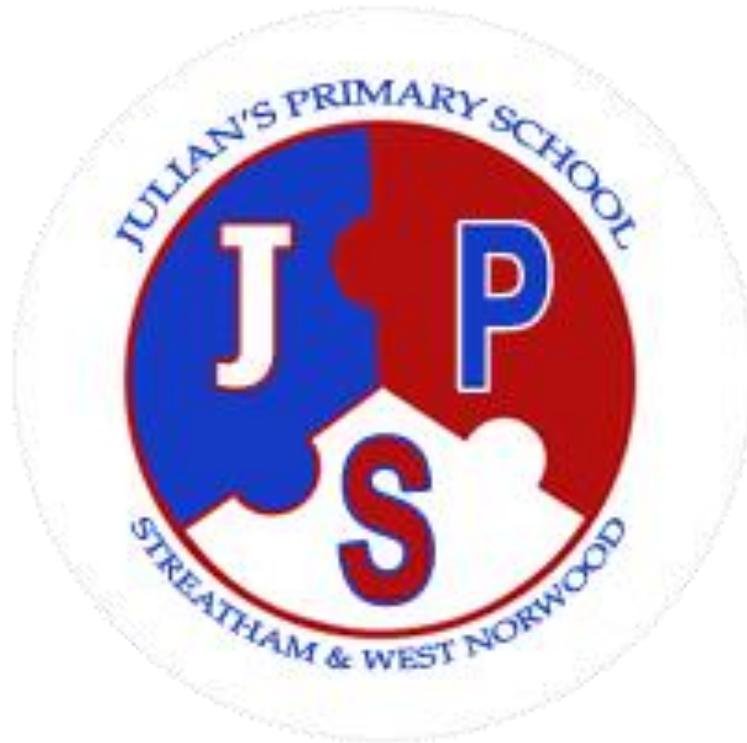


Julian's Primary School



Relationships and Sex Education [RSE] Policy

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1. Definition

Relationship and sex education (RSE) is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexuality, healthy lifestyles, diversity and personal identity. RSE is lifelong learning about physical, mental and emotional development. It is about the understanding of the importance of loving and caring relationships and how they work and are cultivated. There is also the aspect of mental wellbeing where we teach how to care for ourselves and take control of our choices.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

Aims

The aim of relationships and sex education (RSE) is to provide children with age appropriate information, explore attitudes and values, and develop skills in order to help them to make positive decisions about their health-related behaviour. The RSE policy has the following aims:

- To provide the knowledge and information to which all pupils are entitled
- To provide a framework in which sensitive discussions can take place
- To raise pupils' self-esteem and confidence, especially in their relationships with others
- To help pupils to develop skills and to make the most of their abilities
- To develop pupils' understanding of the importance of a healthier safer lifestyle
- To help pupils learn to respect and care for their bodies
- To help pupils, parents and carers learn how to gain access to accurate information and appropriate support
- To prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- To create a positive culture around issues of sexuality and relationships
- To teach pupils the correct vocabulary to describe themselves and their bodies
- To provide a description of how RSE is delivered, monitored and evaluated in the school

Values Framework

All those who teach aspects of RSE within school, including visitors, are expected to be guided by the following values framework which represents the values held in common by the whole school community. The teaching of RSE will encourage pupils to:

- Value and respect themselves
- Value and respect others
- Value and respect differences in people's religion, culture, sexuality, physical and mental ability and social background

The personal beliefs and attitudes of teachers will not influence the teaching of RSE in this school.

Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, 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](#).

At Julian's Primary School we teach RSE as set out in this policy.

2. Policy development

This policy has been developed in consultation with staff, pupils and parents/carers. 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/carers and any interested parties were invited to attend a meeting about the policy
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

3. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents/carers, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents/carers, families headed by grandparents, adoptive parents, 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).

For more information about our RSE curriculum, see Appendices 1 and 2.

4. Delivery of RSE

The teaching of RSE

Relationships and Sex Education (RSE) will be delivered by either the class teacher or an appropriate expert. RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum and other aspects are included in religious education (RE). Lessons will be planned as discreet sessions; however the guidance will also be met as part of day to day teaching and learning within the school setting. This will include both in the school building and outside (the playground/school trips/using the local area).

Use of visitors

Visitors to school, such as health professionals and members of voluntary organisations, may be invited to plan and contribute to RSE lessons. They will be given a copy of this policy and will be expected to work within the values framework described within. The PSHE co-ordinator will ensure that the visitors' contributions to lessons are in line with the learning outcomes of the school's RSE programme. A teacher will be present during the lesson.

Terminology

Ofsted guidance recommends that it is important for children to learn the language associated with body parts so that children are able to talk to health professionals. Therefore teachers will use the anatomically correct language for body parts, while acknowledging common terms used by some people. Correct language for body parts will be gradually introduced from Year 1.

Dealing with Difficult Questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous questions box as a distancing technique. Teachers will endeavour to answer questions as honestly as possible, but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs. This may involve referring the child back to their parent/carer or a school health advisor/school nurse for an answer, or seeking advice from the school leadership team.

Children with Special Needs

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of RSE.

Equal Opportunities

All pupils are entitled to receive RSE regardless of ability, gender, race, religious belief or grouping. Through RSE we seek to develop a positive view of female and male sexuality and identity. It is our intention that all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development, with differentiated provision if required. Objective discussion about the diversity of personal, social and sexual preference in relationships will take place in RSE and prejudiced views will be challenged in order to

encourage tolerance. Any bullying around sexual behaviour or perceived sexuality arising from this prejudice will be dealt with as a serious matter using the school's behaviour policy and procedures.

Safeguarding/Confidentiality

Teachers need to be aware that effective RSE, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. Under common law, young people are entitled to the same duty of confidence as adults. Personal information about them should not be shared without their permission except for the purposes of child protection. The staff member will inform the designated child protection staff member in line with the LA procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.

5. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

7.2 The Executive Headteacher

The Executive Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory components of RSE

All staff must teach the requirements of the school's RSE policy and curriculum. Staff who have concerns about teaching RSE are encouraged to discuss this with the Head of School and if not resolved with the Executive Headteacher.

7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

6. Parents/carers' right to withdraw and complaints procedure

Relationship Education has been made compulsory in all primary schools and therefore has no such opt out as it focuses on how we interact with others, ourselves and the wider world. Parents/carers do not have the right to withdraw their children from relationships education. Aspects of sex education are not compulsory and allow for withdrawal. Parents/carers have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE. Full details of the RSE programme are available on request.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Executive Headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

Any complaints about the content or delivery of RSE should be addressed to the Executive Head teacher or Head of School.

7. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

8. Monitoring arrangements

The delivery of RSE is monitored by the PSHE co-ordinator. The PSHE co-ordinator collects evidence for the monitoring and evaluation of the RSE programme by means of lesson observations, monitoring annotated lesson plans and gathering feedback from teachers/pupils. Feedback is obtained through group discussion and/or feedback forms. Any staff development needs will also be identified.

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

This policy will be reviewed by the PSHE co-ordinator every 3 years. At every review, the policy will be approved by the headteacher and governing body.

Links with Other Policies

- PSHE & Citizenship
- Equal Opportunities
- Child Protection
- Confidentiality
- Behaviour
- Anti-Bulling
- Staff Disciplinary



PSHE Whole School Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Healthy living and well-being		Emotional health and well-being		Natural movement and out bodies	SRE (Christopher Winter Project)
EYFS	Learning how to be healthy, clean and rested		Making friends by understanding feelings and emotions		Being aware of our body's movements and how it changes during exercise	Family and friendship
Year 1	Developing good habits with being clean, eating healthily and caring for the environment		Develop an awareness of emotions, breathing and gratitude ourselves		To understand and control our bodies	Growing and caring for ourselves
Year 2	Listening to our bodies when we eat to stay healthy		Develop an awareness of emotions, breathing and gratitude ourselves		Creating a controlled and healthy body through yoga and positive choices	Differences
Year 3	Knowing where our food comes from to make informed and positive choices		Coping with conflict using compassion and understanding		Creating a controlled and healthy body through yoga and positive choices	Valuing difference and keeping safe
Year 4	Understanding micro and macro nutrients Debating health issues to help us make healthy and safe choices		Managing emotions with clear thinking Different families, dealing with loss and valuing differences		Creating a controlled and healthy body through yoga and positive choices	Growing up
Year 5	The physiology and pathology systems of our body Learning about habits and creating positive resolutions		Understanding big emotions and they impact those around us (relationships, privacy, empathy and truth)		Creating a controlled and healthy body through yoga and positive choices	Puberty
Year 6	The physiology and pathology systems of our body and how they are impacted by our diet		Emotions, values, truth and the link to those around us		Creating a controlled and healthy body through yoga and positive choices	Puberty, relationships and reproduction

By the end of Key Stage 1 pupils will have had opportunities to gain the knowledge and skills necessary to build and maintain healthy relationships. They will have considered the effect of their behaviour on other people and identify and respect differences between people. They will also have discussed different ways in which family and friends care for one another. They will be able to explain ways of keeping clean and they will be able to name the main external parts of the human body, including sexual organs. They will begin to describe differences between males and females. They will understand that making a new life needs a male and female and that humans produce babies that grow into adults. They will be able to explain that people grow from young to old and consider the ways they have changed physically since they were born.

By the end of Key Stage 2 pupils will have had the opportunity to express their views and respect those of others. They will have practised skills in making judgements and decisions, and will be able to list some ways of resisting negative peer pressure around issues affecting their health and wellbeing. They will also have considered different types of families and relationships and discussed ways in which people can maintain good relationships (for example: listening, supporting, and caring). They will be able to name the main external parts of the human body, including sexual organs, and explain what they do. They will know the main stages of a human life cycle and understand how and why the body changes physically and mentally during puberty. They will have an understanding of why females have periods and males have wet dreams and how these can be managed. They will have basic knowledge of conception and pregnancy and have discussions about the decisions that have to be made before having a baby and the skills and qualities needed to be a parent/carer.

The following learning outcomes are taken from the DfE Relationships Education (guidance, Feb 2019), alongside the PSHE Association Curriculum.

By the end of **Primary School**, the following should be known:

Relationships Education

Families and people who care for me

- That families are important for children growing up because they can give love, security and stability
- The characteristics of healthy family life 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 other 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 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 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

- How important friendships are in making us feel happy and secure, and how people choose and make friends
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, 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, managing conflict, how to manage these situations, and how to seek help or advice from others, if needed

Respectful relationships

- The importance of respecting others, even when they are different from them (physically, character, personality, backgrounds), or make different choices or have different preferences or beliefs
- 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, including those in positions of authority
- About different types of bullying (including cyber bullying), the impact of bullying, responsibilities of bystanders (telling 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 to face to face relationships, including the importance of respect for others online including when we are anonymous
- The rules and principles of 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

- What sort of boundaries are appropriate in friendships with peers and others (including digitally)
- About 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
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- How to respond safely and appropriately to adults they may encounter whom they do not know
- How to recognise and report feelings of being unsafe or feeling bad about any adult
- How to ask for advice and help for themselves or others, and to keep trying until they are heard
- How to report concerns or abuse, and the vocabulary and confidence needed to do so
- Where to get advice (e.g. family, school or other sources)

Sex Education

Human body

- To recognise and name the external body parts and know what their function
- To describe the similarities and differences between males and females

Puberty

- To describe the main stages of the human life cycle
- To know how and why the body changes during puberty ready for reproduction
- To know how emotions change during puberty
- To know how to stay clean during puberty
- To understand why females have periods and how they manage them
- To understand why males have wet dreams and how they manage them

Reproduction

- To know the basic facts of conception
- To know the basic facts of pregnancy
- To consider the decisions that have to be made before having a baby and the skills and qualities needed to be a parent/carer.

Physical health and mental wellbeing

Mental wellbeing

- That mental wellbeing is a normal part of daily life, in the same way as physical health
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and other's feelings
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
- Simple self-care techniques, including the importance of rest, time spent with family and friends and the benefits of hobbies and interests
- Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
- That bullying has a negative and often lasting impact on mental wellbeing
- Where and how to seek support (and recognising triggers), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions
- It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough

Internet safety and harms

- That for most people the internet is an integral part of life and has many benefits
- About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact positive and negative content online on their own and other's mental and physical wellbeing
- How to consider the effect of their own online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private
- Why social media, some computer games and online gaming, for example, are age restricted
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
- How to be a discerning consumer of information online, including understanding that information, including that from search engines, is ranked, selected and targeted
- Where and how to report concerns and get support with issues online

Physical health and fitness

- The characteristics and mental and physical benefits of an active lifestyle
- The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise
- The risk associated with an inactive lifestyle (including obesity)
- How and when to seek support including which adults to speak to school if they are worried about their health

Healthy eating

- What constitutes a healthy diet
- The principles of planning and preparing a range of healthy meals

- The characteristics of a poor diet and the risks associated with unhealthy eating (obesity, tooth decay) and other behaviours (alcohol for example)

Drugs, alcohol and tobacco

- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol and drug-taking

Health and prevention

- How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer
- The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and the ability to learn
- About dental hygiene and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist
- About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing
- The facts and science relating to immunisation and vaccination

Basic first aid

- How to make a clear and efficient call to emergency services if necessary
- Concepts of basic first-aid, for example dealing with common injuries, including head injuries

Changing adolescent body

- Key facts about puberty and the changing adolescent body particularly from age 9 through to 11, including physical and emotional changes
- About menstrual wellbeing including key facts about the menstrual cycle

Appendix 3: Parent/carer form- withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken. E.g.: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom