

Relationships and Sex Education
Policy For
The John Harrox Primary School

Date of approval and adoption: 29/3/2021

Date for next review: March 2023

(no more than 2 years from first date – more frequently when needs arise. A date for next review needs to be set at each review)

Signed by:

PSHE Co-ordinator

Headteacher

School Governor with lead responsibility for RSE

Relationships and Sex Education Policy

1. Values and Ethos

At The John Harrox Primary School we consider Relationships and Sex Education (RSE) is an integral part of the Personal, Social and Health Education (PSHE) curriculum and is also linked to Science. We aim to equip all pupils with accurate knowledge about relationships and sex with a carefully planned programme on human development, relationships, sexuality and family life. It will enable pupils the opportunity to explore and respect their own and others' opinions, attitudes and values, in an unbiased environment. The programme is matched to the pupils' level of maturity and pupils will revisit topics to further their existing knowledge. This policy reflects the requirements of the DfE Relationship and Sex Education Guidance.

Within this policy, as in the DfE guidance, Relationships Education is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to respectful friendships, family relationships, and relationships with other children and with adults, including online.

For the purpose of this policy, Health Education is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices. Physical health includes teaching about the changes to the human body through growth, including those physical changes that occur during puberty.

Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived and born. This draws on knowledge of the human life cycle set out in the national curriculum for science.

For the purposes of the curriculum at The John Harrox Primary School, we cover the requirements identified in the statutory science, relationship and health education curriculum and have referred to relevant guidance documents, such as the non-statutory guidance from DfE for these subjects, to form our curriculum.

2. Legislation

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

At The John Harrox Primary School we teach RSE as set out in this policy which reflects the requirements of the DfE Relationship and Sex Guidance.

3. Curriculum Design

The school follows the Jigsaw PSHE programme of which RSE is an integral part. The scheme ensures the aspects of RSE are taught in an age appropriate manner.

The aim of this policy is to provide a working document that gives clear guidance to staff, parents and governors for RSE. The school promotes the following in their teaching of RSE:

- To have the confidence and self-esteem to value themselves and others
- To understand about the range of relationships, including the importance of family for the care and support of children
- To develop confidence in talking, listening and thinking about feelings and relationships
- To understand the consequences of their actions and behave responsibly within relationships
- To be prepared for puberty
- To be able to recognise unsafe situations and be able to protect themselves and ask for help and support
- To understand how safe routines can reduce the spread of viruses
- To understand the role, the media plays in forming attitudes

Objectives

We want our children to develop self-awareness, positive self-esteem and confidence, enabling them to:

- Have a sense of purpose
- Value self and others
- Form healthy and positive relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

As part of RSE, pupils will be taught about the nature and importance of marriage for family life and bringing up children. They also need to understand that there are strong and mutually supportive relationships outside of marriage. We try to ensure that no stigma is placed on children based on their home circumstances. We aim to provide accurate information and to help to develop skills to enable them to understand differences and respect themselves and others. We hope to prevent and remove prejudice. RSE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and within society, thus preparing them for the responsibilities and experiences of adult life. We will work towards this aim in partnership with parents/carers.

Teaching and Learning including delivery of the Curriculum

We teach RSE through different aspects of the curriculum and carry out the main RSE teaching in our PSHE curriculum. The scheme of work for RSE at The John Harrox maps out a grid of lessons/units for each year group which progresses and returns to themes as children move through the school.

We also teach RSE through other subject areas (e.g. Science, P.E. and R.E.), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. Linked with R.E. children reflect on family

relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

Normal class rules will be followed during RSE lessons, in addition, it will also be necessary to establish the need to prevent personal questions and the need to explain to children that if a teacher suspects that they are at risk from harm, then they will need to tell another adult. Active learning techniques such as circle time, paired and group discussion, interviewing and presentations, are used in the teaching of RSE as much as possible. Pupils will also be given many opportunities to reflect on what they have learnt in RSE lessons. Most of RSE is delivered in mixed sex groups. However sometimes, both boys and girls cover the same material but may then give opportunities to discuss what has been covered in single sex groups where they might feel more comfortable doing so.

Special Needs

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated programme will be provided where necessary, to ensure that all pupils gain a full understanding.

Equal Opportunities

RSE will be given to ensure quality of access for all pupils, regardless of gender, race or disability, so giving equal opportunities and avoiding discrimination.

4. Safe Practice

Teachers will deliver the RSE curriculum in a way that allows pupils to explore varying viewpoints by ensuring that information is unbiased and impartial

Pupils' Questions

Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions.

Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.

Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.

If the teacher decides to discuss the matter on an individual basis, a record must be kept of that discussion.

Parental and Community involvement

We recognise that Relationships and Sex Education is a highly sensitive subject but we firmly believe that effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

RSE should be based on the following principles and is something that we will adhere to within the teaching and learning of RSE at The John Harrox Primary School.

- Children should learn the importance of marriage, family and committed relationships as key building blocks of community and society.
- RSE includes learning about physical and emotional development.
- RSE is part of the wider social, personal, moral and spiritual development.
- Children should be made aware of the way in which advertising and the media influence their views about sexuality.
- Children should be taught to have respect for their own and others peoples' bodies
- Children need to learn the importance of protecting themselves and of self-control.
- Children should learn that it is important to build positive relationships that involve trust and respect.
- Children need to learn how to keep themselves safe when using the internet and other forms of technology.
- Children need to be aware of responsible use of all forms of technology in order to respect the well-being and integrity of others.

Language

Children should be introduced, at appropriate stages, to the correct terminology in their programme of sex education. It is important that acceptable and unacceptable terminology is clarified. After initial discussion, correct biological terms will be used at all times for teaching.

Using visitors to deliver RSE

External staff may occasionally be used to deliver aspects of RSE however any visiting speakers to the school should be familiar with the school's policy on Relationships and Sex Education. If a visitor is used, they will be supervised by a member of staff at all times

5. Safeguarding

The school has an appointed member of staff who is responsible for safeguarding procedures. If an adult suspects that there is a safeguarding issue, they need to inform this person and record any evidence that supports their concerns (see Safeguarding and Child Protection Policies). As part of RSE ground rules, teachers need to make it clear to pupils that if they suspect that anyone is at risk from harm, they will need to tell another adult.

Confidentiality

Pupils' confidentiality is respected in all RSE lessons and pupils are made aware of the fact that what they say in RSE lessons will not be repeated to anyone else unless a member of staff suspects that the child is at risk from harm.

6. Parents and other stakeholders

As a school will work with parents/carers. Parents have the right to withdraw their child from non-statutory sex education lessons (those that are outside of the statutory science curriculum), with the exception of the biological aspects covered in national curriculum science.

Parents will be made aware of materials that are to parents/carers, who wish to supplement the school's RSE programme or who wish to deliver RSE to their children at home.

The Role of Parents

The school is well aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we:

- Inform parents about the school's RSE policy and practice
- Answer any questions that parents may have about the RSE of their child
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school
- Parents have the right to withdraw their children from lessons which include sex education - those that do not sit within the Relationships Education or Science curriculum. However, this rarely happens, by working in partnership with parents they recognise the importance of this aspect of their child's education
- If parents/carers do request their child be removed from these lessons, then that child will be provided with alternative work, linked with the PSHE programme, and be invited to join another class for that session. A register of any such pupils will be kept and distributed to all teachers involved.

Advising Parents/Carers

Parents/Carers will be advised (by letter) about forthcoming sex education lessons where non-statutory sex education (e.g. outside the statutory science curriculum) is to be taught. Further details of the lessons will be provided to parents upon request and they will be invited to view any materials before the lesson.

7. Resources

The main resource for using delivering the RSE curriculum will be the related modules through the Jigsaw PSHE scheme. These have been adapted to meet the school's curriculum needs and may be supplemented with additional relevant resources by class teachers or where an external provider/visitor is delivering content.

8. Assessment and reporting

Children's understanding, knowledge and skills are assessed through observation, discussion, questioning and group participation. Children will be encouraged to talk about and reflect on their own experiences.

For the early years, evidence of learning will be in the children's Learning Journals. General comments about PSHE will be included in annual reports to parents. Individual pupil profiles will also reflect areas of health and well-being.

The PSHE subject leader will monitor delivery of PSHE through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision. Evaluation will be based on:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share ideas

9. Links to other policies

Cross references can be made to other policies to avoid unnecessary repetition

- Behaviour and discipline

- Anti- Bullying
- Safeguarding
- Use of photography and equipment
- E-Safety Policy
- SEND Policy
- Teaching and Learning Policy
- PSHE Policy
- DfE statutory and non-statutory guidance materials for RSE and Health education (September 2020)

Policy Review

This policy will be reviewed every 2 years. 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.

