

# Relationship and Sex Education Policy



Reviewed and Approved by:	Governing Body	
Date Adopted#		
Last Reviewed:		
Last Updated:	May 2021	
Date for next Review:		
Signed by Name Printed:	Chair of Governors Mark Walker	Headteacher Linda Mortimer
Signed:		
Date:		

## Relationship and Sex Education (RSE)

### Introduction

This policy was created after a period of consultation with relevant stakeholders within school. It has been formally adopted by governors and reflects our approach at Saltergate Junior School. It is based on the new framework developed in 2020.

## **Aims and Principles**

The policy is underpinned by the central aims of the school and values held by the staff at the school:

### **Aims of the school**

- Saltergate is committed to promoting high standards of academic achievement for all learners in all subjects.
- As a school we will continue to develop and instil key life skills and values in our pupils.
- We will encourage positive relationships and communications between home, our community and the wider world.

In particular, Saltergate Junior School has an inclusive approach to our provision. Our aim is always to involve all our children and stakeholders in all areas of the curriculum and school life. We recognise that this may mean making special adaptations or arrangements from time to time for children with specific disabilities. We welcome the involvement of disabled adults in all areas of school life.

## **Aims of RSE**

It is our aim to develop children's confidence in talking, listening and thinking about relationships and feelings. Most importantly children will develop the skills and understanding they need to live healthy, safe and confident lives.

RSE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. Care will be taken to ensure there is non-stigmatisation of pupils based on their family circumstances.

It is recognised that parents are key in teaching their children about sex, relationships and growing up. We work as a partnership with pupils and parents, consulting them on the content of the policy and providing support material, to facilitate links between learning at home and school.

We aim to meet our pupils' entitlement to RSE by providing them with factual information, together with consideration of the broader emotional, social, ethical, religious and moral dimensions of sexual health.

As part of a wider school approach, within RSE strategies will be incorporated to raise pupils' self-esteem and confidence, develop positive values, explore and consider moral dilemmas in order to inform their decisions and increase their understanding of responsibilities and consequences of their actions.

There will be an emphasis on developing pupils' skills such as risk assessment, critical thinking, assertiveness, decision making, resilience and accessing help and support.

To aid transition to adulthood pupils will be taught to respect and care for their bodies, understand the pressure that can be exerted by other people and the media, to avoid being coerced or exploited into unwanted actions.

An intrinsic part of RSE is to promote understanding and respect for difference and diversity. Prejudice, stereotypes and gendered expectations will be constructively challenged.

Teachers and external agencies will be made aware of this policy and its aims. The personal values and attitudes of those teaching pupils' will not influence the teaching of RSE within this school.

### **How Will the Aims be Achieved?**

The SRE programme of study within Saltergate Juniors includes the compulsory science aspects of the curriculum, involving naming of body parts and the way in which our bodies develop, alongside the relevant aspects of the Personal, Social, Health and Economic Education such as Relationships, Health & Wellbeing and Living in the Wider World.

### **The Needs of Pupils**

This policy is based on the needs of pupils to ensure young people, whatever their sexual orientation, feel the programme is relevant to them. It will meet a range of learning abilities, pupils with special educational needs have additional support as required. Lessons are tailored to the gender, age, social, faith and cultural needs, physical and emotional maturity levels of each class.

### **Teaching and Learning Styles**

Teaching styles take into account the differing needs of pupils'. A range of interactive teaching strategies are used, such as video depicting cartoon characters or children their age, debating, teacher input, drama techniques, whiteboard activity, small and whole group discussion and personal reflection.

A safe learning environment is created to enhance learning and ensure pupils' feel they can ask questions. Ground rules and distracting techniques will be used to create

boundaries for pupils and teacher. This will clarify the teacher's position on confidentiality and prohibit discussion of personal information or personal questions. Pupils' questions will be dealt with sensitively and honestly, using a range of strategies. Where pupils ask a specific question, which would involve information inappropriate to the development of the rest of the pupils, this will be dealt with individually.

Ofsted guidance recommends that, for safeguarding purposes, it is important for children to use the names of correct body parts so that they are able to talk to health professionals. Teachers will use the anatomically correct language for body parts (to include 'penis', 'vulva' and 'vagina'). Work to be undertaken with pupils to acknowledge common terms used by some people and clarify appropriate language to be used in the classroom.

Resources will be selected to support achievement of the learning outcomes. They will be sensitive to age, gender and maturity of the group. A range of cultures, faiths and sexual orientation will be represented. Their use as learning stimuli will match the learning abilities of the pupils.

### **Organisation and Content**

Saltergate Juniors delivers its RSE programme when appropriate within the science or PSHE timetable. It is delivered by the class teacher to mixed gender groups.

The following programme of study has been designed to provide continuity and progression between year groups.

The curriculum programme follows. It details the expected prior knowledge gained in Years 1 and 2:

Year Group	Science Coverage	PSHE Coverage
Y1	<p><u>Animals, including humans</u></p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p><u>Relationships</u></p> <p>To listen to other people and play and work co-operatively (resolve simple arguments through negotiation).</p> <p>To identify and respect the differences and similarities between people.</p> <p>To identify their special people, what makes them special and how special people should care for one another.</p>

		<p>To recognise unkind behaviour, how to respond and who to tell. That different types of teasing and bullying are wrong and unacceptable. How to resist teasing or bullying if they experience or witness it, whom to go to and how to get help.</p>
Y2	<p><u>Health &amp; well being</u></p> <p>Names for main body parts (including external genitalia, specifically 'penis', and 'vagina'). The similarities and differences between boys and girls. Resource: 'Girls and boys' book.</p> <p>Make children aware of NSPCC PANTS campaign.</p> <p><u>Animals, including humans</u></p> <p>Notice that animals, including humans, have offspring which grow into adults. Understand that making a new life needs a male and a female.</p> <p>Find out about and describe the basic needs of animals, including humans for survival (water, food and air)</p>	<p><u>Health &amp; well being</u></p> <p>People who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them.</p> <p>To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'.</p> <p><u>Relationships</u></p> <p>To recognise that their behaviour affects others.</p> <p>The difference between secrets and surprises and understanding not to keep adults secrets.</p> <p>Confidence to share their opinions on things that matter to them.</p> <p>As Y1 To listen to other people and play and work co-operatively (resolve simple arguments through negotiation).</p> <p>As Y1 To identify and respect the differences and similarities between people.</p> <p>As Y1 To identify their special people, what makes them special and how special people should care for one another.</p> <p>To judge what type of physical contact is acceptable, comfortable, unacceptable, uncomfortable and how to respond (including who to tell). That peoples bodies and feelings can be hurt.</p>

		<p>As Y1 To recognise unkind behaviour, how to respond and who to tell. That different types of teasing and bullying are wrong and unacceptable. How to resist teasing or bullying if they experience or witness it, whom to go to and how to get help.</p> <p><u>Living in the wider world</u></p> <p>That they belong to various groups and communities such as family (families and different types of families) and school (including that they have a right to feel safe and secure within that group.</p>
Y3		<p><u>Health &amp; well being</u></p> <p>To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feeling to others.</p> <p>That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media.</p> <p>To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong!</p> <p><u>Relationships</u></p> <p>To recognise and respond to a variety of feelings in others.</p> <p>To judge what kind of physical contact is acceptable and unacceptable and how to respond.</p> <p>The concept of 'keeping something secret or confidential', when we should and should not agree to this and when is right to 'break a confidence' or 'share a secret'</p> <p>To listen to and respond respectfully to a wide range of people, to feel confident to raise their</p>

		<p>own concerns, to recognise and care about other people’s feelings and to try to see, respect and if necessary constructively challenge their points of view.</p> <p>To recognise and manage dares.</p> <p><u>Living in the wider world</u></p> <p>To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities.</p> <p>To resolve differences by looking at alternatives, seeing and respecting others’ points of view, making decisions and explaining choices.</p>
Y4	<p><u>Animals, including humans</u></p> <p>To rehearse knowledge of the life cycles in animals and plants. (Reasoning behind teaching this here: NCB recommends learning about life cycles in other species in Lower KS2 as it will introduce the idea of lifetime changes and flag up the physical changes of puberty.) Planning available from Y6 Hamilton Trust for this objective.</p>	<p><u>Health &amp; well being</u></p> <p>What positively and negatively affects their physical, mental and emotional health (including the media.)</p> <p>As Y3 That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media.</p> <p>As Y3 To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong!</p> <p><u>Relationships</u></p> <p>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. To recognise ways in which a relationship can be unhealthy and who to talk to if they need support. Introduce children to the CRAFT (NSPCC) acronym for a healthy relationship.</p>

		<p>To be aware of different types of relationship, including those between friends and families, civil partnerships and marriage. Resource pack available if required: 'Challenge homophobia in primary schools' by Andy Moffit.</p> <p>The differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability. Resources available from: Stone Wall charity organisation.</p>
Y5	<p><u>Health &amp; well-being (PSHE) &amp; Animals, including humans (Science)</u> – Shared objective</p> <p>Describe how humans develop to old age. Could including a timeline to indicate the stages of growth and development of humans. They should learn how their bodies will change as they approach and move through puberty.</p> <p><i>Hamilton Trust Y6 planning available for:</i></p> <p><i>To understand what happens to bodies during puberty.</i></p> <p><i>To be aware of the emotional changes that occur during puberty.</i></p> <p>Resource: BBC active video/cartoons suggested as ignition for discussion and activities.</p>	<p><u>Health &amp; well being</u></p> <p>To recognise how images in the media do not always affect reality and can affect how people feel about themselves. (Understand that pressure to conform to gender, body and relationship stereotypes comes from media and peer pressure)</p> <p><u>Relationships</u></p> <p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours.</p> <p>To recognise and challenge stereotypes.</p> <p>To work collaboratively towards shared goals. To develop strategies to resolve disputes through negotiation and appropriate compromise and to give rich constructive feedback and support to benefit others as well as themselves.</p>
Y6	<p><u>Health &amp; well being</u></p> <p>About human reproduction.</p> <p><i>Hamilton Trust planning available for – Human Reproduction &amp; Relationships:</i></p> <p><i>To find out about pregnancy in Humans</i></p>	<p><u>Health &amp; well being</u></p> <p>As Y4 What positively and negatively affects their physical, mental and emotional health (including the media).</p> <p>As Y5 To recognise how images in the media do not always affect reality and can affect how people feel about themselves. (Understand that</p>



*To find out about the birth of human babies. Investigate the rites of passage connected to birth.*

*To show responsibility in looking after a flour baby.*

*To be aware of the importance of marriage to many people in many different cultures.*

*To understand what happens to bodies during puberty. To be taught in Y5.*

*To be aware of the emotional changes that occur during puberty. To be taught in Y5.*

*To be aware of the changes that have taken place (physical & developmental) since they were babies. Compare with the young of other animals.*

*To be aware of the way the proportions of a human body changes as a baby grows and develops into an adult.*

*To rehearse knowledge of the life cycles in animals and plants. To be taught in Year 4.*

*To extend their understanding of life cycles to include the human life cycle.*

*To appreciate that there are physical differences between members of the same species.*

*To appreciate that there are similarities and differences between people.*

pressure to conform to gender, body and relationship stereotypes comes from media and peer pressure)

### Relationships

As Y5 To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours.

As Y5 To work collaboratively towards shared goals. To develop strategies to resolve disputes through negotiation and appropriate compromise and to give rich constructive feedback and support to benefit others as well as themselves.

## Assessment

Pupil assessment is built into the RSE programme, using a variety of strategies, such as teacher observation, drawing, brainstorming, definition activities, peer and pupil assessment of knowledge via quizzes or ability to produce a certain informative piece of work.

## **Continuous Professional Development and Training**

Saltergate Junior School is committed to providing continuous professional development opportunities to staff. Teachers delivering RSE can access individual classroom support/mentoring from the PSHE co-ordinator.

## **The Use of External Support**

“Visitors should complement but never substitute or replace planned provision.” SRE Guidance DfEE 0116/2000

Visitors to school, such as health professionals and the youth service can be asked to contribute to lessons, for example team teaching an aspect of the curriculum for which they have a particular expertise. A teacher will be present in the classroom. Community Specialist Practitioners (School Nurse) details can be accessed via the school website.

## **Confidentiality**

Whilst staff will endeavour to support pupils, they cannot offer unconditional confidentiality. Where there is a disclosure of sexual abuse safeguarding procedures need to be followed. Staff are referred to the Confidentiality policy, to clarify the boundaries they can work within. External agencies who contribute to RSE need to follow school policies when working in the classroom. Outside the classroom they adhere to their own professional guidelines.

## **Monitoring and Evaluation**

It is the responsibility of the PSHE Coordinator to oversee and organise the monitoring and evaluation of RSE, in the context of the overall plans for monitoring the quality of teaching and learning of PSHE. This will include monitoring lesson plans, environmental walks, pupil voice, gathering feedback from pupils' parents, teaching staff and external agencies who contribute to the programme.

## **The School, Parents and Community Links**

We aim to work in partnership with parents, consulting them on policy and informing them of the programme, to encourage continuity in learning between school and home. Brief programme coverage will be communicated direct to parents via an information booklet on RSE which will also be made available on the school website.

Parents only have the right to withdraw their child from the 'sex education' section of the teaching and learning. Currently at Saltergate Schools we do not teach this aspect of the programme and therefore no children should be withdrawn from the sessions. As and when we do decide to do so and a parent decides to remove their child, we would discuss the advantages and disadvantages of this approach with parents and would make alternative arrangements for those pupils'. Parents are encouraged to discuss their concerns and decisions at the earliest opportunity.

### **Management, Coordination and Responsibility**

Management and Coordination of RSE is the responsibility of Judith Hollywood. The Governor with responsibility for RSE is \*\*\*. The Head teacher has overall responsibility for the RSE policy and its implementation in school. This responsibility includes liaison with the Governing Body, parents and the Local Authority.