

Rokesly Junior School Relationships and Sex Education Policy



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Persons responsible for review: PSHE Lead in consultation with Head teacher, Governors and Parents and Carers.

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1 Introduction

As of September 2020, The Department for Education is introducing compulsory Health Education for all schools, Relationships Education for primary pupils and Relationships and Sex Education (RSE) for secondary school pupils.

“The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults” [Relationships Educations, Relationships and Sex Education \(RSE\) and Health Education statutory guidance](#) (section 54) including online relationships. Here at Rokesly, we teach age-appropriate sex education alongside relationships education in line with the [Education Act 1996 section 403](#) and [Education Act 2002 section 80a](#)..

At Rokesly Junior School we believe that everyone’s physical, moral, cultural, spiritual and intellectual developments are all influenced by the individual’s own feelings towards themselves and their relationships with others. Relationship and Sex Education provides an understanding that caring environments are essential for the development of a positive self-image. It encourages the acquisition of skills and attitudes, which allows pupils to manage their own relationships within a healthy responsible lifestyle. Our Sex and Relationships Education programme is planned to provide opportunities for the children to develop an understanding of their own sexuality and to develop skills that promote and maintain positive relationships. Successful RSE must enable young people to gain information, develop and transfer skills and explore attitudes and values, in order to support informed decision-making regardless of special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background. We do not use sex and relationships education as a means of influencing any form of sexual orientation.

2 Statutory requirements:

This policy has been created in adherence but not limited to:

- Education Act 1996
- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2013) ‘Science programmes of study: key stages 1 and 2’

2.1 Policy development:

This draft policy has undergone development in consultation with the leadership team, teaching staff, governors, parents and carers and other relevant agencies on the government guidance that:

- “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.” [Relationships Educations, Relationships and Sex Education \(RSE\) and Health Education statutory guidance](#).

- It is important that the transition phase before moving to secondary school supports pupils’ ongoing emotional and physical development effectively. The Department for Education (DfE) continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should 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. [Relationships Educations, Relationships and Sex Education \(RSE\) and Health Education statutory guidance](#) (section 67)

3 Aims and objectives of Relationship and Sex Education:

3.1 Aims of Relationship and Sex Education:

At Rokesly Junior School, we value our responsibility to provide a balanced and broad curriculum which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

(section 2.1 national curriculum framework dfe 2013)

- Enables pupils to make responsible, informed and healthy decisions about their lives, both now and in the future.
- Teaches pupils to respect themselves and others so they can move confidently from childhood through to adolescence and into adulthood.
- Provides a supportive learning environment in which pupils can develop their feelings of self-worth and confidence, especially in relation to others.
- Is an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.

3.2 Objectives for Relationship and Sex Education:

At Rokesly Junior School, we have a commitment to ensure that our programme is relevant to all pupils and is taught in a way that is age and stage appropriate, in line with the [Education Act 1996 section 403](#) and [Education Act 2002 section 80a](#).

The objectives of Relationship and Sex Education at Rokesly Junior School are;

- To provide the knowledge and information to which all pupils are entitled;
- To clarify/reinforce existing knowledge;
- To raise pupils’ self-esteem and confidence, especially in their relationships with others;
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives;
- To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities;

- To support the development of pupils' confidence to be participating members of society and to value themselves and others;
- To give pupils access to information and support;
- To develop pupils' skills for a healthier safer lifestyle;
- To help pupils develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;
- To teach pupils to respect and care for their bodies;
- To prepare pupils for puberty and adulthood;
- To ensure pupils understand how humans reproduce;
- To ensure pupils understand that there are different types of families and relationships;
- To support pupils to understand how to keep themselves and others safe.

3.3 At Key Stage 2:

In science children build on their knowledge of life cycles and learn about the basic biology of human reproduction including birth of a baby.

At Key Stage 2, as part of the national curriculum, the school must teach pupils to:

1. describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
2. describe the life process of reproduction in some plants and animals
3. describe the changes as humans develop from to old age.
4. recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

In years 4, 5 and 6 children are taught about the physical, emotional and social changes at puberty, which include personal hygiene.

In Year 6, when it is deemed appropriate, children will learn about female genital mutilation (FGM), how it is viewed in this country and how to keep themselves and others safe.

In PSHE, they continue to develop an understanding of relationships within a family (in the broadest term and in a range of family types), between friends and the community and that there are different patterns of friendship, including those online.

Children will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures.

Relationships and sex education should focus on the development of skills and attitudes not just the acquisition of knowledge. We follow the Christopher Winter Project to ensure continual progression throughout a child's education at Rokesly Junior School.

4 Context

We teach about sex and relationships in the context of the school's aims and values (see the values statement in the Curriculum Policy). While RSE in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code, and of the values which underpin all our work. We teach RSE on the understanding that:

- it is taught in the context of family life;
- it is part of a wider process of social, personal, spiritual and moral education;
- children should be taught to have respect for their own bodies;
- children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- it is important to build positive relationships with others, involving trust and respect;
- it makes a significant contribution to our duty to safeguard and protect all children.

In accordance with the principles of the Equality Act (2010), we believe that every child is entitled to receive RSE regardless of ethnicity, gender, religion, age, cultural heritage, disability, sexuality, language needs or special educational needs. It is the intention of this school that we meet the requirements of this act to advance equality of opportunity by providing these important life-skills to all children. We use an inclusive, whole school approach to ensure RSE can be accessed in an age-appropriate way throughout a child's school career.

4.1 RSE lessons:

Before RSE lessons begin, parents / carers have the opportunity to view the age specific teaching materials for RSE and talk about any concerns with the class teacher.

RSE lessons are always delivered by the class teacher and taught to the whole class, at the same time. Where a child has an exceptional need lessons may be delivered separately to best support, including those with additional needs that child.

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.

4.2 Ground Rules

RSE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of any RSE work, in addition to those already used in the classroom. They will cover the following areas:

- Appropriate use of language
- The asking and answering of personal questions
- Strategies for checking or accessing information

4.3 Legal requirements - right to withdraw:

In accordance with the [DFE 2019](#) Relationships and Sex Education guidance, we work closely with parents to ensure as many children as possible take part in RSE. At Rokesly Junior School, we respect parents' right to withdraw their children from RSE taught outside National Curriculum Science. Parents have a legal right to see the school RSE policy and to be given a copy of it (Education Act 1996). Parents should also be aware that schools are

legally required to provide a broad and balanced curriculum. Sex and relationships topics can arise incidentally in other subjects and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions. Additionally, there is no right to withdraw from Relationships Education or Health Education ([RSE primary schools guide for parents](#)).

5 Organisation

The Christopher Winter Project Curriculum overview:

Year 3: Valuing difference and keeping safe

Year 4: Growing Up

Year 5: Puberty (respect and equality)

Year 6: Puberty, relationships and reproduction (FGM)

6 Confidentiality:

Relationships and Sex Education is conducted in a sensitive manner. However, a member of staff cannot promise confidentiality if child protection concerns are raised during any lesson. The school has a Safeguarding Policy to ensure staff are aware of procedures (see Safeguarding Policy).

6.1 Dealing with difficult questions:

We acknowledge that sensitive and potentially difficult issues will arise in RSE as children will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for RSE. As a first principle we will answer questions relating to the taught planned curriculum for that age group to the whole class. We will answer questions relating to areas beyond the taught planned curriculum for that age group, in a sensitive and age-appropriate way only to the child or children who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it, they will seek guidance from the PSHE leader.

When answering questions, we shall ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, teachers will pass this information to the designated person for child protection in line with school policy.

7 Parental involvement:

As a school, we are aware that parents and carers are the primary providers for their child's learning about relationships and sex; we wish to continue to build supporting relationships with parents and carers for RSE provision through mutual trust and cooperation.

At Rokesly we would like to reassure parents and carers that the school's RSE programme will complement their role and support them in the education of their child regarding relationships and sex. Therefore, Rokesly Junior School ensures that:

- Parents and carers views are heard to ensure RSE is culturally appropriate and inclusive of all of our children;
- Parents and carers are informed about the policy and policy reviews;

- We answer questions that parents and carers may have about the RSE for their children.

8 Monitoring and Evaluation:

Monitoring is the responsibility of the headteacher, named governor and teacher with responsibility for RSE.

Monitoring is an ongoing process that checks the degree to which the scheme of work is being effectively implemented. Monitoring answers the questions:

- Is the programme effectively managed and are staff clear about their roles and responsibilities?
- Does the planned programme reflect national guidance, local priorities and pupils' needs?
- Are all pupils being taught the programme as planned?
- Is the quality of teaching consistent across all classes and does it exemplify best practice?

These questions will be answered with a system of lesson observations and peer support and regular review of the RSE policy and programme including staff meetings.

9 Staff continued professional development:

CPD is provided once a year and Christopher Winter training is provided every four years to support staff turnover.