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Relationships and Sex Education (RSE) Policy

Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies

Statutory requirements

As a primary academy school we must provide relationships education to all students as per section 34 of the Children and Social work act 2017.

We do not have to follow the National Curriculum but we are expected to offer all students a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At this school we teach RSE as set out in this policy.

Policy development

This policy has been developed in consultation with staff, students and parents and approved by the Trust Education Committee. The consultation and policy development process involved the following steps:

1. Review – The Trust Head of Legal reviewed all relevant information including relevant national and local guidance to produce a draft template. This was reviewed by the Trust Education Executive Team and then approved by the Trust Education Committee.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were sent information about the policy and were invited to ask questions and make comments
4. Student consultation – we investigated what exactly students want from their RSE
5. Ratification – once amendments were made in light of the consultations, the policy was shared with senior Trust staff and the Local Governing Body and ratified

Definition

RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexuality, healthy lifestyles, diversity and personal identity.

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

RSE is not about the promotion of sexual activity.

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, students and staff, taking into account the age, needs and feelings of students. If students 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.

Primary sex education will focus on:

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

For more information about our curriculum, see our curriculum map in Appendix 1.

Delivery of RSE

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).

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to children's needs. The relationships and sex education curriculum map (Appendix 1), shows exactly how our school meets the statutory Relationships and Health Education requirements.

At Judith Kerr Primary School we teach PSHE each week for at least on hour in order to teach the knowledge and skills in a developmental and age-appropriate way. These explicit lessons are reinforced and enhanced in many ways: Assemblies and collective worship, praise and reward system, Learning Charter, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

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, 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).

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

Puberty is taught as a statutory requirement of Health Education and is covered by our Jigsaw PSHE Programme in the 'Changing Me' unit.

Sex education is taught via Science and PSHE lessons and focuses on teaching the facts about human reproduction. Teaching this age appropriate, spiral curriculum will ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

The way that the PSHE Jigsaw Programme covers these topics is explained Appendix 1: Relationship and sex education curriculum map. For more information about our RSE curriculum, see Appendix 2.

Roles and responsibilities

The Trust Education Committee

The Trust Education Committee will approve the RSE policy and hold the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory components of RSE (see **Parents' right to withdraw**).

Staff

Staff are responsible for:

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

The class teachers are responsible for teaching RSE in school. Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Students

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

Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative work will be given to students who are withdrawn from sex education.

Training

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

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.

Monitoring arrangements

The delivery of RSE in our school is monitored by Stephanie Thomson (PSHE Lead) through learning walks and book (portfolio) looks.

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

This policy will be reviewed by the Trust every two years. At every review, the policy will be approved by the Trust Education Committee.

Appendix 1: Relationships and sex education curriculum map

Year group	Term	Topic/theme details	Resources
Reception	Summer 1/2	Relationships: • Belonging in a family • Knowing how to make friends, how to be a good friend and how to stop myself feeling lonely • Thinking of ways to solve problems and stay friends Changing Me: • Naming body parts • Understanding that we all grow from babies to adults	JIGSAW

Year 1	Summer 1/2	Relationships:
		• Understanding belonging and learning to care for the people who are important to me
		  • Recognising which forms of physical contact are acceptable and unacceptable to me
		  • Knowing how to help myself or others when we feel upset
		
		Changing Me:
		• Learning that growing up is natural and everyone grows at different rates
		• Respecting my body and understanding which parts of my body are private
		• Understanding changes happen as we grow, that sometimes they will happen if I want it or not and knowing some ways to cope with changes
			JIGSAW

Year group	Term	Topic/theme details	Resources
Year 2	Summer 1/2	Relationships: • Accepting that everyone's family is different • Knowing what types of physical contact I don't like and knowing how to talk about this • How to use positive problem-solving skills to solve conflicts • Understanding how it feels to trust someone • Feeling comfortable accepting appreciation from others Changing Me: • Understanding there are changes outside of my control and recognising how I feel about this – learning to respect the changes of myself and of those I see in other people • Becoming confident to say what I like and don't like and can ask for help Science: • Knowing animals, including humans, have offspring that grow into adults (concepts of reproduction and growth)	JIGSAW

Year group	Term	Topic/theme details	Resources
Year 3	Summer 1/2	Relationships: • Learning about family roles and responsibilities • Understanding needs and rights for children around the world • Learning empathy for children whose lives are different to mine and appreciating what I may learn from them • Knowing who to ask for help if I'm concerned about anything online • Practising the skills of friendship and understanding how to express appreciation for friends and family Changing Me: • Understanding how babies grow and develop in the mother's uterus and know what they need to live and grow • Understanding boys and girls bodies need to change as they grow up and can say why these changes are necessary • Recognising stereotypical ideas I may have about parenting and family roles	JIGSAW

Year group	Term	Topic/theme details	Resources
Year 4	Summer 1/2	Relationships: • Recognising situations that cause jealousy • Identifying someone I love and express why they are special to me • Recognising how friendships change • Understanding what having a boyfriend/girlfriend means and that it is a special relationship for when I am older Changing Me: • Understanding that our personal characteristics come from our birth parents because I am made from egg and sperm • Labelling internal and external body parts necessary for making a baby • Understanding girls body changes and menstruation • Learning to express fears and concerns about changes and how to manage these feelings positively	JIGSAW
Year 5	Summer 1/2	Relationships: • Relationships and technology Changing Me: • Understanding that sexual intercourse can lead to conception and that is how babies are usually made, also that sometimes people need IVF to help them have a baby Science: • Lifecycle of humans and animals, including reproduction. • Changes in humans from birth to old age (including puberty)	JIGSAW

Year group	Term	Topic/theme details	Resources
Year 6		Relationships: • Understanding that people can get problems with their mental health and that it is nothing to be ashamed of • Learning to help myself and others when worried about a mental health problem • Understanding that there are different stages of grief and that there are different types of loss that cause people to grieve • Demonstrating ways I could stand up for myself and my friends in situations where others are trying to gain power or control • Judging whether something online is safe and helpful for me and can and resisting pressure to do something online that might hurt myself or others • Using technology positively and safely to communicate with my friends and family Changing Me: • Explaining how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally • Describing how a baby develops from conception through the nine months of pregnancy, and how it is born • Understanding how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend	JIGSAW

Appendix 2: By the end of primary school students should know

Topic	Students should know
Families and people who care about 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 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 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 very different from them (for example, physically, in character, personality or 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

Topic	Students should know
	• 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 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	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • 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 (in all contexts, including online) 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 or 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 and/or other sources

Appendix 3: Parent 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	