


Higham Ferrers Junior School

'Be the best you can be'



Relationships and Sex Education (RSE) Policy

APPROVED:	<i>SEPTEMBER 2020</i>
SIGNED:	<i>CHAIR OF GOVERNORS</i>
TO BE REVIEWED:	<i>SEPTEMBER 2023</i>



RECORD of CHANGES

Date	Update / Changes
09.19	Full Policy Review, update Policy.
09.22	Updated policy.
29.4.22	Updated policy

Definition of RSE

"Relationships and Sex Education is lifelong learning about sex, sexuality, emotions, relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes." (Sex Education Forum)

Purpose of the RSE Policy

The purpose of this policy is to:

- Give clear guidance to staff and outside visitors the organisation and approach to teaching RSE
- Give information to parents and carers
- Give a clear statement about what the school aims to achieve by teaching RSE and why it thinks RSE is important

Statutory requirement

As a maintained primary school, we must provide relationships education to all pupils under 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](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At HFJS, we teach RSE as set out in this policy.

Aims of the RSE

At Higham Ferrers Junior School we believe that Relationships and Sex Education is about learning about growing up, changes, reproduction and the physical aspects of personal relationships. It is about encouraging self-awareness, self-esteem and a sense of moral responsibility. The development of social and communication skills is essential to allow children to make informed decisions about health and well being, feeling good about themselves and making and maintaining positive personal relationships. All pupils will revisit topics so they build upon their existing knowledge and skills throughout the school.

At Higham Ferrers Junior School, we recognise the need to work as a whole school community to ensure a shared understanding of RSE and the values under-pinning it and to deliver an effective programme that meets the needs of our pupils. These areas of learning are taught within the context of family life, taking care to make sure 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 and 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). We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

Care is taken to ensure there is no stigmatisation of children based on their different home circumstances. Teachers will be sensitive to these issues and to different types of families, promoting inclusion. Teaching about different families is part of RSE and we aim to reflect the broad range of experiences amongst pupils and ensure all pupils feel their family is valued.

The RSE curriculum

The objectives for RSE should match the age and maturity of the pupils involved.

KS2 our learning outcomes include: -

Attitudes and Values

to learn the value of respect, love and care

to learn to value and respect ourselves and others

to develop an understanding and valuing of diversity

to promote a positive attitude to healthy lifestyle and keeping safe

to developing an understanding of the value of family life and an appreciation of the many different types of family.

Personal and Social Skills

to learn how to identify and manage emotions confidently and sensitively

to develop self-respect and empathy for others

to develop communication skills with peers, school and family

to learn how to assess risk and to develop strategies for keeping safe

to develop the ability to give and secure help

to develop an understanding of difference and an absence of prejudice.

Knowledge and Understanding

to recognise and name the main external parts of the body including agreed names for sexual parts

to know the basic rules for keeping themselves safe and healthy

to know about human life processes such as conception, birth and puberty

to develop an understanding of the physical and emotional aspects of puberty

to learn that safe routines can stop the spread of viruses such as HIV

to know who can provide help and support.

Informing parents/carers and parents right to withdraw

At Higham Ferrers Junior School we ensure a partnership between parents/carers and school staff in RSE teaching by:

- informing parents of all topics to be taught in all curriculum areas in a termly welcome letter
- letting Year 5 and Year 6 parents know when the RSE unit will begin so that discussion about the different topics in RSE can be continued at home.
- making this policy and the resources we use available to all parents if they wish to see them
- welcoming any comments from parents on our policy

Parents have the right to withdraw their children from primary school classes which address sex education; however, they are unable to withdraw their child from relationships education in primary school programme (Children and Social Work Act 2017) or the statutory Science elements of the National Curriculum which include:

Key Stage 2:

- reproduction
- about the main stages of the human life cycle
- life process of reproduction
- changes experienced in puberty

If a parent wishes to withdraw their child from aspects of RSE they should meet with the class teacher and head teacher to discuss their concerns. If, following this discussion, they still wish to withdraw their child; they should inform the head teacher of their decision in writing. However, we encourage all parents to include their children in all aspects of the RSE teaching and learning.

Curriculum Delivery

RSE is usually taught by the child's class teacher, this should ensure a feeling of trust when tackling sensitive issues. Most of RSE is delivered in mixed gender groups. However sometimes, they are given opportunities to discuss what has been covered in single gender groups where they might feel more comfortable asking questions/ clarifying their understanding.

We welcome the support of visitors offering specialist support and links with the community. The school nurse and other health professionals may be involved at different stages of the programme. Visitor sessions always complement the existing RSE provision and never replace or substitute teacher-led curriculum provision. The lessons are prepared with the visiting speaker and the class teacher will remain with the class at all times.

Clear **expectations** are beset with the class and the class reminded of these expectations before each lesson. These are generated through class discussions and will include:

- no personal or private questions or information
- respect for each other's point of view
- listening to each other
- supporting each other
- let each other talk without being interrupted
- if a child doesn't want to say something, they don't have to

Children should also be reminded about when and where it is appropriate to continue to discuss the topics covered – i.e. not to continue discussion in the playground or with younger children.

Answering children's questions

In all areas of the curriculum we encourage children to actively advance their understanding by means of asking questions. It must be recognised that questions about sex do provide a challenge for teachers since special sensitivities are involved. Questions raised in a lesson do not have to be answered immediately and can be addressed later on. We believe that individual teachers should use their discretion and skill in these situations and refer to the head teacher if they are concerned. Children can be referred to their parents if the teacher feels they would be in a more appropriate position to answer the question.

In Year 5 and Year 6 one of the teaching methods used will be the provision of a question box for children's anonymous questions, the answers to which may form part of the following teaching session. For questions which are not answered it will be suggested that children ask their parents/ carers. The use of the question box means that children will be able to ask questions which they may not have felt confident to ask in a whole class setting, whilst giving the teacher time to assess the suitability of the question and prepare the answer.



Safeguarding Procedures

Staff are aware of the procedures if a pupil discloses information where it is felt that this is a child protection issue and that the child's welfare is at risk or they are in danger. The school will ensure that staff understand that they cannot offer unconditional confidentiality to pupils. They will work within the school's agreed procedure for reporting and recording disclosures.

Monitoring and evaluation of the RSE curriculum

The review and monitoring of this policy will include:

- Review of planning and guidance.
- Liaison with class teachers.
- Carrying-out a regular audit of provision in order to ensure we are meeting the needs of all our pupils and delivering an effective programme.

Role of Governors

The governors have been consulted on this policy and have ratified it.

Head Teacher

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).

Policy Review

This policy will be reviewed every 3 years or in line with government legislation. The teaching of RSE will be evaluated after each RSE unit has been taught and any relevant changes made, these will then be implemented the next time the RSE unit is taught.

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"> • 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
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

TOPIC	PUPILS SHOULD KNOW
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
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