

Manor Junior School

Relationships and Sex Education Policy

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Local and National Guidance

Statutory documents that have been used in the creation of this policy are:

- Sex and Relationship Education Guidance 2000
- Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019
- Parental Engagement on Relationships Education 2019

What is Relationship and Sex Education?

Relationship education is learning about families of all types; caring and respectful friendships and relationships, including those formed or continued online; and keeping safe.

Sex (and adolescent development) education is made up of two parts:

1. Statutory: the human life cycle (science curriculum); the physical and emotional changes of puberty including menstruation; and keeping safe from inappropriate physical contact.
2. Non-statutory: human sexual reproduction, including how babies are conceived via intercourse, sexual responsibility and how babies are born.

Parents' legal rights

There will always be an opportunity for parents to view the teaching materials being used for the non-statutory sex education elements (listed in point 2 above), and to receive explanations of the way in which it is proposed to use them in the classroom. If a parent wishes to withdraw their child from the sex education elements listed in point 2, then an appointment should be offered in order that the matter can be discussed with the teacher and Head Teacher. If the parent still wishes to withdraw their child then they must do so in writing. It is then the responsibility of the class teacher to make suitable alternative arrangements for that child. Parents do not have the right to withdraw their child from the remaining statutory elements of the curriculum.

Aims of RSE.

RSE specifically focuses on learning about our bodies, reproduction and puberty within the context of emotions, relationships, healthy choices, equality and personal safety. It also includes family,

friendships and feelings. This early learning lays the foundations for future work on sexual and reproductive health and so helps to prepare children for secondary and adolescent life, then adulthood. It contributes to the emotional and social development of children, helps them to develop a secure sense of identity and to function well in the world.

The aims of RSE are to give children:

- support through physical, emotional and moral development
- accurate information and help them develop the skills to understand difference and respect for themselves and others
- an understanding of different types of relationships, including friendships, and how to build, develop and sustain them
- a knowledge and understanding of menstruation, sexual intercourse and reproduction and ensure that they are aware that pregnancy can be prevented.
- an understanding of human sexuality, encouraging them to be mature , respect themselves and build their self-esteem
- an understanding of the appropriate contexts for sexual relationships, intercourse, love, care and start to understand the responsibilities of parenthood
- a basic understanding of how the law applies to sexual relationships.
- knowledge of where to get support and the confidence to seek help and support if they need it.
- knowledge of their rights over their bodies, choices over physical contact with others and privacy.
- knowledge and understanding of any other national or local curriculum requirements relating to these areas.

These aims form an integral link to the school's values: friendship, respect, determination, equality, inspiration, courage and excellence.

What content is in the RSE curriculum and how is the RSE delivered?

RSE is an integral element of the planned programme of study for personal, social, health, citizenship and economic (PSHCE) education. In an integrated programme, the PSHCE education curriculum also covers mental and physical health and well-being, drugs, healthy eating and physical activity, citizenship and safety. The self-esteem, skills and emotional intelligence required to make healthy choices underpin all these topics, and it is therefore essential and good practice that teaching and learning about sex and relationships is planned and implemented within this broader framework. RSE therefore taught within cross-curricular topics which encompass many subjects: PSHCE, science and computing, in particular.

The content is tailored to the age and physical and emotional maturity of the pupils in a graduated, age-appropriate programme that builds on their understanding of previous teaching and prepares them for their next stage of education at secondary school. For specific detail of the content of the RSE curriculum, please see the PSHCE curriculum overview attached, which it forms part of.

[Appendix 1]

Who is responsible for teaching RSE?

The School's Governors and Head Teacher are responsible for RSE being taught in school. Through the school's Curriculum and PSHCE Leaders, they ensure that the RSE curriculum is covered. It is the responsibility of the teachers to teach RSE in accordance with the policy and curriculum overview. Unless deemed otherwise by the Head Teacher, a child's class teacher will teach RSE to the child as part of normal classroom routine. Children are made aware that other adults can be contacted or involved if required (see *RSE Teaching Strategies*).

Teachers are provided with training as required to support their delivery of RSE and extend their confidence in doing so. The training available is kept in the CPD file and training needs are identified for individual staff through the appraisal system. The personal attitudes and beliefs of teachers will not influence their delivery of the RSE curriculum within the PSHCE framework.

RSE Teaching Strategies

Although most sex and relationships education will take place in familiar mixed-sex class groups with class teachers, it may occasionally be necessary for single sex question and answer/video sessions. In these circumstances, or in any sex education lessons where the teacher requests it, because of the very personal nature of the subject matter, a second member of staff will be present as a safeguard to the teacher in the event of any misunderstandings. Children may also request to speak to specific members of staff, other than the class teacher, for further advice or clarification.

Wherever possible, correct RSE terminology will be used. If inappropriate language is used as a matter of unknown knowledge by a child then an explanation as to why the language should not be used should be given, along with a statement relating to the correct terminology which will then be referred to from that moment onwards. In some circumstances, it may be judged that the children are not ready to learn about specific terminology. In these instances, discretionary judgement should be used.

Ground rules

Teachers will develop a set of ground rules with their class at the start of any teaching of sensitive content, to create a safe environment in which no one feels embarrassed or anxious about unintended or unexpected questions or comments from pupils.

These ground rules include:

- No-one will have to answer a personal question
- No-one will be forced to take part in a discussion
- No individual, personal situations will be discussed in front of other pupils.
- Only the correct names for body parts will be used
- Meanings of words will be explained in a sensible and factual way
- If you don't want to say a question out loud you can put it (anonymously if you wish) in a box and the teacher will answer it later, if appropriate.

Teachers will also avoid embarrassment and protect pupils' privacy by always depersonalising discussions. For example role play will be used to help pupils 'act out' situations. Case studies with

invented characters, appropriate videos and visits from educational groups such as the NSPCC will all help pupils discuss sensitive issues and develop their decision-making skills in a safe environment.

Dealing with questions

Teachers will establish clear parameters of what is appropriate and inappropriate in a whole class setting. Below are guidelines the school encourages:

- If a question is too personal, the teacher will remind the pupil of the ground rules. If the pupil needs further support, the teacher can refer to her or him to the appropriate person, such as a designated safeguarding lead, school counsellor, school nurse, helpline, or an outside agency or service.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher will acknowledge it and promise to speak to them separately on an individual basis. To maintain trust and respect the teacher must remember to talk with the pupil later and if concerned that a pupil is at risk of sexual abuse, they will follow the school's child protection procedures. (This includes questions submitted in writing, if not anonymous)

Equality

All teaching will take account of the educational, personal and emotional needs of all children. Content will be age appropriate and delivered in an age-appropriate way, but where a child cannot fully access the curriculum due to Special Educational Needs, appropriate support, adaptations or alternatives will be provided, matched to the child's needs in accordance with the SEND Code of Practice. Teaching will also take account of the Equality Act 2010 which says that schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment or sexual orientation (collectively known as the protected characteristics).

RSE Resources

A range of resources are used to help teach aspects of RSE including the use of appropriate visual images (videos/DVDs/Internet), worksheets and books. Other resources used as part of the programme range from diagrams of the human body (including 3D models) to examples of sanitary protection (e.g. towels, tampons, menstrual cups). External speakers (e.g. school nurse, NSPCC workers) may also be involved, but school staff will always be present.

Assessment and Feedback

Assessment and feedback will usually be in accordance with the relevant policy. However, it may not be appropriate to mark and give feedback on work touching sensitive issues or elements of the curriculum and teachers will use their professional discretion.

Monitoring and Review

This policy will be regularly monitored by relevant school staff and reviewed annually by the school's governing body. The school will also fulfil any legal requirements to consult with parents (e.g. when there is a change to the content of the statutory or school's own curriculum).