

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 focuses on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. This also includes online relationships.

Health Education focuses on teaching the characteristics of good physical health and mental well-being. Teachers will be clear that mental well-being is a normal part of daily life, in the same way as physical health. Health education includes knowing the key facts about puberty and the changing adolescent body.

Sex 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 non-statutory 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

Our Relationships and Sex Education (RSE) is an integral part of our Personal, Social and Health Education (PSHE) and Citizenship curriculum. We aim to deliver a curriculum that is inclusive and meaningful for every child. We believe that RSE is important because it equips our pupils with the knowledge, skills and attributes to exemplify our school values of being respectful, safe and kind citizens, ready and prepared for life today, and tomorrow. Our RSE curriculum plays an essential role in our safeguarding duty, so that all pupils know and understand ways to keep themselves and others safe.

Ready

Children will be equipped and ready to understand and manage their emotions. They will be able to make informed decisions and know ways in which their minds and bodies will change as they get older.

Respectful

Children will value themselves and each other, accepting and appreciating diversity and difference. Pupils will be prepared so that they can be active members of a democratic society and obtain the skills to identify the characteristics of healthy relationships.

Safe

Children will understand what constitutes a safe and healthy lifestyle, including forming safe relationships both off and online. Children will learn the correct vocabulary to describe their bodies and know how to keep themselves safe online. They will have knowledge of their rights over their bodies, choices over physical contact with others and privacy. All children will know where to get support and have the confidence to seek help and support if they need it.

Kind

Children will foster feelings of empathy, self-worth and self-respect. They will gain understanding of the characteristics of caring relationships, including mutual respect, truthfulness, trustworthiness, loyalty and kindness. Our children will be equipped with the knowledge to form and maintain positive and healthy relationships.

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.

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

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. It is important that children learn about the changes that will happen to them at the right time, limiting confusion and anxiety. 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 is also taught within cross-curricular topics which encompass many subjects: PSHCE, science and computing, in particular.

The wider PSHCE curriculum, including RSE, has been planned and sequenced using the 1decision scheme of work. It includes interactive resources which will be used to support and promote understanding within a moral context and underpin the values of our school. 12 key themes will be visited and built upon throughout each year. 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 Leader, 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 Relationships and Sex 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. Key vocabulary and definitions can be found in the knowledge organisers for each unit.

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).

- Strategies such as ‘questions in a box’ or ‘worry monsters’ will be used to help with uncertainty and build confidence.

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).

The Role of Parents

We know that, as the main caregiver, parents and carers play a vital role in teaching children about relationships and sex education. We aim to build upon these strong foundations and build positive and supportive relationships with the parents and carers of the children at our school by:

- Informing parents and carers about the school’s RSE policy and practice.
- Answer any questions and discuss any concerns that parents may have about the RSE curriculum.
- Take seriously any issues that are raised with teachers or governors about this policy or the RSE arrangements in school.
- Provide information sessions to give parents and carers an opportunity to view and discuss the RSE content and materials.
- Inform parents and carers about best practice with regards to RSE, so that consistent messages are shared from both school and at home.

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).