

STANLEY PARK JUNIOR SCHOOL



Relationships and Sex Education (RSE) Policy

Vision Statement

"We believe that every child and adult matters. At Stanley Park Junior School, we work together as staff, parents, carers and governors, in a fun, safe and inclusive environment. We strive to create a rich, varied and challenging curriculum that provides inspirational learning opportunities for all children as they aspire to become successful learners, confident individuals and responsible citizens with a sense of pride in themselves and their school."

Policy agreed by Staff:	November 2021
Policy agreed by Governing Body:	November 2021
Policy shared with Parents:	November 2021
Next review date:	November 2022

CONTENTS

1. Introduction and Purpose
 2. Aims
 3. Definition
 4. Curriculum
 5. Coordination and Implementation
 6. Delivery of RSE
 7. Roles and Responsibilities
 8. The Role of Parents
 9. The Right to Withdraw
 10. Monitoring
 11. Links with other Policies
-

1. INTRODUCTION AND PURPOSE

As a maintained 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 expected to provide Sex Education, but we do need to teach the elements of Sex Education contained in the science curriculum.

Relationships and Sex Education (RSE) is a key part of helping children and young people to stay safe and be well-prepared for life in modern Britain. At SPJS, we teach RSE as set out in this policy which outlines the legal framework around relationships education for primary school pupils, how the curriculum is planned and quality checked, and how we work alongside parents.

Parents should be aware that all primary schools have to uphold the legal duties set out in the Equality Act 2010 and do not discriminate against any member of the school community.

1. AIMS

Through this policy, we aim to:

- help pupils develop feelings of self- respect, confidence and empathy for themselves and others
- Provide a framework in which sensitive discussions can take place
- support pupils through their physical, emotional and moral development
- develop skills and understanding to enable pupils to make healthy responsible choices about their health and well-being
- help pupils move more confidently and responsibly into adolescence

- help pupils learn about the full range of different relationships in modern Britain
- teach pupils the correct vocabulary to describe themselves and their bodies
- be complementary and supportive to the role of parents

2. DEFINITION

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.

3. POLICY DEVELOPMENT

This policy is developed in consultation with staff, pupils and parents. The consultation and policy development process involves the following steps:

1. Review - a member of staff or 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 (every 2 years) - parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation - we investigated what exactly pupils want from their RSE
5. Ratification - once amendments were made, the policy was shared with governors and ratified

4. CURRICULUM

RSE at SPJS is delivered through our PSICHE, Computing and Science Curriculum.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. Our RSE curriculum is adapted as and when necessary to meet the needs 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 pupils therefore don't seek answers online.

Please see appendix 1 for information about what children should know by the end of Key Stage 2.

5. COORDINATION AND IMPLEMENTATION

Our RSE curriculum is coordinated, monitored and assessed by the PSICHE, Science and Computing coordinators, class teachers and Senior Leadership.

Our PSICHE curriculum is covered through weekly lessons based on the following themes:

- Being Me in My World
- Celebrating Differences
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

More information on the content of our PSICHE curriculum (including RSE) can be found in our PSICHE policy.

Our Computing Curriculum teaches children to:

- Understand the importance of reporting abuse, misuse or access to inappropriate materials
- Know what action to take if they or someone they know feels worried or vulnerable when using online technology
- Understand the importance of adopting safe and responsible behaviours and good online safety practice
- Understand the benefits/opportunities and risks/dangers of the online world and know who to talk to if there are problems

These aims are taken from our E-Safety policy. More information on the content of our Computing curriculum can be found in our Computing and E-Safety policies.

The National Curriculum states, that in Key Stage 2 science, children should learn about the following topics:

- **LIVING THINGS AND THEIR HABITAT:**

Describe the life process of reproduction in some plants and animals:

- Pupils should find out about the different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

- ANIMALS INCLUDING HUMANS:

Pupils should be taught to describe the changes as humans develop to old age:

- *Pupils should draw a timeline to indicate stages in growth and development of humans.*

- *Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.*

- *They should learn the changes experienced in puberty.*

At SPJS, we will be delivering a separate programme of Sex Education as an integral part of the science and PSCHÉ curriculum in Year 5. These lessons will cover the biological and emotional aspects of RSE.

Our programme endeavours to ensure that children:

- can describe how their bodies work and be able to name parts of the body
- develop confidence in talking, listening and thinking about their bodies and the changes they may face
- are prepared for physical changes in the body related to puberty, such as periods, voice breaking and wet dreams
- are prepared for the emotional and relationship changes that may occur during puberty
- know when these changes are likely to happen
- are aware of issues that are likely to cause young people anxiety and how to deal with these
- an awareness of conception

Full details of the content of our Sex Education curriculum, including the objectives we plan to teach and in which year group, can be found in Appendix 2.

6. DELIVERY OF RSE

Class teachers are responsible for the delivery of RSE to their classes. Teachers will ensure it is taught at a level appropriate to the children's age and maturity and in a secure and familiar classroom environment.

RSE is taught within the personal, social, cultural and health education (PSCHÉ) curriculum. Biological aspects of RSE are taught within the science curriculum.

Teachers will teach children using the same resources (PowerPoints and handouts) specifically tailored by the PSCHÉ coordinator to meet the needs of our pupils in our setting. These resources will be adapted by teachers depending on the cohort.

In order to support the teacher's role in delivering Sex Education in year 5, appropriate use is made of the school nurse, at certain points, and her experience and professionalism, to deliver specific information concerned with puberty and human reproduction. Boys and girls will be given relevant access to Sex Education together but will also have time when they work in gender groups. Class teachers are responsible for reporting any suspected safeguarding issues to a Designated Safeguarding Leader (DSL).

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

The RSE curriculum is 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).

For pupils with SEND, disabilities and other additional vulnerabilities the lessons may need adapting and repeating to ensure understanding by all and that all pupils are receiving age-appropriate, useful RSE that ultimately enables them to live healthy, safe lives.

7. 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 non-statutory, non-science components of RSE (see section 9).

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.

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

All class teachers and some HLTAs will deliver the RSE programme.

8. THE ROLE OF PARENTS

SPJS maintain and further build a positive, supporting relationship with the parents of children through mutual understanding, trust and cooperation.

In promoting this objective, we:

- Inform parents about the school's RSE Policy and practice
- Answer any questions that parents may have about the Relationships and Sex Education of their child
- Inform parents about the best practice known regarding RSE

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

We will hold an annual meeting for the parents and carers of children in year 5 to discuss our programme of Sex Education lessons that link directly with the science curriculum. We will explain what the aims are and how they are taught and give parents and carers the opportunity to see the teaching materials the school uses. Parents are informed of when the Sex Education programme will be delivered so that they will be ready to support the work being covered in school.

9. THE RIGHT TO WITHDRAW

Parents should be aware that from September 2020, they will no longer have the right to withdraw their child from any part of our Relationships Education Curriculum.

Parents have the right to withdraw their children from the non-statutory components of Sex Education taught within the PSCE curriculum (other than those which are part of the science curriculum taught in Year 5). At SPJS we

only teach the statutory elements of the science and PSICHE curriculum. We do not cover any of the non-statutory components. Therefore, there will be no right to withdraw pupils. However, if parents are concerned about any aspects of what we are teaching, parents have the opportunity to write to the headteacher to arrange a meeting to discuss this.

Parents who wish to request this, should do so in writing to the headteacher using the form found in Appendix 3. A meeting will then be arranged to discuss the request with the parent and, as appropriate, with the child, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum.

10. 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.

11. MONITORING

The delivery of RSE is monitored by PSICHE lead and science lead through:

- planning scans
- reviewing materials and resources
- lesson observations
- pupil questionnaires
- staff questionnaires

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

This policy will be reviewed by PSICHE lead/science lead annually. At every review, the policy will be approved by the headteacher and governing body.

12. LINKS WITH OTHER POLICIES

This policy should be read in conjunction with the following policies: Science, Inclusion, PSICHE, E-Safety, Computing, Safeguarding and Child Protection, Behaviour and Anti-bullying.

APPENDIX 1 - What children should know by the end of Key Stage 2

(DFE document: Relationships Education, Relationships and Sex Education (RSE) and Health Education)

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

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

TOPIC	PUPILS SHOULD KNOW
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
Mental wellbeing	<ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
Internet safety and harms	<ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.

TOPIC	PUPILS SHOULD KNOW
Physical health and fitness	<ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	<ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.

TOPIC	PUPILS SHOULD KNOW
Changing adolescent body	<ul style="list-style-type: none">• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.• about menstrual wellbeing including the key facts about the menstrual cycle.

APPENDIX 2 – SPJS Sex Education Overview of Objectives

Year	Objectives Taught during PSCE and When	National Curriculum Science Objectives
4	Objectives Taught during PSCE and When	National Curriculum Science Objectives (taught during science lessons)
	Autumn 2 <u>Celebrating Differences</u>	
	<ul style="list-style-type: none"> • I can explain why it is good to accept people for who they are. <i>Why are some girls 'tomboys' and some boys a bit 'girly'? (linked to stereotypes)</i> <i>Is my body normal? What is a 'normal' body?</i> • I know about the different types of family set-ups and that everybody's family is different that is OK (some gender parents, adopted families). <i>If pupil-led, the following may be discussed:</i> <i>What is love?</i> <i>How do we show love to one another?</i> <i>Can people of the same sex love one another? Is this ok? What are the different kinds of families and partnerships? What do the words 'lesbian' and 'gay' mean?</i> <i>How do families with same-sex parents have babies? (response: adopted, fostered, helped by science)</i> 	N/A
	Summer 2 <u>Changing Me</u>	
	<ul style="list-style-type: none"> • I know about some of the changes we go through as the body changes (such as emotional and physical changes, including height & personality – not covering puberty). <i>What body changes do boys and girls go through as your body grows? – linked to hygiene</i> 	

Year group	Objectives Taught during PSCE and When	National Curriculum Science Objectives (taught during science lessons)
5	<p style="text-align: center;">Spring 2 Changing Me</p> <p>Some lessons taught in gender groups.</p> <ul style="list-style-type: none"> I know what puberty is and some internal and external changes that might occur. <p><i>What is puberty?</i> <i>What are the signs of puberty?</i> <i>How is a girl's body different to a boy's body?</i> <i>Do we all change/develop at the same time?</i> <i>How can girls manage periods (menstruation)?</i> <i>Why do boys get erections? What are wet dreams?</i> <i>If pupil-led, the following may be discussed:</i> <i>How many sperm does a man produce?</i> <i>How many eggs does a woman have?</i> <i>(teaching will not include any mention of sexual intercourse)</i></p> <ul style="list-style-type: none"> I can describe physical changes that occur in puberty and know ways to manage emotional and relationship changes. <p><i>How does my body change?</i> <i>How can I look after my body now I am going through puberty? How can I cope with these different feelings and mood swings?</i></p> <ul style="list-style-type: none"> To identify myths and facts about puberty and how to get help. I can ask the questions I need answered about puberty and my body. 	<p>ANIMALS INCLUDING HUMANS:</p> <p>Pupils should be taught to describe the changes as humans develop to old age:</p> <ul style="list-style-type: none"> <i>Pupils should draw a timeline to indicate stages in growth and development of humans.</i> <i>Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.</i> <i>They should learn the changes experienced in puberty.</i> <p><i>(What is puberty?)</i> <i>What are the signs of puberty?</i> <i>How is a girl's body different to a boy's body?</i> <i>Do we all change/develop at the same time? How does my body change?</i> <i>How can I look after my body now I am going through puberty? How can I cope with these different feelings and mood swings?)</i></p> <p>LIVING THINGS AND THEIR HABITAT:</p> <p>Describe the life process of reproduction in some plants and animals:</p> <ul style="list-style-type: none"> <i>Pupils should find out about the different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.</i> <i>(How do different animals have babies? E.g. live young, eggs, in water etc.)</i>
6	<p style="text-align: center;">Spring 2 Changing Me</p> <ul style="list-style-type: none"> I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally (the right to protect your body from unwanted/inappropriate contact). <p><i>How do hormones affect boys and girls differently?</i></p> <ul style="list-style-type: none"> I can ask the questions I need answered about changes during puberty (link to secondary school and problems they may have). <p><i>If pupil-led, the following may be discussed:</i> <i>How are babies made? (response: when a sperm from a male and egg from a female come together - sometimes this results in a baby being made)</i></p> <ul style="list-style-type: none"> I understand how being physically attracted to someone changes the nature of the relationship - I can show affection appropriately. <p><i>Is it normal to have a crush on somebody? What does it feel like to have a crush on somebody? (link back to healthy relationships in Y3 - same gender relationships)</i></p> <ul style="list-style-type: none"> I can express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this. <p><i>Am I normal? What is normal for my age?</i> <i>If I am a late-developer, will I catch up?</i></p>	<p style="text-align: center;">National Curriculum Science Objectives (taught during science lessons)</p> <p>Animals including Humans:</p> <p>Pupils should be taught to recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p><i>(How do hormones affect boys and girls differently? Am I normal? What is normal for my age?</i> <i>If I am a late-developer, will I catch up?)</i></p>

APPENDIX 3 - Parent Form: Concerns about Sex Education within RSE

TO BE COMPLETED BY PARENTS

Name of child		Class	
Name of parent		Date	
Reason for concern about 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	