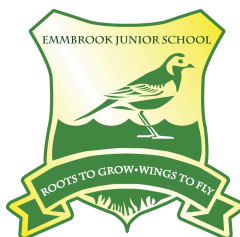


# EMMBROOK JUNIOR SCHOOL



## RELATIONSHIPS AND SEX EDUCATION POLICY (RSE) (STATUTORY)

<b>Responsibility of:</b>	Pupil Outcomes Parent Communications
<b>Date of Policy:</b>	December 2020
<b>Date of Review:</b>	January 2023
<b>Date of next Review:</b>	January 2024

### Mission Statement

*We provide an inclusive, positive environment in which we nurture and empower our children to develop life-long learning skills. This enables them to grow into reflective, successful and well-rounded individuals in our global community.*

### 1. Aim and objectives

Emmbrook Junior School believes that Relationships and Sex Education (RSE) in this school will be developmental and a foundation for further work in the secondary school.

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

We teach sex education in the context of the schools aims and values. Sex education is part of the personal, social and health education (PSHE) curriculum in our school and while we use sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask questions.

The RSE programme at Emmbrook Junior School will reflect the school's ethos and demonstrate and encourage the following values:

- Respect for self
- Respect for others
- Responsibility for one's own actions
- Responsibility to one's family, friends, school and wider community.

## 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](#).

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 RSE, we must have regard to [guidance](#) issued by the Secretary of State as outlined in section 403 of the [Education Act 1996](#). The school curriculum should be one which: “Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and prepares such pupils for the opportunities, responsibilities and experiences of adult life.”

### **Statutory Relationships and Health Education**

‘The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools.’ (DfE Guidance, Page 8)

Relationships Education in primary schools will cover ‘Families and people who care for me’, ‘Caring friendships’, ‘Respectful relationships’, ‘Online relationships’, and ‘Being safe’. Health Education in primary schools will cover ‘Mental wellbeing’, ‘Internet safety and harms’, Physical health and fitness’, Healthy eating’, ‘Drugs, alcohol and tobacco’, ‘Health and prevention’, ‘Basic First Aid’, ‘Changing adolescent body’.

The DfE Guidance 2019 (p.23) states that all primary schools should ‘have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. However, ‘Sex Education is not compulsory in Primary Schools’. (p. 23) Schools can therefore determine the content of sex education at primary school. The DfE also state that Sex education ‘should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing upon the knowledge of the human life cycle set out in the National Curriculum for science - how a baby is conceived and born’.

At Emmbrook Junior School, we believe children should understand the facts about human reproduction before they leave primary school and ensure that we teach this in an age appropriate way.

## 3. 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.

## **4. 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 – 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 – parents and any interested parties were invited to give feedback on the policy
4. Pupil consultation – we investigated what exactly pupils need from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

## **5. Delivery of the RSE Curriculum:**

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to your children's needs. The curriculum map in Appendix 1 document shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

We teach Relationships and Sex education through our PSHE curriculum. Biological aspects of RSE are taught within the Science curriculum, and a few other aspects may be included in religious education (RE). Within PSHE lessons, we teach children about relationships and we encourage children to discuss issues. Active learning methods which involve children's full participation will be used. Single gender groups will be used as deemed appropriate and relevant.

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).

Apart from class teachers, there are various people who can resource and support school based RSE lessons. These people may include parents, the school nurse, religious or health professionals. Any outside speakers should adhere to strict guidelines on what is appropriate to teach.

Sometimes a child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed individually later. 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. Individual teachers will use their skill and discretion in these situations and refer to the Subject Leader if they are concerned about a specific issue raised.

## 6. Curriculum:

We have developed the curriculum in consultation with parents, pupils and staff, considering the age, needs and feelings of pupils.

### **Our RSE programme at Emmbrook Junior School will:**

- Provide information which is easy to understand, relevant and appropriate to the age and maturity of the pupils
- Include the development of social and communication skills
- Encourage the exploration and clarification of values and attitudes.

### **Sex education will focus on:**

- Main External Body Parts
- Preparing boys and girls for the changes that adolescence brings
- The physical development of their bodies as they grow into adults
- Human Reproduction - how a baby is conceived and born

### **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

### **RSE Topics to be covered will include:**

(Green topics are non-statutory.)

#### **Year 3**

Family stereotypes  
How babies grow  
Understanding babies' needs  
Inside body changes  
Outside body changes  
Challenging my ideas  
Preparing for transition

#### **Year 4**

Being unique  
Having a baby  
Girls' and boys' puberty (Briefly references human reproduction)  
Confidence in change  
Accepting change

## **Year 5**

Self and body image  
Influence online and media on body image  
Puberty for girls  
Puberty for boys  
Physical and emotional changes  
Personal hygiene  
Conception including IVF  
Growing responsibility  
Coping with change  
Preparing for transition

## **Year 6**

Puberty and feelings  
Personal hygiene  
Self-image  
Body-image  
Reflections about change  
Human Reproduction - Conception to Birth  
Physical attraction  
Respect and consent  
Boyfriends/girlfriends  
Sexting  
Transition

For more information about our RSE curriculum, see our curriculum map in Appendix 1. We may need to adapt it as and when necessary. The range of materials we use will be available for review on request.

## **Sensitive issues**

Certain issues may arise as part of the school's RSE programme. These sensitive issues could include abortion, miscarriage, still-birth, adoption, homosexuality, contraception, masturbation, HIV/AIDS and other sexually transmitted infections. These will be dealt with in a neutral, non-judgemental or non-promotional manner. The personal beliefs and attitudes of teachers will not influence the way in which these are addressed in the classroom. Teachers and all those contributing to the RSE programme will ensure that their own personal opinions and beliefs are not communicated.

## **Confidentiality**

Teachers will not promise a child total confidentiality – this will be explained to the pupils at the beginning of each unit of work and suitable distancing techniques practised to ensure that children can gain information in a way that does not implicate them. Children should be reassured that if they wish to tell an adult in school something, they can, but that this adult may have to tell another if it is a cause for concern. The school's Safeguarding Policy will then be followed. Any adult visitor working with children will work within the school's confidentiality framework and not their own.

Teachers and other adults involved in teaching RSE will sometimes hear disclosures that suggest a child may be at risk of child sexual abuse and in this situation, the school's Child Protection and Safeguarding Policy will be followed. (This can be found on our website.)

## **7. Roles and responsibilities**

### **The Governing Body**

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

### **The Head Teacher**

The Head Teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from any non-statutory/non-science components of RSE (see section 8).

### **Subject Leader**

The subject leader will ensure the high quality teaching of PSHE is being delivered consistently across the school and ensuring that Emmbrook Junior School has a meaningful curriculum which meets the needs of all learners. The subject leader will support colleagues with strategies for delivering the curriculum effectively. They will keep updated with statutory guidelines for PSHE.

### **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 Head Teacher.

### **Pupils**

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

## **8. Working with Parents:**

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

- Inform parents about the school's sex education policy and practice
- Answer questions that parents may have about the sex education of their child
- Take seriously any issues that parents raise with the teachers or governors about this policy or the arrangements for sex education in the school.
- Offer parents' support in talking to their children about sex education and how it links with what is being taught in school.

### **Parents' right to withdraw**

Parents do not have the right to withdraw their children from statutory relationships education. However, under the Education Act 1996, pupils can be withdrawn by their parents from part of sex and relationships education that is outside the compulsory elements contained in the Science National Curriculum. Parents wanting to exercise this right must put their request in writing to the Head Teacher who will explore the concerns of parents and the possibilities of adjusting the programme or approach and will discuss any impact that withdrawal may have on the child. The Head Teacher will talk with parents about the child's possible negative experiences or feelings that may result from exclusion and the ways in which these might be minimised. The situation should then be reviewed each year.

## **9. Monitoring arrangements**

The delivery of RSE is monitored by the PSHE Leader, through planning scrutinies, learning walks and pupil interviews.

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

This policy will be reviewed by the subject leader (or SLT) annually. At every review, the policy will be approved by the Governing Body and the Head Teacher.

**Reviewed by Staff**

**Date:**

**Reviewed by Parents**

**Date:**

**Approved by Governing Body**

**Date:**

**Approved by Head Teacher**

**Date:**

Appendix One: Red indicates topics taught as part of RSE

**Jigsaw PSHE Content Overview**

Year group	Being in my World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
3	Setting personal goals Self-Identify and worth Positivity in challenges Rules, right and responsibilities Rewards and consequences Responsible choices Seeing things from other perspectives	Families and their differences <b>Family Stereotypes</b> Family conflict and how to manage it (child centred) Witnessing bullying and how to solve it Recognise how words can be helpful	Difficult challenges and achieving success Dreams and Ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning process Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why its important online and off-line scenarios Keeping safe on line and who to go to for help Being a global citizen	Families roles and responsibilities <b>How babies grow</b> <b>Understanding babies' needs</b> Friendship and negotiation Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	Giving and receiving compliments Respect myself and others Healthy and safe choices <b>Inside body changes</b> <b>Outside body changes</b> <b>Challenging my ideas</b> <b>Preparing for transition</b>
4	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group -decision making Having a voice What motivates behaviour	Challenging assumptions Judging appearances Understanding buying Problem solving Identifying how special and unique everyone is <b>Being unique</b> First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendship Group dynamics Smoking Alcohol Assertiveness <b>Having a baby</b> <b>Girls' and boys' puberty</b> <b>Confidence in Change</b>	Jealousy Love and loss Memories of loved ones Getting out and falling out Girlfriends and boyfriends Showing appreciation to peoples and animals	Accepting self and others <b>Accepting change</b> Understanding influences Peer pressure Celebrating inner strength <b>Preparing for transition</b> Environmental change
5	Planning the forthcoming year Being a citizen Rights and responsibilities	<b>Self and body image</b> <b>Influence on line and media on body image</b> Cultural differences and how they can cause conflict	Future dreams The importance of money Jobs and careers Dream jobs	Smoking, including vaping Alcohol Alcohol and anti-social behaviour	Self-recognition and self-worth Building self esteem Safer online communities <b>Conception including IVF</b>	Rights and responsibilities Online gaming and gambling Reducing screen time



Year group	Being in my World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	Rewards and consequences How behaviour affects groups Democracy, having a voice, participating Healthy choices Motivation and behaviour	Racism Rumours and name calling Enjoying and respecting cultures	Goals in different cultures Supporting others Motivation Puberty for girls Puberty for boys Physical and emotional changes Personal hygiene	Emergency aid Body image Relationships with food Types of bullying Material wealth and happiness		Dangers of online grooming SMART internet safety rules Growing responsibility Coping with change Preparing for transition
<u>6</u>	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group Dynamics Puberty and feelings Personal hygiene Democracy, having a voice Anti-social behaviour Role modelling	Perception of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Self-image Body-image	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievement Compliments	Taking personal responsibility How substances affect the body. Reflections about change Conception to birth	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibilities with technology Physical attraction Respect and consent Boyfriend/girlfriends Sexting	Differences as conflict Difference as celebration Empath Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress Transition

