



## Portway Junior School policy for Relationship and Sex Education (RSE)

### Aims

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

- Allow pupils their right to access information about relationship and sex education, which will take place within a moral context
- 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
- Be provided by staff who are sensitive to the concerns and needs of pupils and their families.
- Ensure that pupils understand they are being trusted to use information gained in lessons in a responsible way
- Recognise pupils' differing backgrounds and varying levels of physical and emotional maturity

### 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 Relationships and Sex Education (RSE), we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

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

### Policy development

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

1. Review – members of staff 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 comment on the policy.
4. Ratification – once amendments were made, the policy was shared with governors and ratified.

### Definition

Relationships and Sex Education (RSE) is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, 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

The Governors of Portway Junior School recognise their legal responsibilities and have decided that it is appropriate to offer sex education, other than that required by the school National Curriculum, in order to prepare pupils to cope with the physical and emotional challenges of growing up and give them an elementary understanding of human reproduction. The Governors believe that the teaching offered by the school is complementary and supportive to the role of parents.

Lessons will be taught in accordance with the PDL policy which outlines children's rights, respect and responsibilities to inform their decisions about sex and relationships.

## **The sex education programme will:**

- Be taught at the end of Year 5. This is part of our curriculum for PHSE (Personal Health and Social Education) and takes place here as we have an increasing number of pupils who, by this age, are beginning to experience puberty and menstruation. *(For the 2020-2021 academic year only, SRE will also be taught in Year 6 as these pupils missed this part of their education due to the school closures because of the COVID-19 pandemic)*
- Be explained to parents prior to the unit beginning in school. Parents will hear about the structure of the programme, how it will be taught and, on request, may view the materials used in lessons.
- Take place in a supportive environment where a clear set of ground rules will be established prior to lessons taking place.
- Use appropriate and quality teaching resources (see below)
- Present learning opportunities to allow consideration of attitudes, behaviour and acquisition of skills as well as knowledge
- Help to build children's self-esteem and self-confidence.
- Be taught within a whole school approach, through Science lessons in lower school and PDL lessons in upper school
- Take account of the moral, religious, ethical and cultural dimensions of the curriculum
- Cover the biological facts in order to inform and help children to develop a mature understanding in sexual matters, to explore feelings and responsibilities and encourage respect towards themselves and others
- Be given in such a manner as to encourage all pupils to have due regard to moral consideration and the values of family life. It will take 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)
- Recognise that not all children will choose or wish to be parents
- Be taught as part of the wider programme of PDL education within the school's curriculum
- Provide progression and continuity
- Take account of what the pupils already know and understand
- Prepare boys and girls for the changes that adolescence brings
- Teach pupils how a baby is conceived and born

## **The materials used for our sex education programme are:**

- A range of information books for pupils such as 'Mummy Laid an Egg' (Babette Cole)
- Videos from LilLets, this includes information from GPs and wider sources
- Sanitary products and information supplied by the 'Red Box' project - [www.redbox.org](http://www.redbox.org)

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 and within the moral context of the importance of healthy relationships. Biological aspects of RSE are taught within the science curriculum.

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

- Making Friends, focusing on feelings in relationships
- Ups and Downs in relationships
- It's My Body
- We're All Different
- Changing Relationships
- Keeping Safe Outside of School, including safety online and taking personal responsibility
- Keeping Safe in School
- Risks and Pressures

Whole school assemblies also address these issues on a regular basis.

Appropriate sessions of RSE will be taught in single-sex groups in order for pupils to be encouraged to speak freely and anonymous question boxes are used to help promote this. Where necessary, learning will be differentiated to meet individual pupils' needs and smaller groups of pupils will be considered.

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

## **Roles and responsibilities**

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

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

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 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.

The PDL Manager is Charlotte Freemantle

RSE education will be taught by qualified teachers in Year 5. However, due to the COVID-19 pandemic, for the 2020-2021 school year only, RSE education will be taught by qualified teachers in both Years 5 and 6.

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

## **Parents' right to withdraw**

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

"Parents are key figures in helping their children to cope with the emotional and physical aspects of growing up.....The teaching offered by schools should be complementary and supportive to the role of parents"..... DfE circular 5/94 (Para7).

Schools should always work in partnership with parents, consulting them on the content of RSE education. The school's programme will complement and support the parental role.

Where parents wish to exert their right to withdraw their children from the non-statutory components of sex education within relationships education, they may do so in writing to the Headteacher. This right does not apply to the National Curriculum elements of the programme, nor to discussion within other lessons outside the planned programme. Parents are not required to give reason or make alternative provision. The pupils who are withdrawn remain the responsibility of the school and alternative work will be provided for them during these sessions. The school is aware that withdrawn children will need to be treated sensitively so that such withdrawal does not result in inappropriate remarks by other children.

## **Training**

The training and advice given will enable teachers to:

- build trust and confidence within the classroom
- negotiate clear parameters with the pupil for working
- become more confident
- understand and support the aims and rationale of the policy
- be aware of legal implications and their professional responsibilities
- use a balanced range of teaching method

## **Monitoring arrangements**

The delivery of RSE is monitored by the PDL manager through staff INSET, sampling, pupil conferencing and feedback from parents.

Pupils' development in RSE is monitored by class teachers.

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

This policy should be read in conjunction with the following policies:

- Safeguarding and Child Protection policies, including responding to disclosures
- Anti Bullying Policy
- Single Equality Statement
- DfE Keeping Children Safe in Education 2020.
- SEND policy
- Behaviour Policy
- Internet Safety policy

**Review date:** February 2021 (not reviewed 2019-202 due to COVID pandemic)

**Next review:** 2022

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map (outline taken from HIAS PSHE objectives and outcomes)

YEAR GROUP	TOPIC/THEME DETAILS
Year 3	<p>Keeping safe in and outside of school.</p> <p><i>Children will be taught and have opportunities to know about bullying, why it happens and the effects it has on people, think about how to deal with bullying and how to stop it happening, know school safety rules, consider how they contribute to making the school environment a safe place.</i></p> <p>Making friends.</p> <p><i>Children will be taught that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view. Within our PSHE lessons, children will learn about what makes a friend, recognising respectful behaviour, personal boundaries, the importance of being respectful and polite. Children will be made aware of different types of relationships, including marriage, and those between friends and families, and to develop the skills to be effective in relationships.</i></p> <p>Focus on feelings.</p> <p><i>Children will have the opportunity to talk and write about their opinions, and explain their views, on issues that affect themselves and society around them. They will also focus on their actions and the actions that affect themselves and others, to care about other people's feelings and to try to see things from their points of view. As well as this the children will also learn about the importance of self respect and positive friendships.</i></p>
Year 4	<p>Ups and downs in relationships.</p> <p><i>During this topic, children will be taught to be aware of different types of relationships, including marriage, and those between friends and families, and to develop the skills to be effective in relationships, know that there are many different patterns of friendship, understand the meaning of friendship and loyalty, be able to be honest.</i></p> <p>Keeping Safe outside of school.</p> <p><i>Children will be taught and have opportunities to know about bullying, why it happens and the effects it has on people, think about how to deal with bullying and how to stop it happening, know school safety rules, consider how they contribute to making the school environment a safe place. Alongside this, children will focus on identifying hazards from substances at home and at school, knowing and developing an understanding about the range of legal drugs encountered in everyday life, including over-the-counter drugs such as aspirin, drugs which are prescribed as medicines, tea, coffee, alcohol and tobacco. They will also develop their knowledge of risks and hazards in the environment and where to go for help</i></p>
Year 5	<p>Risks and Pressures.</p> <p><i>Children will be taught to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action, to develop a positive approach and</i></p>

	<p><i>self-motivation towards personal safety and risk taking as well as understanding that that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong.</i></p> <p>We're all different.</p> <p><i>Children will be taught to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences, to think about the lives of people living in other places and times, and people with different values and customs as well as being taught to recognise and challenge stereotypes.</i></p> <p>It's my body.</p> <p><i>Focus on recognising, as they approach puberty, how people's emotions change at that time, and how to deal with their feelings towards themselves, their family and others, in a positive way, how the body changes as they approach puberty and what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices</i></p>
Year 6	<p>Taking responsibility for my own safety.</p> <p><i>Children will be taught to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable. They will also focus on understanding that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong.</i></p> <p>Changing Relationships.</p> <p><i>Throughout this topic, children will be taught about how the body changes as they approach puberty, to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships as well as being able to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable.</i></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"> <li>● That families are important for children growing up because they can give love, security and stability</li> <li>● 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</li> <li>● 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</li> <li>● 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</li> <li>● That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>● How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>● How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>● The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>● That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>● 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</li> <li>● 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</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>● 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</li> <li>● Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>● The conventions of courtesy and manners</li> <li>● The importance of self-respect and how this links to their own happiness</li> <li>● 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</li> <li>● 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</li> <li>● What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>● The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>

<p>Online relationships</p>	<ul style="list-style-type: none"> <li>● That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>● 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</li> <li>● The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>● How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>● How information and data is shared and used online</li> </ul>
<p>Being safe</p>	<ul style="list-style-type: none"> <li>● What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>● 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</li> <li>● That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>● How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>● How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>● How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>● How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>● Where to get advice e.g. family, school and/or other sources</li> </ul>

### 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	