if I am pinched.

What about you?