

Relationships and Sex Education policy

Chetwynd Junior School



Approved by: Headteacher and Governing Board

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1. 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 pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Chetwynd Junior School considers that Relationships and Sex education (RSE) is an integral part of the Personal, Social, Health and Economic (PSHE) curriculum. We aim to offer pupils a carefully planned programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupils. The programme is set within the moral framework matched to the pupils' level of maturity.

The aims complement those of the Science curriculum in KS2.

2. 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.

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.

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.

This Relationship and Sex Education policy is in line with the updated DFE guidance document Sex and Relationship Education Guidance which can be found here:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

"All schools must have an up to date RSE policy which is made available for inspection and to parents. This requirement is outlined in the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 (see sections 8 to 12)

The policy must:

- Define sex and relationship education
- Describe how sex and relationship education is provided and who is responsible for providing it
- Say how sex and relationship education is monitored and evaluated
- Include information about parents' right to withdrawal
- Be reviewed regularly

'Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.'

DFE Relationships Guidance (9.7.2020 update)

Every child is entitled to receive RSE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language, special needs, disadvantaged and looked after children. It is our intention all children have the opportunity to experience a programme of RSE at an age appropriate level and with differentiation if required.

Organisation of Sex and Relationship Education

RSE is delivered through Science, RE and PSHE. Sex and relationship education is taught by classroom teachers.

A range of teaching methods which involve the children's full participation are used to teach this subject. Teaching and resources will be differentiated as appropriate to address the needs of all children in order for them to have full access to the content of RSE, including SEND pupils.

The RSE programme will be delivered in accordance with the school's Inclusion Policy, Equal Opportunities Policy and the Equality Act (2010). This means at the centre of the school's curriculum, pupils will learn from an early age that there are many different types of 'family'. In KS2, pupils will be taught that the term 'relationship' may refer to two people of the same or different: gender, ethnicity, religion/belief, or ability/disability. The promotion of any type of relationship shall not occur. Where appropriate, pupils will be given opportunities to discuss specific issues related to puberty in single sex groups. Resources and methods of teaching will be in line with the strategies set out in the policies.

Links with other policies

This policy is linked with the following policies:

- PSHE
- Child Protection and Safeguarding
- Relationships policy
- SEND
- Mental Health and Wellbeing
- Supporting Children at School with Medical Conditions
- Science Policy

At Chetwynd Junior School we teach RSE as set out in this policy.

Chetwynd promotes equality and pupils' understanding of protected characteristics, such as age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex and sexual orientation, throughout our curriculum. We aim to develop pupils' age-appropriate understanding of healthy relationships through appropriate relationships and sex education.

The following table shows where discrete lessons or opportunities for discussion arise.

Age;	PHSE Wellbeing – tolerance respect
Disability;	Diversity and Equality promoted through SMSC Assemblies – Downs Syndrome, ASD etc
Gender reassignment;	Yr 6 RSE <ul style="list-style-type: none"> • Know about gender identities and have an awareness of transgender issues • Understand the difference between being transgender and cross-dresser
Marriage and civil partnership;	PHSE. – Marriage and civil partnerships – Healthy relationships
Pregnancy and maternity;	PHSE. Science – (including during RSE week – family and where did we come from)
Race;	Diversity and Equality promoted through SMSC
Religion or belief;	RE, PHSE, and British values – Tolerance and respect, Law, Democracy (Ensuring that everyone has a voice). Individual Liberty (Freedom to be heard) - promoted through SMSC
Sex;	RSE Year 5 - Know about and understand the physical, mental and emotional changes that take place during puberty RSE Year 6 - Understand what an unhealthy relationship is and know how to deal with relationship issues. Learn about sex (and bust some myths!) Understand why friendship is important in the establishment of close relationships Know the features of a healthy relationship
Sexual orientation.	PHSE - Healthy relationships, families. Wellbeing mentor.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – the Wellbeing Team as a ‘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 and any interested parties were invited to give feedback on the policy via a newsletter and the school admin email address
4. Pupil consultation – pupil voice was gained through wellbeing lessons and the children’s SEF.
5. Ratification – once amendments were made, the policy was shared with governors and ratified on 12.10.20.

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, 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.

5. 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, 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.

Primary sex education will focus on:

- Sexual difference and naming of body parts
- Preparing boys and girls for the changes that adolescence brings
- Exploring the impact of puberty on the body and the importance of physical hygiene
- Understanding that menstruation and wet dreams are a normal part of growing up
- How a baby is conceived and born, considered in the context of relationships
- Answering each other’s questions about sex and relationships with confidence and knowing where to find support and advice

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum and Wellbeing lessons. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

As part of RSE, pupils should not feel any stigma based on their home circumstances and will be taught that the makeup of family units can differ. We aim to provide accurate information for the children and to help to develop skills to enable them to understand differences and respect themselves and others. We hope to prevent and remove prejudice. RSE should contribute to promoting the spiritual, moral, cultural, mental and

physical development of pupils at school and within society, thus preparing them for the responsibilities and experiences of adult life. We will work towards this aim in partnership with parents and carers.

Teaching will reflect the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make. Teachers ensure that all of their teaching is sensitive and age appropriate in approach and content, and all pupils are able to contribute and speak freely within a safe environment.

We carry out the main RSE curriculum in PSHE lessons (see appendix A for further details), however we also teach RSE through other subject areas e.g. Science, PE and RE, where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. Linked with RE, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. Linked with PE, children learn about healthy lifestyles and the importance of exercise. Wellbeing Lessons help the children to understand the range of emotions they may feel and how to seek support when they need it.

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. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

Teaching and learning including delivery of the RSE curriculum

At Chetwynd Junior School we acknowledge that many children will begin to experience puberty at this age. We teach the children about the parts of the body and how they work. We also explain what will happen to their bodies during puberty. We encourage the children to ask for help if they need it and there are opportunities for the children to ask anonymous questions through a class box and post it notes. Teachers answer questions with sensitivity and care. By the end of key stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, and what menstruation is how it affects women. We always teach with due regard for the emotional development of the children.

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

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

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).

7. Roles and responsibilities

7.1 The Governing Body

The Governing Body will approve the RSE policy, and hold the Headteacher to account for its implementation.

7.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science 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 wish them to be withdrawn from the non-statutory/non-science components of RSE

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.

All teaching staff are responsible for teaching aspects of RSE.

7.4 Pupils

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

8. 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/non-science 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 pupils who are withdrawn from sex education.

9. 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.

10. Monitoring arrangements

The delivery of RSE is monitored by Cathy Brotherhood PSHE Subject Lead through:

The school teaching and monitoring schedule which includes; planning scrutinies, learning walks, pupil interviews and book looks.

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

This policy will be reviewed by the Headteacher bi annually. At every review, the policy will be approved by the governing body.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 3/4	Autumn	<u>Being safe.</u> Protective behaviours Aim: Explore emotions and feelings <ul style="list-style-type: none">• Explore rights and responsibilities• Identify a network of support• Explore unsafe feelings and recognise warning signs <u>Respectful relationships.</u> <ul style="list-style-type: none">• Know what a stereotype is and how stereotypes can be unfair, negative or destructive.• Understand the terms discrimination, stereotype.• Challenge stereotypes relating to gender and work.	SEAL program. Dimensions LKS2 living in the wider world Unit 3 discrimination
Year 3/4	Spring	<u>Families and people who care for me</u> Family Links Know that stable caring relationships are important. Know and understand how the make up of family units can differ.	3D Dimensions program LKS2 Unit 4: Similarities and differences

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 3/4	Summer	<p><u>Caring Friendships:</u></p> <p>Reactions</p> <ul style="list-style-type: none"> • Know how to recognise the difference between isolated hostile incidents and bullying <p>Self - Worth</p> <ul style="list-style-type: none"> • Understand what self – esteem is and why it's so important. • Know how to communicate their opinions in a group setting. <p>Persistence and Resilience.</p> <ul style="list-style-type: none"> • Understand the terms 'resilience' and 'persistence' and why these character traits are important. <p>Negative persistence</p> <ul style="list-style-type: none"> • Know about the different types of bully (including cyberbullying), the impact of bullying, responsibility of bystanders (primarily reporting it to an adult) and how to get help. • Know how to recognise bullying behaviour. <p><u>Respectful relationships</u></p> <p>Connections</p> <ul style="list-style-type: none"> • Understand we are all connected by our similarities • Understand and appreciate the range of different cultures and religions represented within school. • Learn about the need for tolerance for those of different faiths and beliefs. • Understand the term 'diversity' and appreciate diversity within school. • Learn about the need for tolerance for those who are different from us. 	Dimensions LKS2Unit 3: Bullying

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 5/6	Autumn	<p><u>Being safe</u></p> <p>Protective behaviours Aim: Explore emotions and feelings</p> <ul style="list-style-type: none"> • Explore rights and responsibilities • Identify a network of support • Explore unsafe feelings and recognise warning signs <p><u>Respectful relationships.</u></p> <ul style="list-style-type: none"> • Know what a stereotype is and how stereotypes can be unfair, negative or destructive. • Understand gender discrimination and its impact. • Know the importance of self-respect and how this links to their own happiness. 	<p>SEAL program</p> <p>Dimensions UKS2 Relationships Unit 3 Similarities and Differences</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 5/6	Spring	<p><u>Families and people who care for me</u></p> <ul style="list-style-type: none"> • Physical contact • Support and Care • Marriage <p>Relationship and sex education Forming relationships – Know how and why close relationships are formed, especially during adolescence. Know about the physical, mental and emotional changes that happen during puberty, including sexual relationships. Know the features of a healthy relationship. Understand what an unhealthy relationship is and how to deal with relationship issues. Know about gender issues relationships.</p> <p><u>Caring Friendships</u></p> <p>Communication</p> <ul style="list-style-type: none"> • Know the importance of permission seeking and giving in relationships with friends, peers and adults. • Recognise that there are different ways to communicate • Understand the need for confidentiality in certain situations. <p>Listening</p> <ul style="list-style-type: none"> • Know how to recognise who to trust and who not to trust, how to judge when a friendship is making them unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help and advice from others if needed. 	<p>3D Dimensions program UKS2 Unit 4 Healthy Relationships.</p> <p>3D dimensions program UKS2 Unit RSE</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 5/6	Summer	<p><u>Caring friendships</u> Community spirit</p> <ul style="list-style-type: none"> • Recognise there are many goals within a community • Understand the need to collaborate in a group situation. <p><u>Mental Wellbeing</u></p> <ul style="list-style-type: none"> • Know that mental wellbeing is a normal part of daily life, in the same way as physical health • Know that bullying (including cyber bullying) has a negative and often lasting impact on mental wellbeing. <p><u>Online relationships.</u></p> <ul style="list-style-type: none"> • Know that the same principles apply to online relationships as to face to face relationships. • Know how to critically consider their online friendships. • Know that the internet can often be a negative place. 	<p>Dimensions YR 5/6 UKS2 unit 2 collaboration</p> <p>Dimensions UKS2 Unit 4: Healthy relationships</p>

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

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<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
Caring friendships	<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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<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 • 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
Online relationships	<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
Being safe	<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 • 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	