



Walsh C. of E. Junior School

Relationships, Sex Education and Health Policy

Date: September 2021

To be reviewed: September 2022

Our intention is that when children leave Walsh Church of England Junior School, they will do so with the knowledge, understanding and emotions to be able to play an active, positive and successful role in today's diverse society. We want our children to have high aspirations, a belief in themselves and realise that anything is possible if they put their mind to it. In an ever-changing world, it is important that they are aware, to an appropriate level, of different factors which will affect their world and that they learn how to deal with these so that they have good mental health and well-being. This will support them to achieve through fellowship, resilience and peace.

MORALS, VALUES, EQUALITIES AND SAFEGUARDING

The RSE programme at the school reflects our ethos and demonstrates and encourages the school's values:

- fellowship
- resilience
- peace

Further to this, RSE will support the school's duty to promote the development of pupils' spiritual, moral, social and cultural awareness in line with the 2010 Equality Act and the school's safeguarding and child protection protocols.

The school is committed to the provision of RSE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family background.

THE POLICY

The policy reflects the DfES Relationships Education, Relationships and Sex Education and Health Education (2019) and guidance from the PSHE Association, Jigsaw, the Sex Education Forum and the Local Authority.

All school personnel, parents and pupils have been made aware of this policy and had an opportunity to have their voice heard and many parents and pupils have input valuable contributions into the themes of the curriculum at Walsh C. of E. Junior School. This has allowed us to shape the curriculum around our pupils.

The policy is available to parents through the school website and a paper copy is available in school.

DEFINITION OF RSE:

Relationships Education is learning about how to:

- be appreciative of existing relationships;
- form new healthy friendships; and
- enjoy strong positive, caring, relationships with good boundaries, online and in person.

This will particularly refer to family relationships (including marriage), friendships and relationships with peers and adults.

Sex education is about reproduction: learning how babies can be made and the emotions that people experience when they are ready for close intimacy.

The national curriculum for science includes content about human body parts, growth, puberty and gestation. Parents do not have the right to withdraw from this aspect of the curriculum.

AIMS AND OUTCOMES OF RSE IN THE CURRICULUM:

The overall aim of RSE is to foster a positive notion of lifelong learning about physical, moral and emotional development, including how to look after physical and mental health. It aims to support the development of self-respect and empathy for others and promotes the development of skills and understanding necessary to manage conflict peaceably and learn how to recognise and avoid exploitation and abuse.

RSE provides opportunities for pupils to:

- better understand the nature of human relationships.
- learn about relationships, the importance of communication and assertiveness skills including the importance of values such as respect (for self and others), equality, responsibility, care and compassion.
- reflect upon the importance of stable and loving relationships for family life, including the bringing up of children, this also includes marriage, civil partnerships and other family forms.
- consider and understand the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood.
- reflect upon how to make good, informed and safe choices concerning relationships and healthy lifestyles.

CONTENT OF SCHOOL RELATIONSHIPS EDUCATION PROGRAMME

Families and people who care for me

Pupils should know:

- 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 and that there are other types of commitment that ensure a stable and loving family life.
- 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

Pupils should know:

- 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

Pupils should know:

- 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.

Online relationships

Pupils should know:

- 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

Pupils should know:

- 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.

CONTENT OF SCHOOL SEX EDUCATION PROGRAMME

Year 3

Key theme – How my body changes

- How babies grow – changes that happen from birth to a fully grown adult (in humans and animals), babies grow and develop in the mother's uterus and understanding babies' needs.
- Outside changes - understand the changes that happen to their bodies while growing up.
- Inside changes – understand how and why our bodies change on the inside as we are growing up.

Year 4

Key theme – Introducing puberty

- How babies grow – label internal and external body parts (male and female).
- Puberty – understand the changes in girls' bodies and about menstruation.

Year 5

Key theme – Introducing conception

- Puberty for girls – girls body changes and the importance of looking after yourself
- Puberty for boys - how boys' bodies change during puberty
- Conception – understand the different ways that conception can occur (e.g. IVF).

Science curriculum:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals
- describe the changes as humans develop to old age

Year 6

Key theme – Puberty, conception and relationships

- Puberty – explain how girls' and boys' bodies change.
- Conception to birth – how a baby develops and how it is then born.

- Girlfriends and boyfriends – how being physically attracted to someone can change the nature of a relationship and what this might mean.

Science curriculum:

- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

HOW RELATIONSHIPS AND SEX EDUCATION IS ORGANISED IN THE CURRICULUM

RSE is not delivered in isolation, but firmly embedded in all curriculum areas including Personal, Social, Health and Economic (PSHE) education, Citizenship and Science. The PSHE co-ordinator is responsible for overseeing this, and supporting staff, alongside CPD opportunities. At Walsh C. of E Junior School the main RSE content is delivered to all children.

- RSE is normally delivered by teaching staff in mixed gender groups.
- PSHE Ground Rules are used in all PSHE and RSE lessons.
- We ensure that pupils are able to ask anonymous questions by providing means of doing this e.g. a questions box.
- Resources used are flexible in order to meet the needs of the pupils and curriculum.
- Correct medical vocabulary will be used throughout the RSE and PSHE curriculum
- RSE is delivered through: Circle time activities with an emphasis on being safe; raising self – esteem, active teaching and learning, role play/scenarios, card sorting, discussion etc.
- External agencies helping us to deliver RSE in our school include: the school nurse, NSPCC, police
- Visitors are invited in to school because of the particular expertise or contribution they are able to make – this is to enhance the provision already in place through the taught PSHE (RSE) curriculum
- Visitors are familiar with and understand the school's RSE policy and safeguarding policy and work within these documents
- All input to RSE lessons is part of a planned programme and negotiated and agreed with staff in advance and is applied to ensure that provision is timely, needs led and appropriate
- All visitors are supervised/supported by a member of staff at all times
- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

PARENTAL INVOLVEMENT

The school is committed to working with parents and believes that it is important to have the support of parents and the wider community for the PSHE and RSE programme. Parents are/will be provided with the opportunity to find out about and discuss the school's programme through parents' evenings, involvement in policy development and review, involvement in curriculum development, the school website and prospectus, displays and an open door policy.

It is important that parents are aware of what will be taught in RSE and when, to ensure that parents are ready to speak to their children at home in the context of their own family values. To promote effective communication and discussion between parents and their children we notify parents through information evenings, termly curriculum maps and the school website about when particular aspects of RSE will be taught. We also encourage an open door policy to help ensure that parents can discuss issues with the school staff in a positive, sensitive and proactive manner.

PARENTAL RIGHTS TO WITHDRAW THEIR CHILDREN

Parents have the right to request that their child be withdrawn from some or all of the sex education the school has decided to teach, however, children cannot be withdrawn from statutory teaching about relationships. Before granting any such request, the Head Teacher will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

Parents do not have the right to withdraw their children from Relationships Education or any aspect of the national curriculum for Science. Year 5's Science curriculum includes:

- describe the changes as humans develop to old age (puberty)

Parents are also informed that the RSE curriculum is an essential vehicle in supporting a school's statutory duty to:

- safeguard and promote the welfare of their children,
- advance the 2010 Equality Act,
- encourage the spiritual, moral, social and cultural development of pupils,
- foster British values, and
- prepare children and young people for the challenges, opportunities and responsibilities of adult life, along with the coverage of the National Curriculum for Science.

Pupils who are withdrawn from lessons and/or may ask questions outside of specific RSE lessons, have a right to have these answered. At all times a teacher will use their professional discretion to do this.

If we have any reason to believe a pupil is at risk we are required to follow our safeguarding and child protection procedures as set out in our policy which is available on the school website.

HOW THE RELATIONSHIPS AND SEX EDUCATION PROGRAMME IS MONITORED, EVALUATED, AND ASSESSED

We ensure that all pupils have equal access to the RSE programme through a thorough process of monitoring, evaluation and assessment, which takes into consideration pupils' needs, maturity, age, ability and personal circumstances. This will be checked by the subject leader, senior leadership team and head teacher.

PROFESSIONAL DEVELOPMENT FOR STAFF

Staff training is tailored to requests of staff and will reflect the needs of children at a given time. Other updates will be provided when deemed necessary by the RSE Leader. At this point developments will be shared and discussed as part of INSET/staff meetings.

LINKS TO OTHER POLICIES AND ADVICE

This RSE Policy is supported by, but not limited to:

PSHE Policy

RE Policy

Behaviour Policy

Health and Safety Policy

Safeguarding/Child Protection Policy

School Visits

Confidentiality Policy

Equality Policy

Anti-bullying Policy

Intimate Care Policy

Sex and Relationship Education Guidance – DfES

Statement from Diocese on RSE

REVIEW OF THIS POLICY

This policy is reviewed at least every 3 years and also in the light of any related issue that may occur such as any new findings arising from educational research, local or national guidance.