



Woolenwick Junior School
Relationship and Sex Education (RSE) Policy

Policy Name	RSE
Reviewed by	Governing Body
This review date	June 2021
Next review date	June 2024
Ratified by full governing body on	29.06.2021
Policy will be published	Website

Definition

Relationships and Sex Education (RSE) at Woolenwick Junior School refers to the teaching and learning about physical, moral and emotional development. It is about understanding the importance of family life, stable and loving relationships, respect, love and care. RSE is also about the teaching of sex and health. It is not about the promotion of sexual orientation or sexual activity.

Rationale

A key aim of Woolenwick's RSE curriculum is to ensure that each pupil develops the skills, knowledge, confidence and independence to make decisions about their lives and to keep themselves safe. These decisions can only be made if they have adequate knowledge and understanding of their own physical and emotional development.

The statutory Relationships and Health Education is embedded within our whole-school PSHE Programme. To ensure progression of knowledge and skills we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme. The mapping document: **Jigsaw 3-11** and **Statutory Relationships and Health Education**, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

Statutory Relationships and Health Education

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."

"This is why we have made Relationships Education compulsory in all primary schools in England, as well as making Health Education compulsory in all state-funded schools."

"In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy."

"These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others' wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society."

(Secretary of State Foreword, DfE Guidance 2019 p.4-5)

'The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools'

Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.”

DfE Guidance p.8

“All schools must have in place a written policy for Relationships Education and RSE.”

DfE Guidance p.11

Whole-school approach

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school. It is a spiral curriculum which builds on pupils’ skills each year, which is tailored to meet the needs of all our children.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

Jigsaw RSE Content

At Woolenwick Junior School, RSE is mainly taught as part of the PSHE curriculum, with some cross-curricular links with Science and PE.

In PSHE we teach children about three core themes: Health and Wellbeing, Relationships and Living in the Wider World. Objectives relating specifically to RSE are found within these three core themes.

We teach RSE in the belief that:

- It is age appropriate and informative;
- it should be taught in the context of family life;

- it is part of a wider social, personal, spiritual and moral education process;
- children should be taught to have respect for their own and others' bodies;
- children should learn about their responsibilities to others;
- it is important to build positive relationships with others, involving love, trust and respect;

RSE in Science and PE

In Key Stage 2, we teach about life processes highlighting that living things are able to do several things a non-living thing may not be able to do like move, grow, feed and reproduce.

This grid below shows specific RSE content for each year group:

AGE	CONTENT
7-8	Challenging assumptions; judging by appearance; accepting self and others; understanding influences; understanding bullying including the role of the bystander; problem-solving in relationships; identifying how special and unique everyone is; first impressions; working in a group; celebrating contributions of others; healthier friendships; group dynamics; assertiveness; peer pressure;
8-9	Celebrating inner strength; jealousy; love and loss; memories of loved ones; getting on and falling out; girlfriends and boyfriends; showing appreciation to people and animals; being unique; having a baby (simple explanation of conception); girls and puberty; boys and puberty; confidence in change; accepting change.
9-10	Cultural differences and how they can cause conflict; racism; rumours and name calling; types of bullying; enjoying and respecting other cultures; body image; self-recognition and self-worth; building self-esteem; safer online communications; rights and responsibilities online; online gaming and gambling; reducing screen time; dangers of online grooming; SMARRT internet safety rules; self and body-image; influence of online and media on body image; puberty for girls; puberty for boys; conception (including IVF); growing responsibility; coping with change.
10-11	Children's universal rights; feeling welcome and valued; choices; consequences and rewards; group dynamics; democracy; having a voice; anti-social behaviour; role-modelling; perceptions of normality; understanding disability; understanding what transgender means; power struggles; understanding bullying; inclusion/exclusion; difference as conflict; difference as celebration; empathy; exploitation, including 'county-lines' and gang culture; love and loss; managing feelings; power and control; assertiveness; technology safety; responsibility with technology use; self-image; body image; puberty and feelings; conception to birth; reflections about change; physical attraction; respect and consent; boyfriends/girlfriends; sexting.

Relationships Education

What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?

The way the Jigsaw Programme covers the expected outcomes is explained in the mapping document: **Jigsaw 3-11** and **Statutory Relationships and Health Education**.

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Health Education

What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?

Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured every lesson through the Calm Me time, social skills are grown every lesson through the Connect Us activity and respect is enhanced through the use of the Jigsaw Charter.

Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle unit.

Again, the mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils'. However, 'Sex Education is not compulsory in primary schools'. (p. 23) Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for Science - how a baby is conceived and born'.

At Woolenwick Junior School, we believe children should understand the scientific facts about human reproduction before they leave primary school so we define sex education as understanding human reproduction. This will be taught as part of the statutory science curriculum as well as our RSE curriculum.

Roles and responsibilities

Parents

We seek to work with parents to ensure that the teaching of Relationships and Sex Education (RSE) reflects their expectations and compliments teaching at home. Parents/Carers have the right to withdraw their children from Sex Education provided at school except for those parts included in statutory National Curriculum for Science and that included within Statutory Relationships and Healthy Education.

Those parents/carers wishing to exercise this right are invited in to see the Head teacher and/or Jigsaw lead in school who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the **specific sex education lessons** until the request for the withdrawal has been removed. **Parents and carers cannot withdraw from any aspect of Relationships Education and Health Education lessons covering the changing adolescent body (puberty).** Any concerns from parents will need to be voiced in writing and will be dealt with accordingly.

Pupils

Our aim is that pupils will show an understanding of and commitment of their own and others' health and wellbeing. In accordance with their age and capabilities, the pupils will have an understanding of relationships, sexual development, sexual consent and respect. They will understand how to keep themselves and others healthy and safe.

Girl's understanding of sanitary products and disposal in school

As part of lessons on puberty, girls will be made aware of the procedures in place for accessing and the safe disposal of sanitary products. The school is aware that period poverty can be an issue for some pupils, and will to the best of its ability to ensure that girls have access to appropriate sanitary products during school time.

Teachers

Every member of staff has a responsibility to contribute to the formation of the right attitudes in our pupils. This will be demonstrated through the teacher's confidence and understanding of effective RSE learning, with PSHE. Staff are expected to:

- provide RSE in accordance with this policy;
- participate in training to provide RSE in line with the school curriculum policy;
- use a range of appropriate resources and strategies to stimulate students' interest and active participation;
- use the 'Handling Complex Issues Safely in PSHE Classroom' document in order to deal with sensitive issues (Appendix 1);
- answer any questions that parents may have about the RSE of their child.

Subject Leader

The subject leader will ensure that:

- RSE is well resourced in terms of curriculum time, staff training, management time and leadership training;

- The statutory requirements of RSE are fully met by monitoring teaching and learning and informing the School Development Plan;
- Provide opportunities for sharing good practice;
- Maintain links with parents and carers and external agencies, i.e. NSPCC.

Head teacher/ Deputy Head teacher

The Head teacher/ Deputy Head teacher carries delegated responsibility and will oversee the teaching of RSE programme. The Head teacher will ensure that:

- the governing body is advised about the nature and organisation of RSE and how it reflects the aims and values of the school;
- RSE is provided in a way that encourages pupils to make safe and appropriate life decisions;
- pupils are protected from inappropriate teaching materials;
- inform parents about the school's RSE policy and practice.

Governors

Responsibility for the policy and provision of relationship and sex education rests with the governing body.

The Governing Body will:

- seek the advice of the Head teacher on this policy, while ensuring the programme is suitably monitored and evaluated by the subject leader;
- ensure that the policy is available to parents and that parents know of their right to withdraw their children;
- ensure that RSE is provided in a way that encourages pupils to make appropriate and safe life decisions.

Safeguarding and Child Protection

Teachers conduct lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances, they will draw their concerns to the attention of one of the designated senior people (DSP) in charge of Child Protection. (See also Child Protection Policy.)

Ground rules and distancing techniques

- Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of sex and relationships.
- To this end ground rules have been agreed to provide a common values framework within which to teach. There are clear parameters as to what will be taught in whole class setting and what will be dealt with on an individual basis.

The ground rules teachers will follow are:

- No one (teacher or pupil) should be expected to answer a personal question.
- No one will be forced to take part in a discussion.

- Only the correct names for body parts will be used.
- Meanings of appropriate words will be explained in factual way
- Teachers will establish clear parameters about what is appropriate and inappropriate in a whole-class setting.

Dealing with questions

- Pupils will have the opportunity at the end of each session to write down questions anonymously and post them in a question box. The teacher will then have time to prepare answers to all questions before the next session, and will choose not to respond to any questions which are inappropriate.
- Sometimes an individual child will ask a question during which is not age-appropriate. In a situation like this, teachers will direct them to their parents.
- Questions do not have to be answered and can be addressed later.
- If a verbal question is too personal the teacher should remind the pupils of the ground rules.
- Teachers model appropriate behaviour and ensure that pupils discuss issues in a way which does not encourage inappropriate or immature behaviour.
- 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 pass it on to a DSP.
- If the DSP is concerned that a pupil is at risk of sexual abuse the usual child protection procedures will be followed.
- Teachers will not be drawn into providing more information than is appropriate to the age of the child.

Pastoral Support for Pupils Who Experience Difficulties

The nature of support available to pupils

- At Woolenwick Junior School we are committed to our role in the promotion of pupil wellbeing. Staff endeavour to make themselves approachable and to provide caring and sensitive support for pupils in a number of ways.
- Staff may be approached for help on an individual basis. They offer a listening ear and, where appropriate, information and advice.
- The Family Liaison Worker and PSHE subject leader will keep up to date about the development of local services and national help lines for young people and form working relationships with local agencies that are relevant to pupil needs.

Confidentiality and informing parents/carers

- School staff cannot promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to pupils.
- Child protection procedures must be followed when any disclosures about abuse are made.
- Unless clearly inappropriate, pupils will always be encouraged to talk to their parent/carer.

Monitoring and evaluation

The programme is regularly evaluated by the PSHE subject leader as part of the Wellbeing Faculty. The views of all will be used to make changes and improvements to the programme on an ongoing basis.