



PARK SCHOOL

Relationships Education Policy

Dated: Sep 2021

PURPOSE AND PRINCIPLES

This policy sets out our school's approach to statutory Relationships Education and non-statutory Sex Education.

We have based our school's relationships policy on the statutory guidance document "Relationships and Sex Education (RSE) and Health Education" (DfE, 2019) and the PSHE Association's supplementary guidance "Writing your school's relationships and sex education (RSE) policy" (PSHE Association, September 2018).

Department for Education guidance states that from September 2020, all primary schools must teach Relationships and Health Education. The teaching of Sex Education in primary schools remains non-statutory, with the exception of the elements of sex education contained in the National Curriculum science curriculum, including the main external body parts, the human life cycle (including puberty) and reproduction in some plants and animals.

Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be also be included.

Within the statutory guidance document for RSE and Health Education, the DfE also encourages schools to deliver age-appropriate sex education if they feel their pupils need this information: "It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils."

Within this policy, as in the DfE guidance, Relationships Education is defined as teaching about the fundamental building blocks and characteristics of **positive relationships**, with particular reference to friendships, family relationships, and relationships with other children and with adults.

Park School Guiding Principles are:

1. To take care of yourself
2. To take care of others
3. To take care of the place you are in

These principles underpin our approach to relationships and sex education as outlined in this policy.

At Park school, Relationships Education is underpinned by the ethos and values of our school as reflected in our whole school values, "Take care of yourself, take care of each other after each other and take care of the place that you are in". Our vision is to create a safe, positive and stimulating environment in which all members of the school community learn and grow in confidence, knowledge and skills.

RATIONALE AND ETHOS

Relationships Education is lifelong learning about personal, physical, moral and emotional development. It is set in the context of clear values about the understanding of the importance of stable and loving relationships, respect, love and care for family life. 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.

Through our wellbeing 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 Relationships Education to be a fundamental part of our approach to supporting pupils to grow into confident, caring, responsible and respectful young citizens, able to manage effectively the transition to Secondary School.

POLICY FRAMEWORK

This policy should be read alongside the following policies and guidance documents:

- Curriculum Policy
- Safeguarding Policy
- Equality and Diversity Policy
- Special Educational Needs and Disabilities Policy
- Behaviour Policy

ROLES AND RESPONSIBILITIES

- **The Governors** will approve the relationships education policy, and hold the headteacher to account for its implementation.
- **The Head Teacher** is responsible for ensuring that relationship education is taught consistently throughout the school, and for managing requests to withdraw pupils from non-statutory sex education lessons, if applicable.
- **Staff** are responsible for the planning, delivery and monitoring of relationships education with support from expert visitors, as appropriate.
- **Pupils** are expected to engage fully in relationships education and to treat others with respect and sensitivity in line with the school's principals.

The lead responsibility within the staff team for the Relationships Education programme is the Deputy Headteacher.

The delivery of the wellbeing curriculum and Relationships Education within each class is the responsibility of the class teacher who will plan and monitor the delivery of this alongside other staff within school, with support from expert visitors as appropriate.

TRAINING

Staff are trained in the delivery of Relationships Education as discrete standalone lessons and through the broad range of embedded learning opportunities in the wider curriculum. Visitors from outside the school, such as school nurses or sexual health professionals may come in to provide support and training to staff teaching Relationships Education. The sessions delivered by outside visitors will be consistent with our policy on Relationships Education.

As a school we recognise the value of partnership with the home and seek to work in a positive and mutually supportive manner with parents and carers to ensure a shared understanding of relationships and to deliver an effective programme that meets the needs of our children. Workshops will be offered to parents to support their understanding of our approach to the teaching of relationships education.

MONITORING

The delivery of Relationships Education is monitored by the Head Teacher supported by the PSHE Lead through drop in observations, formal observations, learning walks and stakeholder voice, pupil and parent questionnaire.

Pupils' development in Relationships Education is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed every 2 years. At every review, the policy will be scrutinised and ratified by the Governing body

THE RELATIONSHIPS EDUCATION CURRICULUM

Relationships Education forms part of our Wellbeing, Personal, Social, Health and Emotional (PSHE) education curriculum in our school. Effective Relationships & Sex Education can make a significant contribution to the development of the personal skills needed by children if they are to establish and maintain positive, healthy relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

As part of our programme of study, children will be taught;

To develop an understanding of what a healthy and positive relationship is; the different types of relationships they might have e.g. with family members, friends, and other adults; the importance of healthy and secure relationships; to consider and reflect on what constitutes a healthy relationship, in person and online; how to establish mutually safe, nourishing and appropriate boundaries in relationships; how to recognise when a situation is unsafe; strategies for dealing with situations that they find uncomfortable or that are unsafe; and sources of help and advice.

A summary of the key objectives of our Relationships Education curriculum is set out below.

Children should know:

Family Life

- That families are important for children growing up because they can give love, security and stability;
- The characteristics of healthy family life, the importance of commitment to each other, including in times of difficulty; protection and care for children and other family members, the importance of spending time together and sharing each other's lives;
- That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care;
- That stable, caring and nurturing relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up;
- that marriage or civil partnership represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong;
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed;

Caring friendships

- that friendships are important, making us feel happy and secure, and how people choose and make and sustain friendships;
- the characteristics of friendships, which can include mutual respect, truthfulness, trustworthiness, loyalty, kindness, compassion, empathy, generosity, trust, sharing interests and experiences and support with problems and difficulties;
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded;
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right;
- how to recognise who to trust and who not to trust; how to judge when a friendship is making them feel unhappy or uncomfortable;
- how to manage conflict within a friendship, and how to seek help or advice from others, if needed.

Respectful relationships

- the importance of respecting others, even when they are very different from them (for example, gender, sexuality, physical appearance, religion and beliefs, in character, personality or backgrounds), or make different choices or have different preferences;
- practical steps they can take in a range of different contexts to improve or support respectful relationships;
- the conventions of courtesy and manners;
- the importance of self-respect and how this links to their own happiness;
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others;
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help;
- what a stereotype is, and how stereotypes can be unfair, negative or destructive;
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

- that people sometimes behave differently online, including by pretending to be someone they are not;
- that the same principles apply to online relationships as apply to face-to-face relationships, including the importance of respect for others online, including when we are anonymous;
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them;
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met;
- how information and data is shared and used online;

Being safe:

- to understand appropriate and safe boundaries within friendships with peers and others (including in a digital context);
- to understand the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe;
- To understand that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact;
- to know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know;
- To know how to recognise and report feelings of being unsafe or feeling bad about any adult;
- To know how to ask for advice or help for themselves or others, and to keep trying until they are heard;
- To know how to report concerns or abuse, and the vocabulary and confidence needed to do so;
- To know where to get advice e.g. family, school and/or other sources.

Children are taught in an age-appropriate way about puberty and the associated physical and emotional changes from our Rabbits Class onwards (Year 3-6).

The DfE guidance 2019 also recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of pupils, and this should include how a baby is conceived and born. Although sex education is not compulsory in primary schools, we believe children should understand the facts about human

reproduction before they leave primary school, both in terms of the science and the emotional understanding of healthy relationships.

We therefore provide non-statutory sex education, covering how human reproduction and conception occurs and the emotions underpinning this.

Children are taught:

- that for a baby to begin to grow, part comes from a mother and part comes from a father; that in most animals, including humans the baby grows inside the mother (Rabbits);
- that for a baby to be made, a sperm from the father and an egg from the mother must meet; that this can happen when a grown-up man and woman have sex. (Foxes);
- that when a sperm and egg meet, this is called conception; that conception usually occurs as a result of sexual intercourse, and what sexual intercourse means and about the associated emotions behind this (Foxes);
- how a baby develops in the womb and how babies are born (Foxes).

As is legally prescribed, parents have a right to withdraw their children from these additional non-statutory sex education lessons

DELIVERY

All elements of our Relationships Education programme will be delivered in an age-appropriate and sensitive manner as part of our regular wellbeing teaching. Relationships Education is delivered predominantly by class teachers in mixed gender groups, other than when it is deemed more appropriate for topics to be covered in single sex groups.

TEACHING AND LEARNING STRATEGIES

We aim to provide an environment and atmosphere for Relationships Education where children feel safe, relaxed, unintimidated, and focused; and where they have confidence and trust in the knowledge, ability and skills of staff in school.

This ensures that both children and staff feel fully confident in engaging in age-appropriate discussions around potentially sensitive topics and themes. To provide clarity and create a safe learning environment, at the beginning of each session, a set of ground rules will be agreed by each class.

As a minimum, ground rules are likely to include the following basic guidelines:

- Listen politely to each other.

- Give space for everyone to speak - if they want to.
- Respect everybody's contribution, viewpoint and opinion.
- An age-appropriate rule around confidentiality and safeguarding

Children and teachers are free to suggest and agree further ground rules as appropriate to the topic of each lesson.

- Other teaching and learning strategies utilised in Relationships Education to establish a safe learning environment include the following techniques:
- Using 'distancing' techniques such as role play, case studies, videos etc.
- Anonymous question boxes. These can help children to have the confidence to ask sensitive questions, and they provide an opportunity for teachers to pre-empt questions that might not be age appropriate or that might raise safeguarding or child protection concerns.

All staff teaching RSE will be supported and advised by the wellbeing lead and senior leadership team on these matters as required.

MANAGING DIFFICULT QUESTIONS (See appendix 1)

During both formal and informal wellbeing and Relationships Education sessions, pupils are encouraged to ask questions. Any questions from pupils are answered according to the age and maturity of the pupil concerned, and if the teacher delivering the session deems it appropriate to answer.

Teaching staff will endeavour to answer questions as openly as possible but if faced with a question they do not feel comfortable answering within the classroom, or that is not age-appropriate (or within the school's Relationships Education policy), provision may be made to address the individual child's requirements.

The school believes that individual teachers must use their professional skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned about any question from a safeguarding perspective.

Children may also be signposted back to parents/carers who have ultimate responsibility in talking to their children about sensitive matters. We will also encourage parents to talk with school if they have any questions or queries, and if they would like advice on how to better support their child and continue learning outside of the classroom.

RECORDING AND ASSESSMENT

Pupils will have the opportunity to reflect on their learning within lessons and at the end of each area of study. In addition to the pupils' self-assessment, teachers will assess through informal methods, such as observations and class or group discussions. Observations may have a particular focus; e.g. children's listening skills, empathy etc.

RESOURCES

At Park School we do not follow a specific scheme for the teaching of Relationships Education. Class teachers review the planning and resources for each lesson to ensure they are fully relevant and accessible to the needs of children in their classes and tailor them if necessary.

The resources we use in delivering non-statutory sex education include the 'Living and Growing' series, used in Years 5 and 6. This series of videos is designed to provide an age-appropriate perspective and contextualises the facts about human conception and reproduction within a committed, loving adult relationship. These materials are available for parents/carers to view on request to the wellbeing Coordinator or class teacher.

A list of books is available. (Appendix 1)

SAFEGUARDING

In providing children with an understanding of healthy relationships and appropriate boundaries, we consider Relationships Education to be an important part of our school's approach to safeguarding. Teachers are aware that effective Relationships Education, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue.

Teachers will take these matters seriously and speak to the child away from the class as a matter of priority. Teachers will draw their concerns to the attention of the head teacher and the designated safeguarding lead.

INCLUSIVITY SPECIAL EDUCATIONAL NEEDS AND LEARNING DIFFERENCES

All children have different needs based on their emotional and physical development, life experiences, and learning differences, but we aim to ensure that all children are properly included in Relationships Education.

Teachers will plan and deliver work in a variety of ways, in order to meet the needs of individual pupils with SEN or learning differences.

EQUALITIES AND DIVERSITY

All Relationships Education is taught without bias and in line with legal responsibilities such as those contained within the Equality Act (2010).

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 different opinions. The personal beliefs and attitudes of staff delivering RSE will not influence the teaching of the subject in school.

In our school we seek to recognise and embrace the diverse nature of British communities. We aim to value and celebrate religious, ethnic and cultural diversity as part of modern Britain. We will explore different cultural beliefs and values and encourage activities that challenge stereotypes and discrimination and present children with accurate information.

Within the teaching of Relationships Education we will acknowledge that gender and sexuality within families and relationships can include same-sex relationships. We do not use RSE as a means of promoting any one form of sexual orientation.

THE ROLE OF PARENTS/PARENTAL RIGHT OF WITHDRAWAL (Appendix 2 & 3)

We recognise that parents and carers are the primary providers of Relationships Education for their children.

Our Relationships Education curriculum is designed to support and complement this. We aim to build a positive and supportive relationship with parents and carers through mutual understanding, trust and co-operation.

In promoting this we will:

- Inform parents about the school's Relationships Education policy and practice;
- Answer any questions that parents may have about Relationships Education for their child;
- Take seriously any issues or concerns that parents raise.

Parents have the legal right to request that their child be withdrawn from some or all non-statutory sex education other than that which is part of the National Curriculum for Science. We will inform parents of the right to withdraw by letter.

Parents and carers who wish to exercise their right to withdraw their child from non-statutory sex education should talk with the class teacher first who will explore any concerns and discuss resources being used. If parents still wish to withdraw their child from non-statutory sex education lessons, this request will be recorded, and suitable alternative arrangements made for pupils during relevant lessons.

The issue of withdrawal will be handled as sensitively as possible. Parents should also understand that the decision to remove their child from these lessons means that they themselves will assume responsibility for talking to their children about any related sex education themes covered outside of National Curriculum Science.

MONITORING AND REVIEW

Our aim is to provide Relationships Education that is relevant and tailored to meet the needs of our children, depending on their age and stage of personal development. For this reason, we regularly review the Relationships Education curriculum to evaluate its effectiveness and will inform parents of any revisions to the school policy or curriculum as required.

Pupil's progress in knowledge, skills and understanding will be monitored through our ongoing assessment, in accordance with the assessment policy. Monitoring of pupil progress will contribute to informing decisions about adaptations to the curriculum, resources or staff training.

Teachers will continually reflect on the effectiveness of our wellbeing provision, and the wellbeing Coordinator will gather staff views.

Pupil Voice activities will also be used to inform reviews and updates to planning, resources and activities.

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Appendix 1

Book List – a selection of children’s stories to support learning in PSHE

- ***10,000 dresses*** by Marcus Ewett (Gender norms)
- ***Am I Normal Yet?*** by Holly Bourne (mental health)
- ***And Tango makes Three*** Justin Richardson (having 2 dads)
- ***Best Friends*** by Mark Chambers (disability)
- ***Bill's New Frock*** Anne Fine (Gender roles)
- ***Bridge to Terabithia*** Katherine Paterson (loss and bereavement)
- ***Can you hear the Sea?*** Richard Palmer (loss and bereavement)
- ***Ellie's Magical Bakery: A Royal Tea for Royalty*** Ellie Simmonds (disability)
- ***Everywhere Babies*** By Susan Meyers (same sex families)
- ***George*** by Alex Gino (boy who wants to be a girl)
- ***Giraffes Can't Dance*** Giles Andreae (accepting diversity)
- ***Goodnight Mister Tom*** Michelle Magorian (WW2, Domestic Abuse, Refugees)
- ***Girl Talk Growing Up*** Lizzie Cox (Puberty KS2)
- ***Guy Talk Growing Up*** Lizzie Cox (Puberty KS2)
- ***I Have A Dream*** Martin Luther King Jnr (racial tension)
- ***I'm coming to get you*** Tony Ross (managing emotional concerns!)
- ***Introducing Teddy*** Jessica Walton (a transgender teddy bear)
- ***It's ok to be different*** Todd Parr (accepted diversity)
- ***Jack and Jim*** Kitty Crowther (racial diversity)
- ***Julian is a mermaid*** Jessica Love (gender roles)
- ***Just Because*** Rebecca Elliot (special needs)
- ***King and King*** Linda de Haan & Stern Nijland (Diversity A Prince marries a prince)
- ***Little Meerkats big panic*** Jane Evans – (SEMH a story about learning new ways to feel calm)
- ***Lost and found*** Oliver Jeffers (friendship in diversity)
- ***Momma, Mama and Me*** by Leslea Newman (same sex families)
- ***Mostly Monsterly*** Tammi Sauer (reception ks1 exploring differences)
- ***Mummy laid an egg*** Babette Cole (KS2 cartoon book about conception)

- ***My Brother Sammy*** Becky Armitage and David Armitage (about a boy's autistic brother)
- ***Not now Bernard*** David McKee (SEMH a child keeps getting ignored)
- ***Piggybook*** Anthony Browne – gender roles
- ***Philomena The Cat Who Thinks She's a Dog*** Jessie Wall (identity)
- ***Princess smarty-pants*** Babette Cole - a princess who doesn't need a prince
- ***Red Rockets and Rainbow Jelly*** Sue Heap & Nick Sharratt – gender differences and similarities
- ***Scardy Squirrel makes a friend*** Melanie Watt (making friendships)
- ***Spork*** Kayo Maclear (belonging, not fitting in)
- ***The Dot*** Peter H Reynolds (self-esteem)
- ***The Book of Worries*** Lizzie Cox (SEMH KS2)
- ***The Colour Thief: A Family's Story of Depression*** Andrew Peters and Polly Peters
- ***The Sandwich Swap*** Kelly Dipuccio (cultural diversity)
- ***The Silence Seeker*** Ben Morley (about asylum seekers)
- ***The Turbulent Term of Tyke Tiler*** Gene Kemp (gender roles KS2)
- ***The Velveteen Rabbit***
- ***Tutus Aren't My Style*** Linda Skeers (Gender norms)
- ***Voices In The Park*** by Anthony Browne (social class)

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Appendix 2

Withdrawal from sex education

Example of a letter to parents/carers (engagement)

Dear

Thank you for your letter/request about withdrawing your child from sex education.

We respect the legal right of all parents to withdraw their child from some or all of sex education delivered as part of our Relationships Education and Wellbeing programme.

Before you make the final decision about which aspects of sex education lessons you wish your child to be withdrawn from, I would like to invite you into school, so we can talk about this together. This will give us an opportunity to share our programme and look at some resources together and give you the chance to ask any questions or share any concerns you may have. We can put a plan together to agree when/how to withdraw your child whilst in school and consider when/how you can talk to your child about the content at home.

One of the reasons we are keen to keep all children in our lessons is that we believe that age appropriate relationships and sex education helps children to be safe, happy and healthy in their interactions with others (now and in the future). When children are withdrawn from lessons, there is always a possibility that they will hear information that is only partly accurate with no chance to ask questions in a safe environment.

I would welcome the opportunity to meet with you to learn more about how we can work together to support your child.

Thank you for considering this matter so carefully.

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Appendix 3

Information to be recorded and logged on Scholarpack

Parental withdrawal from sex education delivered as part of the Relationships Education and Wellbeing curriculum	
To be completed by the parent(s)	
Name of child	
Name of parent(s)	
Class	
Reason for withdrawing the child from non- statutory sex education.	
Any other information you wish the school to consider	
Parent(s) signature	

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Appendix 4

Child-friendly definitions and explanations

Bisexual

Bisexual is a word to describe someone who falls in love with, or wants to have a relationship or partnership with someone of the same gender as them or with someone of a different gender to them. A bisexual person might say that the gender of the person they fall in love with doesn't matter to them.

Gay

The word gay refers to someone who falls in love with, or wants to have a relationship or partnership with, people who are the same gender as them. For example, a man who loves another man or a woman who loves another woman, this includes two dads or two mums

Gender

Babies are given a gender when they are born, for example 'male' or 'female', 'boy' or 'girl'

Gender dysphoria

used to describe when a person experiences discomfort or distress because there is a mismatch between their sex assigned at birth and their gender identity. This is also the clinical diagnosis for someone who doesn't feel comfortable with the gender they were assigned at birth.

Gender identity

Everyone has a gender identity. This is the gender that someone feels they are. This might be the same as the gender they were given as a baby, but it might not. They might feel like they are a different gender, or they might not feel like a boy or a girl

Lesbian

Lesbian is word to describe a woman who falls in love with, or wants to have a relationship or partnership with, other women. For example, a girl who is in love with another girl, or two mums who are in love with each other

Pronoun

Words we use to refer to people's gender in conversation – for example, 'he' or 'she'. Some people may prefer others to refer to them in gender neutral language and use pronouns such as they / their

Straight or heterosexual

A straight or heterosexual person is someone who falls in love with, or wants to have a relationship or partnership with, people who are the opposite gender to them. For example, a man who is in a relationship with a woman, or a girl who is in love with a boy

Trans

Trans is a word that describes people who feel the gender they were given as a baby doesn't match the gender, they feel themselves to be. For example, someone who is given the gender 'boy' as a baby, but feels like a girl.

Additional definitions

These should be adapted according to the age / stage of pupil development.

Clitoris

A sensitive organ in a woman's body, the tip of which can be found just above the entrance to her vagina.

Epididymis

A small lump on the side of each of a man's testicles where sperm are stored.

Hormones

A chemical messenger, mostly from the brain, that travels in the blood stream to tell the body when to grow and changes the way we feel.

Menstruation / Periods

Menstruation (also known as a 'period') is when the lining of the womb breaks down and blood leaves a woman's body through her vagina. It usually lasts from 2 to 7 days.

Masturbation

When someone touches their genitals for pleasure and self-comfort. Note: it is normal that children are often exploring how this feels from a young age. (See Brook Traffic Light Tool)

Miscarriage

the spontaneous or unplanned expulsion of a foetus from the womb before it is able to survive independently.

Semen

A whitish fluid produced by a man which carries sperm.

Sanitary products

Soft material which women wear to absorb the blood during their periods. Other products include moon cups, re-useable pads and period knickers

Tampon

A small cylinder of absorbent material (like cotton) which a woman can put into her vagina to absorb her period.

Vagina the inside passageway to the cervix and uterus. If a woman becomes pregnant, it is where babies come out.

Vulva

The outside parts of the female genitals. It includes the clitoris, labia, and the opening of the urethra (where urine come out) and the folds of skin on each side of the vagina.

Wet dream

Is when a man is sleeping, and semen comes (ejaculates or 'cums') out of his penis. Wet dreams usually happen during dreams that have sexual images. Sometimes men wake up from a wet dream, but sometimes they sleep through it.

RSE Language:

Hedgehogs:

boy, brushing teeth, clean, different, face, female, getting dressed, girl, hair, male, same, skin, penis, vulva, washing.

Squirrels:

boy, body parts, brushing teeth, clean, different, face, female, gender, gender roles, getting dressed, girl, hair, male, penis, physical characteristics, sex, similar, stereotypes, vulva, washing,

Rabbits

adoption, body parts, comfortable, different, dislike, family, female, fostering, gender roles, hug, kiss, like, male, penis, relationship, stereotypes, touch, uncomfortable, vulva. breasts, emotions, feelings, egg, life-cycle, physical, pregnancy, puberty, pubic hair, reproduction, sperm,

And for some children: menstrual products, periods, tampons,

Foxes

breasts, emotional changes, erections, facial hair, lesbian, moods, gay, human rights, menstruation, physical changes, puberty, pubic hair, semen, spots, sweat, privacy, protection, transgender, underarm hair, wet dreams, adoption, consent, conception, egg, fallopian tube, fertilisation, fostering, friendships, human rights, intimacy, love, ovary, pregnancy, protection, privacy, relationships, sexual intercourse, sperm, twins, uterus, womb,

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Appendix 5

Tricky Questions

This sheet does not try to provide answers to all the questions that children might ask, but the notes below suggest some things for colleagues to consider when answering children's questions. Although the questions are responded to separately, there are a number of recurring themes and concepts that can apply to these and many other questions.

Before answering any questions, educators should consider:

- Why is the child asking this question – could there be any safeguarding issues? If there are any safeguarding concerns, who do I need to discuss this with?
- Have I set appropriate ground rules to ensure that the learning environment stays safe and appropriate to avoid embarrassment and protect the dignity and privacy of everyone in the class?
- Are there any faith, cultural or religious sensitivities to be considered?
- How can I make my answer inclusive and not perpetuate gender stereotypes?
- How best to reassure the pupil(s) and identify a trusted adult to whom they could talk?
- You don't have to answer any questions that you do not feel that it's appropriate to answer

When a girl has her period, how much does she bleed?

Varies from person to person but is generally described as "about an eggcup full" - most women will lose less than 16 teaspoons of blood (80ml) during their period. The average is about 6 to 8 teaspoons. It is important to re-assure the pupils that this is an entirely normal part of female adulthood, and that there should be people a girl can talk to if she is worried.

Does it hurt when a girl has a period?

Varies from person to person and sometimes from period to period. Period pain is common and a normal part of a woman's menstrual cycle. No-body knows why some women have more period pain than others, but young women often have period pain when they begin getting periods – which can usually be managed with hot water bottles or over-the counter medication. Important to identify a trusted adult that a girl could talk to if she is worried. If pain is more severe it is important to seek medical advice.

At what age do girls have periods?

A girl starts her periods when her body is ready. That's usually between the ages of 10 and 16.

Most girls start their periods when they're about 12, but they can start as early as 8. When a girl starts her periods it's a sign that her body is now able to have a baby. Many people suggest that it's a good idea for girls to carry pads, tampons and other products with her in advance. If a girl finds herself at school without a pad or tampon, talk to a teacher or the school nurse; they will help you. Hormonal changes often start to occur before periods begin.

What makes a girl have a period?

A 'period' shows that a young woman is able to conceive and become pregnant, usually between the ages of 10 and 16. Most young women start their periods at about age 12, but they can start as early as 8, which may be before or after her friends – whenever her body is ready. A period is the lining of the womb breaking down and leaking out of the vagina because an egg (ovum) has not been fertilised. In adult women this happens about every 28 days but when a woman starts her periods, it is not likely to be regular and most people would suggest carrying period products, 'just in case'. It is important to remember that the period is a cycle during which a woman experience different physical and emotional needs.

What are condoms?

Condoms are made of are made from soft, thin (synthetic) latex and go onto the man's erect penis, before his penis enters the other person. Female condoms are made of similar material and are worn inside the vagina before sexual intercourse. (Female) Condoms are used to prevent semen getting to the womb and can help reduce sexually transmitted infections.

Do transgender people have periods?

Transgender women who were assigned male at birth, do not generally have ovaries or a uterus, so don't have periods. Transgender men (who were assigned female at birth) may have periods, and some have become pregnant and given birth, but still identify as men.

Some people still find this a difficult concept to address, and some faith groups find this very challenging, but the expectations of the Equality Act (and public sector equality duty) still pertain, and, as noted above, discrimination on the basis of a 'protected characteristic' – which includes race, gender, religion and sexual orientation is not acceptable. **It may also be appropriate to note** that some people prefer not to be identified as man/male or woman / female and are therefore 'non-binary'. Not everyone uses 'he' or 'she' pronouns and may wish to use singular 'they' (they/them/theirs). Using people's preferred pronouns is inclusive and demonstrates respect for them, and who they are. Using 'they' instead of 'he/she' avoids implying two genders. Some people prefer not to use gendered titles such as 'Ms' or 'Mr'. If titles are necessary, you may wish to use an alternative such as 'Mx' (pronounced mix or mux).

What happens in a miscarriage?

This question may be better discussed at home by parents

Miscarriage is the loss of a pregnancy during the first 23 weeks. There are many reasons why a miscarriage may happen, although the cause is not usually identified. The majority are not caused by anything the mother has done and it is thought that most miscarriages are caused by abnormal chromosomes in the baby.

Where does hair grow from?

After a year or so of puberty starting, pubic hair grows around the public bone (part of the pelvis) in girls this is around her labia, in boys this is near the base of the penis. For the next couple of years, pubic hair becomes coarser and curlier and underarm hair begins to grow – some girls and boys also have hair in other parts of their body, such as their top lip, and this is completely normal.

What is a white dream?

This is probably a misunderstanding. A 'wet dream' is when a boy involuntary ejaculates semen (sperm) when he is asleep. Most, but not all, boys will experience this at some stage during adolescence.

What happens to the egg if a girl doesn't make a baby that month?

When a woman ovulates (releases an egg from one of her ovaries) the egg travels down the fallopian tube towards the uterus (womb). If it is fertilised, (by meeting a sperm) the zygote (sperm and egg) attach to the lining of the uterus – for the baby to grow. If the egg isn't fertilised, the lining of the uterus breaks down and leaks out through the vagina as a 'period'.

Where do women get their eggs?

Female babies are born with about 1-2 million oocytes (egg cells) - all the egg cells they're ever going to have. No new egg cells are made during a woman's lifetime. The oocyte grows up to be an ootid and develops into an ovum (plural: ova), or mature egg – one of which is released about every month or so, once puberty starts.

Do you have to have sex to have a baby?

This question may be better discussed at home, depending on the school's policy about teaching sex education, but the answer is 'probably'! Getting pregnant (conception) happens when a man's sperm fertilises a woman's egg. But some children are born as a result of IVF and some are adopted so their parents (who might be single or a same-sex couple) may not

have had sex with each other – or anyone! This question may be better discussed at home, depending on what the school’s policy says about teaching sex education.

I am worried about having a baby when I get older, but will it really hurt?

Childbirth is a natural process causing a strong sensation which can be painful, but the midwives who help the women give birth can help to reduce the pain in lots of ways. Many women have pain relief when their baby is ready to be born, but some don’t.

Does having twins hurt more than having one baby?

It's important for a woman to understand her options if she is expecting more than one baby. The process of giving birth for twins is more or less the same as for one baby, but the maternity team will usually advise the woman to have her babies electronically monitored because of the higher risk of complications. Triplets or more babies are almost always delivered by a planned caesarean.

Lots of women think they have to have a caesarean section with twins. In fact, more than 40% of twin births are vaginal.

How are babies made?

Having a baby is a huge decision so when a man and a woman want to have a baby, the man put his penis into the woman’s vagina, (or perhaps the vagina goes around the penis?) and one of his sperm reach her egg, a baby might start to grow.

What if someone touches you and it doesn’t feel nice?

Nobody has the right to touch someone in ways that they don’t want to be touched – even if that’s tickling. Anybody, child or adult, can say ‘please stop’ and that must be respected. Ensure all pupils know who they could talk to if they were ever worried about something like this. Conveying clear safeguarding messages is one reason why a planned, and progressive, approach to R(S)HE is essential through the primary school. This is the kind of question that may make you wonder what prompted a child to ask it. Don’t jump to conclusions but be alert for signs that there may be safeguarding issues.

Can a boy and a boy or a girl and a girl have a baby?

No ... and yes! To make a baby, it needs sperm from a man and an egg from a woman. Note that some faith groups say that being in a same-sex relationship is wrong, the law in this country is very clear, just as a man and a woman can be married, so can two men and two women. Same sex couples can also adopt a baby to make a family.