



Relationships and Sex Education Policy

Written By	Senior Staff
Frequency of Review	4 years
Date reviewed and approved by Governing Body	September 2018
Date of next review	September 2022
Display on Website	✓
Purpose	The School ensures that the curriculum is taught appropriately, alongside the school nurse team, and that parents are aware of the content of the lessons before they are taught.
Consultation	Governors ✓
	Parents ✓
	Pupils x
	Staff ✓
Links with other policies	Safeguarding Child protection

Burlington Junior School
Relationship and Sex Education Policy September 2018

Aims and objectives of this policy

To provide guidance and information on all aspects of Relationships and Sex Education (RSE) for parents, governors and staff. This policy is distributed to members of staff and is available to parents on our website

Definition of Relationship and Sex Education (RSE)

RSE is learning about sex, sexuality, emotions, relationships and sexual health and safety. RSE is currently under Government review and it is likely that it will become statutory in September 2019. See RSE Guidance – DFE 2017

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/595828/170301_Policy_statement_PSHEv2.pdf

Curriculum coverage is likely to cover the following areas:

- **different types of relationships**, including friendships, family relationships, dealing with strangers and, at secondary school, intimate relationships;
- how to recognise, understand and build **healthy relationships**, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships;
- how relationships may **affect health and wellbeing, including mental health**;
- healthy relationships and **safety online**; and
- factual knowledge, at secondary school, around **sex, sexual health and sexuality**, set firmly within the context of relationships.

How RSE is provided and by whom

RSE is taught by class teachers as part of the PSHE programme. In addition, Y6 teach RSE as part of their Science Curriculum. Some lessons are taught in gender groups and the others are taught as a whole class. RSE at primary school level should ensure that all children know about:

- healthy bodies and lifestyles, including keeping safe, puberty, drugs and alcohol education;
- healthy minds, including emotional wellbeing, resilience, mental health;

Content - By the end of Key Stage 2 Pupils will be able to:

- express opinions, for example, about relationships and bullying
- identify the characteristics of healthy relationships
- listen to and support others
- respect other peoples viewpoints and beliefs

- recognise their changing emotions with friends and family and be able to express their feelings positively
- identify adults they can trust and who they can ask for help
- be self-confident in a wide range of new situations, such as seeking new friends
- recognise their own worth and identify positive things about themselves
- balance the stresses of life in order to promote both their own mental health and well-being and that of others
- discuss moral questions
- listen to, support their friends and manage friendship problems
- recognise and challenge stereotypes, for example in relation to gender
- recognise the pressure of unwanted physical contact, and know ways of resisting it
- how relationships may affect mental and physical health

Pupils will know and understand

- that the life processes common to humans and other animals include growth and reproduction
- about the main stages of the human life cycle
- about the physical changes that take place at puberty, why they happen and how to manage them
- the many relationships in which they are all involved
- making safe relationships and how to maintain them
- how the media impact on forming attitudes
- about keeping themselves safe when involved with risky activities
- that their actions have consequences and be able to anticipate the results of them
- about different forms of bullying and the feelings of both bullies and victims
- why being different can provoke bullying and know why this is unacceptable
- about, and accept, a wide range of different family arrangements, for example second marriages, fostering, extended families and three or more generations living together

Teaching Approaches

A variety of teaching approaches need to be used in the teaching of RSE. A safe learning environment needs to be established in which the children are able to take part in open discussions. Ground rules should be set which will help to reduce anxiety and embarrassment and minimises unconsidered, unintended personal disclosures. A key ground rule is that no personal questions should be asked.

Use of materials

Inappropriate images and explicit materials not directly related to the lesson will not be used. Some examples of effective, active learning methods that can be used when teaching RSE include:

- brainstorming- a useful way to record ideas quickly
- discussion techniques- working in small groups

- case studies/ scenarios
- story telling/film clips

Confidentiality and Child Protection

RSE should never include any activity or discussions where disclosure is encouraged or sought and the use of distancing techniques such as role-play and group work may help this. Teachers must not offer or guarantee absolute confidentiality. Effective RSE may often bring about disclosures of child protection issues and staff need to be aware of the procedures for reporting their concerns (refer to Child Protection Policy & safeguarding Policy).

Dealing with Questions

Clear parameters of what is appropriate and inappropriate should be established within the ground rules and personal questions should not be answered. If a question is too explicit, is age inappropriate for the pupil or the whole class or raises concerns about sexual abuse then it should be acknowledged with a promise to attend to it later on an individual basis. If a question is raised that alerts a member of staff that a child is at risk of sexual abuse, the school's child protection procedures should be followed.

In our school where the range of understanding may be considerable we will adopt a 3 level response to questions:

- answer in class for all pupils to hear
- answer one-to-one away from other pupils
- refer back to parents, with child's consent, to establish their willingness to have their child's question answered

Equal Opportunities

All children at this school have the right to responsible RSE, relevant to their maturity, which will increase their knowledge of the physical facts and develop an understanding of their growing and changing emotions. RSE will help children to respect themselves and others and understand difference.

Teaching activities used will engage boys as well as girls and single sex groups will be used.

Parents right to withdraw their children

Under the 1993 Education Act, parents have the right to withdraw their children from all or part of the schools RSE programme except those in the statutory National Curriculum. Parents need not give reasons for their decision but the school will find it useful if parents discussed their concerns or opinions with either their child's class teacher, the Deputy Head or the Head. A letter will be sent to all parents prior to the lessons taking place. (see Appendix 1) The films that will be shown to the children will also be available to the parents should they wish to view them themselves prior to their child watching it at school.

Mrs Utting
Headteacher

September 2018
Next review September 2022

Relationship and Sex Education

Dear Parents and Carers,

Starting on DATE, your child will be involved in learning about human reproduction as part of our science and PSHE topic. These lessons will be delivered by the Kingston community nurses team using the Chanel 4 materials. There will be opportunities for children to write down their questions to be answered by the teachers and nurses during the sessions.

The materials we will use are aimed at ten and eleven year olds. If you would like to find out more we will be showing the material at TIME pm on DATE in ?? classroom.

We feel strongly that these sessions are extremely valuable for all of the pupils in Year 6; however, if you have any concerns about the content of these sessions please speak to your child's class teacher or myself. Should you wish your child to not participate in these sessions please provide a covering letter to this effect.

Yours faithfully,

TEACHER
Year 6 Leader