UNITE – INSPIRE- EXCEL

Relationships and Sex Education Policy

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Governing Body Committee responsible for review:	**Children & Learning**
Date of next review:	**May 2023**
Ratified by Governing Body:	**May 2020**

1. Introduction

At Westfields Junior School, we greatly value the contribution that the Personal Social Health Education (PSHE) curriculum provides for all our learners. We believe that the personal development of our children plays a significant role in their ability to lead a happy and healthy life in today and tomorrow's society.

We believe that Relationships and Sex Education (RSE) is not regarded as a subject in its own right but it is a carefully planned and delivered element of our PSHE curriculum as recommended by Hampshire Education Committee and the Department for Education (DfE). Well-planned and age-appropriate RSE helps to equip children with the factual information, skills and confidence to manage and move through their lives. At Westfields Junior School, we aim to give children the opportunity to understand the range of beliefs and values that exist about RSE to support their development as unique individuals.

We are committed to promoting a safe and healthy lifestyle. Effective RSE needs to be taught in an atmosphere of trust, responsibility and respect where sensitive issues can be discussed without embarrassment or threat.

We perceive our role to be providing RSE which offers a platform for parents to then discuss the subject further and more personally in the home environment so that they are prepared for the responsibilities and experiences of adult life. Teachers are in an ideal position to help children understand growth and development alongside our Science Curriculum, as well as help the children feel comfortable discussing feelings related to relationships and changes that they will go through before and during puberty. These changes include that of friendships, family dynamics and personal relationships alongside the physical changes associated with growing up.

2. Aims

The aims of RSE at our school are to:

- Provide a framework in which sensitive discussions can take place;
- Help children develop positive and healthy relationships with an understanding of what unhealthy relationships look like, knowing how to address these;
- Help children to develop feelings of self-respect, confidence and empathy;
- Create a positive culture around issues of relationships and sexuality;
- Teach children the correct vocabulary to describe themselves, their bodies and the reproductive system.
- Prepare children for puberty, give them an understanding of sexual development and the importance of health and hygiene.

3. Statutory Requirements

As a maintained primary school, we must provide relationships education and health education (see Appendix 2) to all children as per section 34 of the Children and Social Work Act 2017. However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the Science Curriculum. In teaching RSE, we must have regard to guidance issued by the Secretary of State, as outlined in section 403 of the Education Act 1996. At Westfields Junior School, we teach RSE as set out in this policy.

4. Policy Development

This policy has been developed in consultation with staff and parents. The consultation and policy development process involved the following steps:

✓ Review – The PSHE coordinator collated all the relevant information including national and local guidance and information, local county and regional data as well as information from the PSHE

Assciation and the analysis of The Sex Education Forum annually commissioned Censuswide (a survey and poll of 1000 young people).

- ✓ In addition to this, as part of Westfields Junior School being an Early Adopter School, the PSHE coordinator took part in training with the DfE. SMT created a working party to review and reflect upon the information gathered.
- ✓ Staff consultation – All school staff were given the opportunity to review the policy and offer recommendations.
- ✓ Parent/stakeholder consultation – Parents and any interested parties were invited to attend a consultation to offer opinions about the current RSE provision, proposed RSE provision and policy.
- ✓ Ratification – Once amendments were made, the policy was shared with governors and ratified.

5. Definition

RSE is about the emotional, social and cultural development of children, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

6. Curriculum Coverage

Our RSE curriculum builds upon KS1 provision and is progressive across Key Stage 2 at Westfields Junior School as highlighted in Appendix 1.

We have developed the curriculum in consultation with parents and staff, taking into account the age, development, needs and feelings of children. If children ask questions outside the scope of this policy, teachers will respond in an appropriate manner so children are fully informed and do not seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings;
- How a baby is conceived and is born.

7. Delivery of RSE within PSHE

Our chosen main resource to deliver our Relationships and Sex and Education is the 'Christopher Winter Project' which includes reference books, leaflets, extracts from videos and fiction materials. This is a comprehensive and inclusive resource which has been updated to meet the requirements of Statutory Guidance released from the Department for Education on Relationships Education, Relationships and Sex Education (RSE) and Health Education, Regulation 2019.

Our RSE programme, taught by our class teachers to the children in their class as part of our PSHE curriculum (see Appendix 1), is delivered within the years specified:

Year 3	Year 4	Year 5	Year 6
• Naming body parts • Body differences • Personal space • Help and support	• Changes • What is puberty? • Healthy relationships	• Talking about puberty • The reproductive system • Help and support • Respect and equality	• Communication in relationships • Online relationships • Puberty and reproduction • Families, conception & pregnancy • FGM

Statutory Non-statutory

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single-parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them e.g. looked after children or young carers.

8. Roles and Responsibility

The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and is responsible for managing requests to withdraw children from non-statutory and non-science components of RSE.

Staff

Staff are responsible for:

- Engaging in CPD to ensure they are confident in subject content;
- Delivering RSE in a sensitive way;
- Modelling positive attitudes to RSE;
- Monitoring progress;
- Responding to the needs of individual children (in particular SEN and vulnerable children);
- Responding appropriately to children whose parents wish them to be withdrawn from the non-statutory components of RSE (the Headteacher will support this and PSHE Coordinator).

Staff do not have the right to opt-out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

The Governing Body

The Governing Body will approve the RSE policy and hold the headteacher to account for its implementation. They have delegated the approval of this policy to the Children and Learning Committee.

Children

As part of our rich, relevant broad and balanced curriculum, children are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity as highlighted in our Respect Charter. As outlined in the Equality of Opportunity Policy, every pupil is held to be of equal value and therefore the subject of RSE will be taught so that the equal but different natures of men and women are not compromised. All children will participate together in the Science National Curriculum with regard to Sex Education.

9. Working with Parents

At Westfields Junior School, we highly value our partnerships and particularly in relation to this area of the curriculum is the primary role in children's sex education lies with parents and carers. We recognise and respect that, through mutual understanding, trust and co-operation, children will gain lifelong skills and understanding. In promoting this objective, we:

- Inform parents about the school's RSE Policy and practice;
- Have an open door policy to encourage open communication, feedback and discussion.
- Understand that parents do not have the right to withdraw their children from relationships and health education.
- Understand that parents have the right to withdraw their children from the non-statutory and non-science components of sex education within RSE (Year 6).
- Give parents the form found in Appendix 3 should they wish to withdraw children.
- Provide opportunities for parents to view the resources and materials that are used to deliver the sex education elements of RSE.
- Provide alternative work to children who are withdrawn from sex education.

10. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

11. Monitoring arrangements

The delivery of RSE is monitored by the PSHE Coordinator and Curriculum Coordinator through planning monitoring, learning walks, book monitoring and pupil conferencing. Children's development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by the PSHE Coordinator every three years. At every review point, the policy will be approved by Children and Learning Committee.

Westfields JUNIOR SCHOOL

Appendix 1

PSHE Long Term Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	**Relationships** **Positive relationships** Identifying a range of emotions and recognising what a positive relationship is, who we have them with and why they are positive.	**Health and wellbeing** **A healthy lifestyle** Identifying ways in which to maintain good health, understanding what makes a balanced lifestyle. **Relationships** **Anti-bullying** Linked activities with anti-bullying week.	**Health and Wellbeing** **Looking after ourselves** Promoting a range of hygienic routines, understanding the importance of these. Identifying the risks and precautions at home and at school.	**Relationships** **Valuing difference** Recognising that there are similarities and differences between people but everyone is equal. Identifying how our actions can affect others and ways in which to solve disputes and conflicts. **Health and wellbeing** **Road safety (led by Junior Road Safety Officers)** Identifying safe and unsafe practices of pedestrians, passengers and cyclists on the road.	**Living in the wider world** **Rights and responsibilities** Recognising the ways in which rules and laws keep people safe. Recognising responsibilities, rights and duties at home, in school and the environment. **Health and wellbeing** **RS Education** Identifying that people are unique and to respect those differences.	**Living in the wider world** **Taking care of the environment** Identifying community and the differences in customs and values**/** Recognising the sustainability of the environment across the world. **Living in the wider world** **Pay it forward** Enhancing local community links with a yearly project.
Year 4	**Relationships** **Feelings and emotions** Recognising different types of relationships, understanding the attributes of a positive relationship.	**Health and wellbeing** **Balanced and unbalanced lifestyles** Understanding what makes a balanced lifestyle including a review of diet, self-image and personal goals. **Relationships** **Anti-bullying** Linked activities with anti-bullying week.	**Health and wellbeing** **Loss** Understanding the kinds of changes that can happen in life and the feelings associated with this. **Keeping safe** Learning how to appropriately manage risks in familiar situations.	**Relationships** **Valuing difference** Recognising the importance of difference between individuals and how to value those differences. **Conflict resolution** Identifying how and why conflicts occur and identifying the strategies we use to help solve conflict.	**Living in the wider world** **Money** Understanding how best to manage money and the responsibilities these bring. **Health and wellbeing** **RS Education** Exploring how people change as they grow older.	**Living in the wider world** **Our place in the wider world** Exploring issues that are pertinent to modern day life, including: sustainability and the environment; community and the assessing the reliability of information we are told. **Living in the wider world** **Pay it forward**

				Health and wellbeing **Road safety** **(led by JRSO Officers)** Understanding the importance of traffic laws relevant to them, and to other road users, they may encounter.		Enhancing local community links with a yearly project.
Year 5	**Relationships** **New beginnings** Explaining how we can make and set new goals for ourselves for the year to come. **Rights, respect and responsibilities** Examining our rights and responsibility in a group, identifying how to deal with conflict.	**Health and wellbeing** **Healthy eating** Looking at a balanced diet and the dangers of overeating. **Relationships** **Anti-bullying** Linked activities with anti-bullying week.	**Health and wellbeing** **Keeping safe** Explaining how we can keep safe at home, on the road by identifying risks and hazards. **Road safety (led by Junior Road Safety Officers)** Understanding the importance of staying safe on the roads and how their action can affect other road users.	**Relationships** **Ourselves and others** Recognising that all relationships are different and different ways of behaving are appropriate to different types of relationships, knowing the difference between a healthy and unhealthy relationship.	**Living in the wider world** **Children's rights** Understanding children have legal rights and the ways these can be enforced. **Health and wellbeing** **Drugs +** **RS Education** Explaining how changes occur to the body through puberty and how drugs can harmfully affect how the body works.	**Living in the wider world** **Identity** Observing who we are and how we fit into the wider community of school, country and world **Pay it forward** Enhancing local community links with a yearly project.
Year 6	**Relationships** **Influences and boundaries** Explaining the key concepts of tolerance, stereotypes and integration, developing an understanding of how to make a variety of people feel welcome.	**Health and wellbeing** **Goals and aspirations** Reflecting and evaluating their own experiences and setting personal goals, particularly to support the change to secondary. **Relationships** **Anti-bullying** Linked activities with anti-bullying week.	**Health and wellbeing** **Personal safety and risk management** Describing the differences between risks, hazards and danger and explaining actions in difficult situations, including road use and unwanted physical contact. **Road Safety (led by Junior Road Safety Officers)** Reflecting on how to take an active role in assessing local road systems in their day to day life.	**Relationships** **Managing conflicts and compromise** Creating strategies to solve conflicts and exploring the consequences of peer pressure and anti-social behaviour.	**Living in the wider world** **Rules and British laws** Exploring democracy, how laws are made and enforced. Understanding consequences when rules and laws are broken. **Health and wellbeing** **RS Education** Exploring how bodies change during puberty and how babies are made and are born.	**Living in the wider world** **Money Matters** Understanding the importance of saving money and making informed decisions for allocating funds. **Pay it forward** Enhancing local community links with a yearly project. **Transition** Preparing and managing the change to secondary, considering social and moral dilemmas that they come across in life.

Appendix 2 – Relationships and Health Education – What pupils should know by the end of primary

RELATIONSHIPS EDUCATION: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• 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 • 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	• 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	• 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	• 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	• 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

HEALTH EDUCATION: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Mental wellbeing	• That mental wellbeing is a normal part of daily life, in the same way as physical health. • That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	• That for most people the internet is an integral part of life and has many benefits. • About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • Why social media, some computer games and online gaming, for example, are age restricted. • That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • Where and how to report concerns and get support with issues online.
Physical health and fitness	• The characteristics and mental and physical benefits of an active lifestyle. • The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • The risks associated with an inactive lifestyle (including obesity). • How and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	• What constitutes a healthy diet (including understanding calories and other nutritional content). • The principles of planning and preparing a range of healthy meals. • The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	• The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	• How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • The facts and science relating to allergies, immunisation and vaccination.

TOPIC	PUPILS SHOULD KNOW
Basic first aid	• How to make a clear and efficient call to emergency services if necessary. • Concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	• Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • About menstrual wellbeing including the key facts about the menstrual cycle.

Appendix 3:

Withdrawal from sex education within RSE (PSHE)

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	