



NEWLAITHES JUNIOR SCHOOL

RSE (Relationships and Sex Education) Policy

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Definition of RSE

We define Relationships and Sex Education (RSE) as learning about the many strands of relationships and growing up. This includes family relationships, friendships and relationships with peers and adults, healthy and unhealthy relationships, the characteristics of positive relationships, relationships online and the emotional, social and physical aspects of growing up. It enables exploration of attitudes and values and helps pupils build self-esteem and confidence to view their sexuality positively.

Although sex education is not compulsory in Primary Schools, at Newlaithes Junior School we feel that it is important to prepare pupils for the physical and mental changes that occur during puberty, and inform them about human reproduction, so these elements are included in Years 5 and 6.

Purpose and Principles

At Newlaithes Junior School, we believe in providing every pupil with open, honest, accurate and age-appropriate lessons all about relationships. Through the school's ethos and values, we aim to develop children's knowledge, skills, opinions, strategies and confidence - enabling them to cope with life and live safely and happily in the modern world.

We highly value the partnership between school and home and will promote open and informative two-way communication. We aim to provide parents and carers with accurate information about what their child is learning in school and to provide the best learning environment and opportunities for our children. The full RSE policy will also be available to staff and parents/carers via the school's website.

Aims

The following aims compliment those of the Science curriculum in KS2.

- To have the confidence and self-esteem to value themselves and others;
- To understand about the range of relationships, including the importance of family for the care and support of children and different family types, which can include LGBT families;
- To put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online;
- To develop confidence in talking, listening and thinking about feelings and relationships;
- To be able to name parts of the body and describe how their bodies work;
- To be prepared for puberty;
- To understand the consequences of their actions and behave responsibly within relationships;

- To be able to recognise unsafe situations and be able to protect themselves and ask for help and support;
- To understand how to develop and maintain a healthy lifestyle, both physically and mentally.

Subject Content

The elements of Relationships Education which are expected to be taught in Primary Schools are:

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

(See Appendix 1)

As part of RSE, pupils will be taught about the nature and importance of marriage for family life and bringing up children. They also need to understand that there are strong and mutually supportive relationships outside of marriage. We try to ensure that no stigma is placed on children based on their home circumstances. We aim to provide accurate information and to help to develop skills to enable them to understand differences and respect themselves and others. We hope to prevent and remove prejudice.

Newlathes Junior School considers RSE to be an integral part of the Personal, Social and Health Education (PSHE) curriculum, in which it is primarily taught, although it is also linked to other curricular subjects, including science, citizenship, computing and PE. Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground.

Relationships and RSE will be age-appropriate, building knowledge and life skills over time in a way that prepares pupils for issues they will soon face. Lessons will be differentiated where appropriate, ensuring all children are able to participate fully.

They will focus on:

- The knowledge and understanding of a variety of relationships, including friendships, family relationships, dealing with strangers and, in preparation for secondary school, intimate relationships;
- How to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and also how to recognise unhealthy relationships;

- An understanding of the characteristics of positive relationships.
- Coping strategies and an awareness of how and where to seek support;
- An understanding of their rights and responsibilities within a range of relationships;
- How relationships may affect health and wellbeing, including mental health;
- Healthy relationships and safety online;
- An awareness of the process of growing up and the changes they and others will experience;
- Factual knowledge around sex and sexuality, set firmly within the context of relationships.

Lessons are sensitive to a range of views but the school ensures that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals. This includes clear, impartial scientific information as well as covering the law in relation to forced-marriage, female genital mutilation and abortion. It also covers the concept of, and legislation relating to, equality.

Effective RSE will be taught in an atmosphere of trust, responsibility and respect where sensitive issues can be discussed without embarrassment or threat. Children will be encouraged to feel comfortable to engage in open discussion and feel confident to ask questions/for help if needed. Distancing techniques (e.g. role play, third person case studies, same sex groups and an anonymous question box) are used when teaching sensitive issues.

In order to meet the needs of all children and to make our lessons engaging, we aim to deliver our Relationships Education curriculum through a variety of teaching methods and interactive activities, including: Paired or small group work; discussion; role play; appropriate videos; visitors; question box.

Years 3 and 4 will also be introduced to aspects of RSE through the Kidsafe programme.

SEND provision

Our Relationships Education curriculum is inclusive and meets the needs of all children, including those with special educational needs or disabilities (SEND). We recognise and respect pupils' different abilities, levels of maturity and personal circumstances; for example their own sexual orientation, gender identity, faith or culture (which may, depending on their age and maturity, not be something they have yet considered or may be 'emerging') or the sexual orientation, gender identity, faith or culture of their immediate family, close friends and wider community. We

ensure that all young people have equal access to our sex and relationships and sex education programme.

For SEND children, high quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. As some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND, teachers will take this into consideration when delivering related RSE lesson content. RSE can also be particularly important for some pupils; for example those with Social, Emotional and Mental Health needs or learning disabilities. Such factors will be taken into consideration when designing and teaching these lessons. For some SEND pupils there may be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages. Teachers will ensure that their teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

Assessment, Monitoring and Reporting

Self-assessment is an important part of learning in Relationships Education and PSHE. Children will reflect on their learning throughout the units. We highly value pupil voice and will take into account the opinions and comments of our children about what they would like to learn.

Staff delivering the Relationships curriculum will critically reflect on their teaching and best practice will be shared through lesson observations, monitoring of planning and children's work and training opportunities.

Comments on children's learning and progress in RSE, as part of their learning in PSHE, will be reported to parents and carers at Parents' Evenings and in the annual school report.

Safeguarding

Teachers are aware that effective RSE, 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. In this instance, teachers will consult with Mr. Richard Clark (DSL) or Mr. Jose Sanchez (Deputy DSL).

Visitors and external agencies which support the delivery of Relationships Education will be required to adhere to the school's safeguarding policy and policies relating to the subjects they are teaching or contributing towards.

Parents' Rights for withdrawal from lessons

Section 405 of the Education Act 1996 enables parents to withdraw their children from sex education other than the sex education that is in the National Curriculum (such as the biological aspects of human growth and reproduction within National Curriculum Science). However, parents will not have the option to withdraw their children from Relationships Education or Health Education.

If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Head teacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard.

The school is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Inform parents about the school's sex education policy and practice;
- Answer any questions that parents may have about the sex education of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school;
- Encourage parents to be involved in reviewing the school policy and making modifications to it as necessary;
- Inform parents about the best practice known with regard to RSE, so that the teaching in school supports the key messages that parents and carers give to children at home.

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Roles and responsibilities in school

The member of staff responsible for the co-ordination, development, monitoring and evaluation of RSE is Miss Roxanna MacArtney (PSHE Subject Leader). The subject leader supports colleagues in the teaching of RSE, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. The governor who has oversight is Mr. Kris Stainton (Governor with responsibility for PSHE/RSE).

Teaching styles

A variety of groupings will be used although the main teaching style will be with the whole class. Individuals will be given the opportunity to raise personal issues in confidence. Staff should exercise their professional discretion and be aware that some information may raise concerns about child protection at this age (agreed procedures should be used in such cases).

The use of circle time is effective in promoting focused and active learning in a carefully controlled atmosphere that promotes confidence and self-esteem. Children should also be given opportunity to reflect, personally and as a group on what they have learned.

Opportunity will be given for single sex groups to discuss relevant topics.

Steps should be taken to avoid embarrassment and protect individual privacy. Discussions should always be de-personalised by using for example, fictional characters.

At the onset it will be made clear that

- No one (teacher or pupil) will have to answer a personal question and that none will be asked.
- No one is forced to take part in a discussion.
- Only the correct names for the body parts and human processes will be used.
- Meanings of words will be explained in a considerate and factual way.

Difficult situations should be dealt with by,

- Drawing attention to the ground rules above.
- Attending to it on a personal basis in order to show respect to an individual but avoid sharing it with a larger group. Care should be taken to follow Child Protection guidelines.

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Outside agencies such as the school nurse may be used but it is important that the class teacher exercises overall responsibility for the content and conduct of a lesson.

Specific Issues

Menstruation is likely to start for some girls while they are at junior school and they should be aware that staff are able to help them.

Contraception will be acknowledged as it enables family planning to take place. Attention should also be brought to the incidence and danger of sexually transmitted diseases. Detailed discussion of precautionary methods and access to them is the responsibility of secondary education.

Abortion is not an appropriate issue to debate at KS 2.

Sexual orientation is discussed if it is brought up by the children. Staff are also willing to discuss issues with individuals if they are approached, but to a limited extent only. Advice to go only as far as where to find help and support, including emphasis on parental involvement.

Statutory Regulations

From September 2020, all primary schools must deliver Relationships Education. Under the Education Act 2002/Academies Act 2010, all schools must provide a balanced and broadly-based curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life. Documents that inform the school's

Relationships Education Policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)

Appendix 1

By the end of primary school:

<p>Families and people who care for me</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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
<p>Caring friendships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.
<p>Respectful relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • 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 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.
<p>Online relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.
<p>Being safe</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none">• 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.
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* Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.