Relationships and Sex Education Policy

Crawley Ridge Junior School
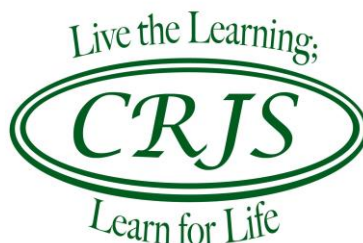
Approved by:	Staff & Governors]	**Date:** July 2020
Last reviewed on:	May 2023	
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Contents

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

RSE Curriculum Map

Year 3

Relationships	Living in the Wider World	Health and Well- Being
Families and Friendships • To understand what makes a family and to know what the features of a family life are. • To recognise and respect that there are different types of families including single parents, blended families, foster and adoptive parents. **Safe relationships** • What is appropriate to share with friends, classmates, family and wider social groups including on line. • To understand what privacy and personal boundaries are, including online. • To learn basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision. • To understand the impact of hurtful behaviour. • To learn about the effects and consequences of bullying both online and face to face • To understand what to do if they see or experience bullying or hurtful behaviour. **Respecting ourselves and others** • To be able to recognise respectful behaviour e.g. helping and including others, being responsible. • To know how to be courteous and polite. • To know the value and importance of self-respect. • To learn how different cultures show respect and courtesy.	**Belonging to a community** • To understand the value of rules and laws. • The importance of abiding by the law and what must happen if rules and laws are broken. • To know about basic human rights, including the rights of children, freedom and responsibilities. • To understand that with every right there is also a responsibility. **Media literacy and Digital resilience** • To understand how the internet can be used positively for leisure, school and work. • To know how the internet is used and understand how to assess information online. • To know how to report something seen or experienced online that concerns them e.g. unkind communication or images that worry them. **Money and Work** • To understand that different jobs require different skills. • To understand job stereotypes. • To be able to set their own personal goals. • To recognise their interests, skills and achievements and how these might link to future jobs.	**Physical health and Mental wellbeing** • To know how to make good choices about health and their habits. • To understand what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally. • To understand that regular exercise has positive benefits for both physical and mental health. • To know what affects theirs and others feelings and know how to express them. • To learn about the different ways people express feelings e.g. words, actions, body language. **Growing and changing** • To identify their own strengths and achievements. • To recognise that everyone is an individual and has unique and valuable contributions to make. • To recognise common challenges to self –worth e.g. finding school work difficult, friendship issues. • To learn basic strategies to manage setbacks e.g. asking for help, focussing on what they can learn from a setback, trying again **Keeping safe** • To understand risks and hazards at home and in school. • To understand how to predict, assess and manage risk in everyday situations e.g. crossing the road, in the kitchen. • To learn about fire safety- fire drill at school and the need for smoke alarms at home. • How to keep themselves safe in their local environment including road, rail and firework safety.
Assessment of Skills and Outcomes		

To understand personal boundaries and relate this to being able to safely respond to others.

- Can they recognise different family types?
- Can they explain what to do if someone is making them or someone else upset or worried?
- Can they describe what information is appropriate to share with different people?
- Can they describe how to keep themselves safe online?
- Can they explain how to be respectful towards others?
- Can they explain and describe the importance of rules and laws in wider society?
- Can they recognise and challenge gender stereotypes?
- Can they identify how their achievements and skills can be linked to future jobs?
- Can they explain what good choices can be made about their health and habits?

Can they explain how to be safe in their local environment and how to identify risks in unfamiliar areas

Key vocabulary: Relationship, single parent, same sex parents, stepparents, blended families, foster, adoptive, privacy, personal boundaries, gender, stereotypes,

Year 4

Relationships	Living in the Wider World	Health and Well-Being
Families and friendships • To understand the features of a positive friendship such as mutual respect, trust and sharing interests. • To develop strategies to build positive friendships. • To learn how to seek support with friendships if they feel lonely or excluded. • To understand how to communicate respectfully with friends when using digital devices. • To understand how knowing someone online differs from knowing the face to face and there are risks communicating with someone they do not know. • To learn what to do if they are worried about any contact online **Safe relationships** • To know how to differentiate between playful teasing, hurtful behaviour and bullying, including online. • To know how to respond to hurtful behaviour. • To know when it is right to break a confidence or share a secret. **Respecting ourselves and others** • To be able to respect differences and similarities but also know how to discuss differences sensitively. • To recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations	**Belonging to a community** • To understand what makes a community. • To recognise that they belong to different communities as well as the school community. • To understand that different groups make up and contribute to a community. • To learn about individuals and groups that help our local community, including emergency services and volunteer groups. • To understand the importance of compassion towards those in need and the shared responsibility for caring for them. **Media and Digital resilience** • To know and understand how data is used and shared. • To recognise what online adverts look like. • To understand that organisations can use our personal information to encourage us to buy things. **Money and work** • To understand how people make spending decisions based upon their budget, values and needs. • To know how to keep track of money and why it is important to know how much you spend. • To learn about different methods of payment e.g. cash, cards, e-payment. • To understand that how people spend money can have a positive or negative effect on others e.g. charities, single use plastics.	**Physical health and Mental wellbeing** • To identify a range of factors that maintain a balanced, healthy lifestyle both physically and mentally. • To know that common illnesses can be treated with the right care e.g. visiting the doctor when necessary. • To be able to maintain oral and dental hygiene including how to brush and floss correctly. **Growing and changing** • To know what their personal hygiene routines are. **Keeping safe** • To know about taking medicines and using household products safely. • To understand what is meant by a 'drug'. • To understand that drugs common in everyday life (cigarettes, vaping, alcohol and medicines) can affect health and wellbeing. • To identify some of the effects related to different drugs and that all drugs, including medicines may have side effects. • To understand that for some people using drugs can become a habit which is difficult to break.
Assessment of Skills and Outcomes		

- Can they identify a positive friendship including ones online?
- Can they define confidentiality and explain when this may be required?
- Can they discuss matters sensitively?
- Can they describe how data might be used and or shared?
- To describe how to make good choices about money in a scenario given?
- Can they describe and maintain a balanced lifestyle and describe their own hygiene routine
- Can they understand how the body changes throughout life?
- Can they describe and explain how to keep safe around medicines and everyday common drugs?

Key vocabulary: Positive, relationship, confidentiality, sensitive, community, data, balanced, medicine and drug.

Year 5

Relationships	Living in the Wider World	Health and Well- Being
Families and Friendships • To understand what makes a healthy relationship and how they make people feel included. • Ton learn about peer influence and how it can make people feel and behave. • To develop strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication. • To understand that it is common for friendships to experience challenges. • To develop strategies to positively resolve disputes. • Understand that friendships change over time and the benefits of having new and different types of friends. • Recognise when a friendship is making them feel unsafe, worried or uncomfortable • To understand when and how to seek support in relation to friendships. **Safe Relationships** • To identify what touch is acceptable, unacceptable, wanted or unwanted in different situations. • To understand how to ask for, give and not give permission for physical contact. • To understand how it feels in a person's mind and body when they are uncomfortable. • To recognise that it is never someone's fault if they have experienced unwanted physical contact. • To understand that no one should ask them to keep a secret that makes them feel uncomfortable. **Respecting ourselves and others** • To recognise that everyone should be treated equally. • To be able to respond respectfully to a wide range of people including those whose traditions, beliefs and lifestyle are different to their own. • To understand what discrimination means and different types of discrimination e.g. racism, sexism, homophobia.	**Belonging to a community** • To recognise the importance of protecting the environment and how everyday actions can either support or damage it. • To learn how resources are allocated and the effect this has on individuals, communities and the environment. • To be able to show compassion for the environment, animals and other living things. • To express their own opinions about their responsibility towards the environment. **Media literacy and Digital resilience** • To know and understand how information online is targeted. • To understand that some media and online content promote stereotypes. • To recognise unsafe or suspicious content online. **Money and work** • To identify their job interests and aspirations. • To understand what has influenced their career choice and explore workplace stereotypes. • To understand the variety of routes into work e.g. apprenticeships, university, training.	**Physical health and Mental wellbeing** • To understand how sleep contributes to a healthy lifestyle. • To learn about healthy sleep strategies and how to maintain them. • To understand the benefits of being outdoors and in the sun for both physical and mental health. • To learn how to manage risk in relation to sun exposure including skin damage and heat stroke. • To understand that some diseases can be managed by vaccinations and immunisations. • To understand that bacteria and viruses can affect health. • To understand that everyday hygiene routines can prevent the spread of viruses and bacteria. • To recognise the shared responsibility of keeping a clean environment. • To recognise their own individuality and their qualities. • To understand their mental well-being. **Growing and changing** • To identify external genitalia and reproductive organs • To know about the physical and emotional changes during puberty. • To understand key facts about the menstrual cycle, menstrual wellbeing and erections. • To learn about strategies to manage the changes during puberty including menstruation. • To understand the importance of personal hygiene routines during puberty including washing regularly and using deodorant. • To understand that changes during puberty can be discussed with a trusted adult. • To learn how to get further information and advice about puberty **Keeping safe** • To identify when a situation is becoming risky, unsafe or an emergency.

• To understand the impact of discrimination on individuals, groups and the wider society.		• To identify occasions when they can take responsibility for their own safety. • To differentiate between positive risk taking (e.g. trying a challenge or a new sport) and dangerous behaviour. • To learn how to deal with common injuries using basic first aid techniques. • How to respond to an emergency including when and how to contact emergency services.

Assessment of Skills and Outcomes
• Can they identify strategies to manage peer influence and the need for peer approval? • Can they recognise when a friendship makes them feel uncomfortable, worried or safe and when to seek support? • Can they identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations? • Can they explain that it is never their fault if they have experienced unacceptable touch? • Can they ask for, give and not give permission for physical contact? • Can they recognise and safely challenge discrimination? • Can they show compassion for others, the environment and animals living there? • Can they describe how the media can influence our job choices? • Can they describe and maintain a balanced lifestyle and describe their own hygiene routines? • Are they aware of puberty? • Can they recognise the emotional and physical changes of puberty? • Can they understand how the body changes throughout life? •
Key vocabulary: Friendship, peer influence, prejudice, discrimination, compassion, aspiration, stereotypes, male, female, sex, gender, individuality, emergency ,personal boundaries, gender, stereotypes, body part, penis, vagina, puberty, period, male, female.

Year 6

Relationships	Living in the Wider World	Health and Well- Being
Families and friendships • To understand what attracts them to others. • To understand that people who love each other can be of any gender, ethnicity or faith. • To understand ways in which couples show their commitment to each other, including those who are not married or who live apart. • To understand what marriage and civil partnership means. • To understand that people have a right to choose whom they marry or whether to get married. • To understand that forced marriage is illegal. **Safe relationships** • To compare the features of a healthy and unhealthy friendship. • To learn strategies to respond to peer pressure including to friends online. • To learn how to assess the risk of online 'challenges' and 'dares'. • To understand what consent means and how to give/ not give permission in different situations. **Respecting ourselves and others** • To be able to express their opinions and respect that of others. • To be able to discuss topical issues respectfully. • To understand the link between values and behaviour and how to be a positive role model.	**Belonging to a community** • To understand what prejudice means • To differentiate between prejudice and discrimination. • To recognise acts of discrimination. • To develop strategies to safely respond to and challenge discrimination. • To recognise stereotypes in different contexts and the influence they have on the attitudes and understanding of different groups. • To understand how stereotypes are perpetuated and how to challenge this. **Media literacy and Digital resilience** • To be able to evaluate media sources and share things online safely. • To learn how and why images online might be manipulated, altered or faked. • To understand the risks of communicating through social media. • To understand that social media sites have age restrictions and regulations for use. • To understand why some media and online content is nor suitable for children. • To understand that online content can be designed to manipulate emotions and encourage people to read or share things. • To learn about the dangers of sharing things on line, including rules and laws related to this. • To recognise what is appropriate to share online. • To understand how to report inappropriate online content. **Money and work** • To understand influences and attitudes towards money. • To understand about value for money and how to judge if something is value for money. • Understand how not having money can impact on a person's emotions, health and wellbeing. • To learn about common risks associated with money including debt, fraud and gambling. • To understand hoe money can be gained or lost e.g.stolen, through scams or gambling and how these put people at financial risk.	**Physical health and Mental wellbeing** • To understand that mental health is just as important as physical health and both need looking after. • To recognise that anyone can be affected by mental health issues and that difficulties can be resolved through help and support. • To understand that negative experiences like being bullied or feeling lonely can affect mental wellbeing. • To develop positive strategies for managing feelings. • Identify where they and others can ask for help and support with mental wellbeing both inside and outside school. • To understand that the changes that may occur in life can cause conflicting feelings. • Discuss feelings of loss or grief and the process of grieving. • Identify how to ask for support with loss, grief or other aspects of change. • To understand the importance of balancing time spent online. • Develop strategies to manage time online and foster positive habits. • To understand what to do and whom to tell if they are frightened or worried about something they have seen online. • To know ways to manage change, loss and bereavement. • Manage their own time online. • To understand human reproduction and birth. • To keep their personal information safe. • Understand how to regulate themselves and make good choices. • To understand how drug use relates to the law and media. **Growing and changing** • To recognise some of the changes as they grow up e.g. increasing independence. • To learn about the transition to secondary school and how this might affect their feelings. • To recognise that their relationships may change as they grow up or move to secondary school. • Identify the links between love, committed relationships and conception. • To learn what sexual intercourse is and how it can be one part of an intimate relationship between consenting adults. • To learn how pregnancy occurs i.e. when a sperm meets an

| | | egg and the fertilised egg settles in the lining of the womb. |
| | | To understand the responsibilities of being a parent and how having a baby changes someone's life. **Keeping safe** To understand how to protect personal information online. To identify the risks of personal information being misused. To identify the types of images that are appropriate ton share with others and those which are inappropriate. To understand that images or texts can be shared with others, even when sent ton one person and understand what the impact of this may be. To understand how to report the misuse of personal information or sharing of upsetting content online. To understand the ratings system for social media, t.v. films and online gaming. To understand why age restrictions are important. To understand the risks and effects of drugs. To learn about the laws relating to drugs common to everyday life and illegal drugs. To recognise why people chose to use or not to use drugs including nicotine, alcohol and medicines as well as illegal drugs. To learn about organisations where people can get help and support concerning drug use. |

Assessment of Skills and Outcomes

- Can they explain what it means to be attracted to someone and know the different kinds of loving relationships including a variety of couples.
- Can they explain the qualities of a healthy relationship including knowing ways that couples show their love and commitment to each other?
- Can they explain shared responsibility where pressure is put on someone to do something?
- Can they explain how to respond to pressure from others and how to manage it? Can they explain where to get support?
- Can they explain how to constructively challenge points of view they disagree with?
- Can they identify prejudice and discrimination and explain how to challenge this in a safe way?
- Can they explain the benefits of social media and also the risks and challenges of using social media?
- Can they explain how having or not having money can impact on someone's emotions? Can they also explain how money can be gained and lost?
- Can they identify what might have a negative impact on their mental health and how they might deal with that; also know what can be positive for their mental health?
- Can they understand what sexual intercourse is and consent? Can they explain how pregnancy occurs?
- Can they explain and understand why people choose to use drugs, the law surrounding this and the impact it may have on someone's life?
- Can they explain how the media might impact or influence someone to make good or bad choices?

Key vocabulary: Attraction, marriage, pressure, diversity, discrimination, stereotype, influence, bereavement, human reproduction, birth, penis, vagina, womb, egg, sperm and fertilisation.

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.