

Broomfield House School
RELATIONSHIP AND SEX EDUCATION POLICY

This Policy, which applies to the whole school including the Early Years Foundation Stage (EYFS), is publicly available on the School website and upon request a copy, (which can be made available in large print or other accessible format if required), may be obtained from the School Office.

Legal Status:

- Complies with the Education (Independent School Standards) (England) (Amendment) Regulations currently in force.
- Sexual Offences Act 2003 (HM Government: 2003)
- Sexual violence and sexual harassment between children in schools and colleges (DfE: December 2017)

Applies to:

- Broomfield House School Including the Early Years Foundation Stage (EYFS)

Related documents:

- Personal Development Learning
- Personal, Social, Health Economic Education (PSHEE) and Citizenship
- Curriculum Policy
- School Ethos
- Child Protection Policy

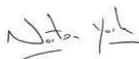
Availability

This policy is made available to parents, staff and pupils; upon request a copy may be obtained from the School Office.

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Head Teacher. The Proprietors (of whom one is also the Head Teacher) undertake an annual review of this policy and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require. We are awaiting revised guidance from the Department of Education on Relationships and Sex Education due for publication early 2018, which will then revise this policy.

Signed:



Mr Norton York
Headteacher and Proprietor

Elaine York
Proprietor

Last reviewed: Dec 2018
Next review: Dec 2019

What Is Sex and Relationship Education?

RSE is life-long learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

Principles and Values

In addition Broomfield House School believes that RSE should be:

- an integral part of the life long learning process, beginning in early childhood and continue into adult life;
- an entitlement for all young people;
- encouraging each pupil to contribute to our community and aim to support each other and they grow and learn;
- set within the wider school context and support family commitment and love, respect and affection, knowledge and openness;
- encouraging pupils and teachers to share and respect each other's views. The important values are love, respect and care for each other;
- generating an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment;
- recognising that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and pupils, consulting them about the way these topics are delivered.

Broomfield House School appreciates that the wider community has much to offer and aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers. Sex education is delivered by class teachers of both sexes who, over time, provide different perspectives from male and female points of view. Prior to sex education lessons commencing, a letter will be sent to parents asking for their consent and inviting them to view resources which accompany various units of work if they so wish. Our programme for Relationship and Sex Education includes content such as:

- healthy and respectful relationships;
- what respectful behaviour looks like;
- gender roles, stereotyping, equality;
- body confidence and self-esteem;
- different types of relationships, including friendships, family relationships and dealing with strangers;
- how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and how to manage conflict, and also how to recognise unhealthy relationships;
- healthy relationships and safety online;
- factual knowledge around sex, set firmly within the context of relationships and
- that sexual violence and sexual harassment is always wrong; and addressing cultures of sexual harassment.

We ensure that our students are aware of the dangers of these safeguarding issues and promote positive relationships based on mutual respect.

Specific Issues within RSE

Withdrawal

Parents/Carers have the right to withdraw their children from all or part of the sex and relationships education provided at Broomfield House School except for those parts included in statutory National Curriculum covered as part of our Schemes of Work. Those parents/carers wishing to exercise this right are invited in to School to explore any concerns and discuss the impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the RSE programme until the request for withdrawal has been removed.

Safeguarding and Child Protection

The school has a separate Safeguarding and Child Protection Policy. Effective RSE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns.

Disclosures

If a member of staff learns that an under 16 year old is sexually active or contemplating sexual activity the school will ensure that:

- The young person is persuaded to talk to their parent/carer;
- Child Protection issues are addressed;
- The young person receives adequate counseling and information.

Controversial and Sensitive Issues

Members of staff are aware that views around RSE related issues are varied. However, whilst personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own informed opinions but also respect others that may have a different opinion.

Dealing with Questions

Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly and can be addressed individually later. Broomfield House School believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Coordinator if they are concerned.

Sexual Identity and Sexual Orientation

Broomfield House School believes that RSE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively.

Sex and Relationship Education at Broomfield House School has three main elements:

Attitudes and Values

- learning the importance of values, individual conscience and moral choices
- learning the value of family life, stable and loving relationships and marriage
- learning about the nurture of children
- learning the value of respect, love and care
- exploring, considering and understanding moral dilemmas
- developing critical thinking as part of decision-making
- challenging myths, misconceptions and false assumptions about normal behaviour

Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively
- developing self-respect and empathy for others
- learning to make choices with an absence of prejudice
- developing an appreciation of the consequences of choices made
- managing conflict

Knowledge and Understanding:

Sex Education/Puberty

As part of our PSHE syllabus, we introduce Year 6 to the subject of puberty. Working in single sex groups, each group is given exactly the same information. The children therefore learn not only what is happening, or about to happen, to their own bodies, but also what is happening to the other sex. In this way we try to foster understanding of, and consideration towards, other people, boys **and** girls. We think, too, that asking questions is easier in a single sex group. The sessions are led by our Head and a member of the senior leadership team. We discuss the following aspects:

- The main sexual and reproductive parts of the body, using the correct terminology and understanding their functions.
- The main physical and emotional changes in puberty for boys and girls.
- The basic facts about menstruation.
- The different rates of change during puberty for different people.
- How to deal positively with concerns or questions about puberty and where to go for help if needed.

A question box is provided, following the lesson, for children to submit questions or concerns anonymously. The teachers then deal with any issues arising in an appropriate way.

We hope that, by working in small groups with their friends and led by teachers they know, the children will experience a positive and supportive introduction to this topic.

Prior to these sessions, a letter is sent to parents asking for consent for their children to attend (see Appendix below).

Resources:

QCA Sex and Relationship Education Unit 5: How the body works and changes in puberty
Usborne Facts of Life: Growing Up

Lesson Format based on Usborne's Understanding the Facts of Life

Introduction:

Growing up: We've been growing up since we were born: baby / child.
Child/ adult period of development called **adolescence**.

Adolescence: Lasts for several years, from 11-18, roughly.
Many changes both physical (body) and psychological (emotions).

Physical changes of adolescence are called **Puberty**:

We're going to look at these changes for both boys and girls so that people can understand both points of view.

Growing:

Growth spurt:

You grow taller fast, triggered by hormones made by glands in body.

As you grow taller, body shape changes too:

Girls: hips get broader (more room for baby to grow and be born).

Boys: develop broader shoulders, adding strength.

Voice changes:

Voice box (larynx) gets bigger, voice deeper.

Boys' voices go deeper because men develop larger larynxes.

Boys can be embarrassed during puberty because voice sometimes breaks into a squeak as the muscles of their larynx get out of control for moment.

Face changes:

Nose/ jaw become more prominent, hairline recedes.

Boys' faces alter more.

Muscles grow, become stronger.

Feeling gangly:

During a growth spurt, we don't grow at same rate all over: hands + feet first, then arms + legs, then rest of body. All gets into proportion ultimately.

What happens at puberty?

All sorts of changes start happening in body.

Why?

To enable you to start having children when you're older.

Important changes happen to your sex organs: they grow and develop, start producing the special sex cells from which babies made.

We are not aware of some changes because they're internal.

Others, external, are very obvious: picture page 8

Height increase.

Face alters.

Moustache and beard begin to grow.

Voice deeper.

Shoulders and chest get broader.

Hair begins to grow under arms.

Girls: Breasts develop and hips widen

Ovaries, inside abdomen, enlarge and develop.

Female sex cells called **ova** (egg cells) develop in ovaries.

Periods start.

Boys: Penis and testicles get bigger.

Male sex cells, called **sperm**, start being produced in testicles.

Pubic hair starts to grow

When does puberty start?

Age varies: nothing to worry about.

Average age: girls: 11 (any time between 8 and 15)

boys: 13 (10 and 16)

This large timespan means 2 people of same age can be very different: one may be finishing developing physically, before another has begun.

Sometimes causes embarrassment, but neither 'early' nor 'late' development is abnormal nor better or worse.

Age you reach puberty doesn't affect what you'll be like as an adult.

Whether your body matures slowly or quickly, early or later, it will continue the process until you are fully developed.

What determines the age you reach puberty is partly the characteristics inherited from parents, but also your size.

How puberty starts:

Changes start in brain, caused by chemical substances called hormones.

Brain increases levels of certain hormones and this makes body start producing the sex cells: **ova** or **sperm**.

Hair Growth

When we reach puberty, hair grows on various parts of body.

This is triggered by sex hormones.

Pubic hair, in area of external sex organs, or genitals.

Underarm hair, year or two after pubic hair starts to grow.

Longer hair grows on arms and legs.

Men also sometimes grow hair on chests, shoulders, abdomen, hands and feet.

Beards: usually one of last changes to boys; hair grows on upper lip, then cheeks, then chin.

Soft at first, then coarser.

Shaving: talk to your parents for advice how / when to start shaving.

Nb: women often like to remove underarm and leg hair; talk to your mother for advice.

Girls

Breasts

One of main changes for girls,

Hormone oestrogen, produced by ovaries, makes breasts develop.

Usually begins around 11, continues until 17.

Nipples first to grow.

As breasts develop and enlarge they may feel uncomfortable.

One breast may develop faster: they will even out, though no-one's breasts match exactly.

The age your breasts start developing differs.

What are breasts for?

Main purpose is to produce milk for feeding any babies a woman might have.

Female sex organs

Girls often unaware of changes in their sex organs because most of them are inside the body.

External sex organs are called genitals.

Girls' genitals less obvious than boys'.

Female genitals are called the **vulva**, most easily seen with mirror!

If yours looks different from picture, don't worry.

Outer labia: 2 thick folds of skin or 'lips'.

Normally closed over inner parts of vulva to protect them.

Inner labia: Thinner than outer labia

Glands produce lubricating fluid.

Clitoris: Most sensitive part of female body.

About the size of a pea.

Urinary opening: Where urine comes out.

Vaginal opening: Opening to vagina, tube leading to internal sex organs.

Small amount of cleansing / moisturising fluid can leak out.

Blood comes out during periods.

Babies leave body from here during birth

Small but stretches.

Hymen: Thin layer of skin over vaginal opening.

Breaks down as vagina grows and stretches at puberty.

Enough tiny holes for period blood to get out.

Anus: Hole where solid waste (faeces) leave body.

Sex organs inside the body

Ovaries: 2 ovaries, low down in abdomen, one on each side.

Attached to outside of uterus (womb) by fibres.

Fully grown ovaries about shape and size of walnut.

Fallopian tubes: About 12 cm long.

Thickness of pencil.

Hollow part width of pencil lead.

When an ovum released from an ovary, fringed end of nearest fallopian tube swoops down and draws it into tube.

Muscular walls of tube move ovum along towards uterus.

If a sperm cell from man's body fertilizes ovum while it's in the tube, woman may become pregnant.

Uterus: Roughly shape and size of upside down pear.

Ovum passes from fallopian tubes into uterus.

Every month, from puberty to menopause, lining of uterus thickens in preparation for fertilised ovum to embed itself and start developing into baby. When fertilisation does not take place, ovum disintegrates, the lining of uterus breaks down and you have a period. Lining passes out of vagina along with blood.

Cervix: Neck of the womb.

Narrow passageway connecting uterus and vagina.

When woman gives birth, canal gets much wider to allow baby to pass through.

Vagina: Muscular tube about 10cm long, connecting uterus with the outside of the body.

Walls can stretch easily and enormously to let a baby be born.

Glands produce cleansing/lubricating fluid.

Periods

Probably most important change of puberty for girls.

Start any time between 8 and 17.

Most usual time about 1 year after breasts have begun to develop.

Nothing you can do to either hasten or delay them starting.

This is a perfectly normal function.

Nothing to worry about but it does help to understand what's happening and to be prepared.

What happens?

Lining of uterus breaks down and causes small amount of bleeding from uterus.

Blood trickles out gradually over a few days.

Use sanitary towels (sometimes tampons) which easily absorb the flow. Mothers advise.

How long?

A woman has a period about every 4 weeks (28 days).

Cycle can vary from 20 to 35 days.

Period lasts from 2 to 8 days, average is 5.

Irregular periods quite usual for first year or two until regular rhythm develops.

Usually period begins slowly, then gets heavier for couple of days.

Women can have lighter or heavier amounts of flow.

Period Cycle

Normal, healthy process, many women have no problems.

For practical advice how to manage your period, talk to your mother.

Can be painful: hot water bottle, pain relief.

Some women suffer from PMS/PMT before period: uncomfortable, tired, headaches...

Feeling embarrassed.

Baths, swimming,

Most important for you is to be aware, be prepared and don't be afraid to ask for help or advice.

Boys

Male Sex Organs

Testicles: Equivalent of female's ovaries

Produce male sex cells (sperm)

About size of small plums

From puberty on, sperm formed all the time in tiny tubes inside testicles.

Unlike ovaries, testicles don't stop producing sperm in middle age.

So men can go on having children longer than women.

Scrotum: Testicles contained in loose pouch of wrinkled skin called scrotum.

Epididymis: A coiled tube which lies over back of each testicle.

Sperm move from testicles into epididymis.

Mature here for 2 weeks.

Sperm Ducts: 2 tubes, about 40 cm long, leading from epididymis up to pelvis.

Join into urethra as it leaves bladder.

Sperm travels from epididymis towards the penis.

Seminal vesicles: Glands

Produce nourishing fluid which helps give sperm energy.

Prostrate gland: About the size of a walnut.

Produces a fluid which helps sperm to move.

Urethra: Carries urine to outside of body.

Sometimes carries semen (mixture of sperm and fluids produced by seminal vesicles and the prostrate gland).

Penis: Usually small and soft.

Sometimes more blood flows into it than usual then it becomes larger and harder standing away from the body.

Sperm can then be deposited in the woman's vagina so that a baby can be made.

At this point we can explain that 'making love' is very special, happens between two people who love each other and that it is consensual: no-one should be forced.

Glans: Tip of the penis, very sensitive.

Glands under foreskin produce white, creamy substance called smegma which helps skin to slide back smoothly over glans.

Foreskin: Fold of skin covering glans.

Glands under foreskin produce white, creamy substance called smegma which helps skin to slide back smoothly over glans.

Practical things to help you as you go through puberty:

Make sure you:

Eat a healthy, balanced diet.

Keep fit by exercising regularly.

Keep yourself clean: all your body!

Your feelings: emotional changes

As you mature you become more independent.

Relationships alter.

Some people find these changes stressful.

Remember:

Other people experiencing same thing.

Older people, including parents, went through similar experiences

The way you feel may be affected by physical changes in body.

Some changes you might notice might be to do with your:

Moods:

You may feel moody and irritable without knowing why.

Things usually improve as you get used to your adult body and feelings.

Identity:

Thinking about what kind of person you are, what you want to do in future important part of growing up.

Can be confusing sometimes, getting used to your adult personality.

Independence:

You will probably want to take more responsibility for your own life and actions.

This can cause conflict with parents who also have to get used to you changing and becoming more independent.

Try to talk things through with your parents in calm way.

Friends:

Most teenagers make close friends.

You will probably have a group of friends.

Beware of feeling you always have to do what the others do ESPECIALLY if you feel uncomfortable about it.

Shyness:

Many teenagers feel shy, sometimes lack confidence in themselves and their looks.

Remember, other people feel shy too, even if they don't look it.

Try to believe in yourself, remember all your strengths!

Conclusion:

If you have any worries, what should you do?

Who might help?

Family, friends, magazines, practice nurse...

Puberty can sometimes be a bit tricky, but it's also a very exciting time with lots to anticipate:

eg: more responsibility, more independence, getting taller, wearing make-up, getting yourself to school...

Remember: any worries, talk or ask!

Question Box

Appendix A – Draft letter to parents

Dear Parents,

I am writing to let you know that on Tuesday 10th March 201? we will be talking to Year 6 about puberty. We will split the class: I will take the boys and the Deputy Head will talk to the girls. We cover exactly the same aspects with both groups, as follows:

- The main physical and emotional changes that take place
- The main external and internal sexual and reproductive parts of the body.
- The differences between changes for boys and girls.
- The basic facts about menstruation
- The difference in rates of change for different people.
- Where to get advice and support for any worries arising.

The children are encouraged to ask questions during the session. We will also provide a question box for people to submit, anonymously, any further questions or concerns which will be addressed, appropriately, with the class.

We anticipate that this session, together with any follow-up discussions, will prepare the children to deal in a positive way with the coming changes.

Please contact me, if you have any queries or want to discuss anything with me.

Yours sincerely,

Mr York