

Crawley Ridge Junior School



Relationships and Sex Education (RSE) Policy

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1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Provide age appropriate information and enable them to explore attitudes and values to empower pupils to make positive decisions about their health and relationships.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Further develop our school values of respect, belonging and positivity.

2. Statutory requirements

As a primary academy school, we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science, which would include the elements of sex education, contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Crawley Ridge Junior School, we teach RSE as set out in this policy.

3. Policy development

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

1. Review – the RSE subject leader gave a questionnaire to year 6 pupils about how RSE had been taught previously and how it could be improved. She drew on this evidence and the local and national guidance to compile a draft policy.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Subject leader presented the policy to Governors who were given the opportunity to question and comment on the policy.
5. Ratification – once amendments were made, the policy was ratified at a governors' meeting.

4. Definition

RSE is about the emotional, social and cultural development of pupils, 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 or particular patterns of relationships.

5. Curriculum

Our curriculum is set out in Appendix 1 but we may need to adapt it as and when necessary.

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

Sex education will be taught as part of the science curriculum and will focus on:

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

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about our RSE curriculum, see Appendices 1 and 2.

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 (for example: looked after children or young carers).

7. Roles and responsibilities

7.1 The governing board

The governing board has delegated the approval of this policy to the Head Teacher, but will continue to monitor its implementation.

7.2 The Head Teacher

The Head Teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-science components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-science components of RSE

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 Head teacher.

7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education, but they do have the right to withdraw their children from non-science components of sex education within RSE.

The school informs parents when aspects of sex education are going to be taught and they are invited to view the videos and resources being used.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Head teacher.

Alternative work will be given to pupils who are withdrawn from sex education.

9. 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 Head teacher 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.

10. Monitoring arrangements

The delivery of RSE is monitored by Mrs Rachel Taylor, PSHE subject leader, through: planning scrutinies, learning walks, book looks etc.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the PSHE subject leader every two years. At every review, the policy will be approved by the Head Teacher

Appendix 1: RSE Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being My Best	Growing and Changing
Year 3	As a rule My special pet Tangram team challenge Looking after our special people How can we solve this problem? Dan's dare Thunks Friends are special	Family and friends My community Respect and challenge Our friends and neighbours Let's celebrate our differences Zeb	Safe or Unsafe? Danger or risk? The risk robot Alcohol and cigarettes: the facts Super searcher None of your business! Raisin challenge Help or harm?	Our helpful volunteers Helping each other stay safe Harold's environment project Can Harold afford it? Earning money	Healthy eating Poorly Harold For or against? I am fantastic! Getting on with your nerves! Body team work Top talents	Relationship tree Body space Secret or surprise? My changing body Basic first aid
Year 4	An email from Harold! Ok or not ok? Human machines Different feelings When feelings change Under pressure	Can you sort it? Islands Friend or acquaintance? What would I do? The people we share our world with That is such a stereotype!	Danger, risk or hazard? Picture Wise How dare you! Medicines: check the label Know the norms Keeping ourselves safe Raisin challenge	Who helps us stay healthy and safe? It's your right How do we make a difference? In the news! Safety in numbers Logo quiz Harold's expenses Why pay taxes?	What makes me ME! Making choices SCARF Hotel Harold's Seven Rs My school community Basic first aid	Moving house My feelings are all over the place! All change! Preparing for changes at puberty (formerly Period positive/preparing for periods) Secret or surprise? Together
Year 5	Collaboration Challenge! Give and take How good a friend are you? Relationship cake recipe Being assertive	Qualities of friendship Kind conversations Happy being me The land of the Red People Is it true? It could happen to	'Thinking' about habits Jay's dilemma Spot bullying Ella's diary dilemma Decision dilemmas Play, like, share	What's the story? Fact or opinion? Rights, responsibilities and duties Mo makes a difference Spending wisely	Getting fit It all adds up! Different skills My school community (2) Independence and responsibility Star qualities?	How are they feeling? Taking notice of our feelings Dear Hetty Changing bodies and feelings Growing up and

	Our emotional needs Communication	anyone	Drugs: true or false? Smoking: what is normal? Would you risk it?	Lend us a fiver! Local councils	Basic first aid, including Sepsis Awareness	changing bodies Help! I'm a teenager - get me out of here! Dear Ash Stop, start, stereotypes
Year 6	Working together Let's negotiate Solve the friendship problem Assertiveness skills Behave yourself Dan's day Don't force me Acting appropriately It's a puzzle	OK to be different We have more in common than not Respecting differences Tolerance and respect for others Advertising friendships! Boys will be boys? - challenging gender stereotypes	Think before you click! Traffic lights To share or not to share? Rat Park What sort of drug is...? Drugs: it's the law! Alcohol: what is normal? Joe's story	Two sides to every story Facebook friends What's it worth? Jobs and taxes Action stations! Project Pitch (parts 1 & 2) Happy shoppers Democracy in Britain 1 - Elections Democracy in Britain 2 - How (most) laws are made	Five Ways to Wellbeing project This will be your life! Our recommendations What's the risk? Basic first aid, including Sepsis Awareness	Helpful or unhelpful? Managing change I look great! Media manipulation Pressure online Is this normal? Dear Ash Making babies What is HIV?

Appendix 2- RSE expectations: primary

Here's what all pupils should know by the end of primary school. These are the expectations set by the Department for Education.

Families and people who care for 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 other people's 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, honesty, trust and trustworthiness, loyalty, kindness, generosity, 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're 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 cyber-bullying), 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're not
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online (even when we're 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've 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's 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/unsafe physical and other contact
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they don't 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're heard
- How to report concerns or abuse, and the vocabulary and confidence they need to do so
- Where to get advice (e.g. family, school, other sources)

Source:

These expectations are set out in the Department for Education's [guidance for schools on relationships education, RSE and health education](#).