



## Relationships and Sex Education (RSE) Policy (Draft)

**Policy approved and adopted:** September 2020

**Review date:** September 2023

### **Aims**

Here at Cove Junior School, we consider that Relationships and Sex Education (RSE) is an integral part of the Personal, Social and Health Education (PSHE) and Citizenship curriculum, and is closely linked to the Science curriculum. We aim to offer pupils a carefully planned programme covering human development, relationships, sexuality and family life within a safe, comfortable atmosphere and with a relaxed relationship between teacher and pupil. The programme is set within a moral framework and matched to the pupils' level of maturity.

Through the development of this policy, we wish to display the ways in which pupils at Cove Junior School will be guided to make these key life skills.

### **Definition**

RSE teaches children and young people how to be safe and healthy. It teaches them how to manage their academic, personal and social lives in a positive way. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity or lifestyle choices.

Relationships Education: The focus is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. 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, and 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).

Health Education: The focus is on teaching the characteristics of good physical health and mental wellbeing. Teachers will be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

Sex Education: The focus is on teaching children the facts about puberty (preparing boys and girls for the changes that adolescence brings) and reproduction (how a baby is conceived and born).

### **The Statutory Guidance states that:**

'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.'

### **Our aims for delivering an RSE programme at Cove Junior School are to:**

- Provide a toolkit for children to understand and manage their emotions
- Encourage pupils to value themselves and others
- Teach children how to make informed choices
- Promote the spiritual, moral, cultural, mental and physical development of all pupils
- To accept and appreciate diversity and difference
- Provide a framework for children to understand what constitutes a safe and healthy lifestyle

- Prepare pupils to be positive and active members of a democratic society
- Encourage questioning and foster a question-based classroom
- Promote safety in forming relationships, on and off line
- Prepare pupils for puberty - including an understanding of sexual development
- Foster a positive culture around issues of sexuality and relationships
- Use the correct vocabulary to describe their bodies
- Help pupils to identify the characteristics of healthy relationships; how relationships may affect mental and physical health; and how to stay safe online
- Foster feelings of empathy, self-worth and self-respect
- Provide pupils with the skills to identify the characteristics of healthy relationships and how relationships may affect mental health
- Discuss and explore how to stay safe online

The teaching of RSE will be delivered to every year group throughout the school. It will be age appropriate and designed to build on knowledge each year. It is important that children learn about changes that will happen to them at the right time, limiting confusion and anxiety. Children will build on previous years' learning and subjects can be revisited and revised. It is important that RSE teaching starts early in primary school so that children can learn about their bodies; can recognise if other people make them feel uncomfortable or unsafe; and can report abuse and get help. Lots of children start puberty before they leave primary school, so it is important that all pupils know what to expect before it happens.

### **Curriculum Design**

We teach RSE through different aspects of the curriculum and carry out the main RSE teaching in our PSHE curriculum. The scheme of work for RSE at Cove Junior School maps out a grid of lessons/units for each year group which progress and return to themes as children move through the school. (See Appendix 1)

This scheme of work is called '1decision'. It includes interactive resources which will be used to support and promote understanding within a moral context and underpin the values of the school. Learning about relationships and sex education in PSHE lessons will link to other subject areas such as science and PE. This enables the children to make links between the understanding of their own body, and how it is changing and developing. Linked with RE, children reflect on family relationships, different family groups and friendships. Pupils will be taught about different relationships sensitively, through learning about different types of family, including those with same sex parents to ensure that we foster equality of all. They will learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

Teaching about mental health is at the heart of each of the subjects covered as this is something that we feel very strongly about.

Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

### **Science Curriculum**

In Key Stage 2, children learn:

- The life processes common to humans and other animals including nutrition, growth and reproduction
- About the main stages of the human life cycle
- About changes as we get older, including puberty.

In Year 5, we place a particular emphasis on RSE, as many children experience puberty at this age. We teach the children about the parts of the body and how they work. We also explain what will happen to their bodies during puberty. We encourage the children to ask for help if they need it and there are opportunities for single sex question sessions. Teachers do their best to answer all questions with sensitivity and care.

By the end of Key Stage 2, we ensure that pupils understand conception and how babies are born. They also learn how their bodies change during puberty, what menstruation is, and how it affects women. We always teach these with due regard for the emotional development of the children. Parents are not able to withdraw their children from this aspect of the science curriculum.

### **The Role of Parents**

We know that many parents and carers will have begun the important role of teaching their children about relationships and sex education and we want to build upon the good work that has already started. We aim to build a positive and

supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we shall:

- Inform parents about the school's RSE policy and practice
- Answer any questions that parents may have about the RSE curriculum
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school
- Provide information sessions to give parents/carers an opportunity to view and discuss the RSE content being taught.
- Inform parents about best practice with regard to RSE, so that teaching in school supports the key messages that parents and carers give to children at home. This will ensure that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing understanding as they mature.

### **Parents' right to withdraw**

Parents do have the right to withdraw their child from sex education within the RSE framework, which only covers conception and contraception, but not from the biological content covered within the science curriculum. However, this rarely happens, as by working in partnership with parents, they recognise the importance of this aspect of their child's education. Parents do not have the right to withdraw from relationships education, as this is statutory. We believe that learning about relationships, families, friendships and safety are essential for all children.

Requests to withdraw should be put in writing and be addressed to the Headteacher. If parents/carers do request their child be removed from these lessons, then that child will be provided with alternative work, linked with the PSHE and Citizenship programme, and be invited to join another class for that session. A register of any such pupils will be kept and distributed to all teachers involved.

### **Advising Parents/Carers**

Parents/Carers will be advised (by letter) about forthcoming sex education lessons. Further details of the lessons will be provided to parents upon request and they will be invited to view any materials before the lesson.

### **Confidentiality (adapted from Hampshire County Council's Guidelines)**

All teachers must make it clear to pupils that they cannot be offered unconditional confidentiality if a pupil talks about something where confidentiality may become an issue. Unconditional confidentiality cannot be offered if there is a child protection issue or if the pupil discloses significant illegal activities.

In these situations, teachers are under a duty of care to inform the school's Designated Safeguarding Lead (DSL) who may have to involve other agencies. Teachers should deal with this sensitively and need to explain to the pupil that they must inform the appropriate people who can help. They must also stress that only those members of staff who need to be informed will be and that the pupil's best interests will be maintained.

### **Language**

Children will be introduced, at appropriate stages, to the correct terminology in their programme of sex education. It is important that acceptable and unacceptable terminology is clarified. After initial discussion, correct biological terms will be used at all times for teaching.

### **Pupils' Questions**

Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will avoid any negative impressions. Strategies such as 'questions in a box' and 'worry monsters' will be used to help with uncertainty and build confidence.

Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.

Questions which teachers feel uncertain about answering will be discussed with a senior member of staff and answered at a later date if appropriate. Consideration will be given to religious, faith or cultural factors, and to parents' wishes before questions are answered.

If the teacher decides to discuss the matter on an individual basis, a record must be kept of that discussion.

### **Special Needs**

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated programme will be provided where necessary, to ensure that all pupils gain a full understanding.

### **Equal Opportunities**

RSE will be taught to ensure quality of access for all pupils, regardless of gender, race or disability, so giving equal opportunities and avoiding discrimination.

### **Monitoring and Evaluation**

This policy will be monitored and evaluated by the PSHE Leader, Senior Leadership Team (SLT) and the Governors. The policy will, where necessary, be revised in light of these evaluations.

### **Further Policies**

In conjunction with this policy, please also see:

- Behaviour Policy (includes Anti-bullying procedures)
- Safeguarding Policy
- Child Protection Policy
- Confidentiality procedures
- Science Curriculum
- PE Curriculum
- RE Policy
- PSHE and Citizenship Curriculum

### **Roles and Responsibilities**

This policy was produced by senior leaders and subject leaders through consultation with parents and governors. It was produced to:

- Ensure the policy is implemented effectively
- Ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity
- Monitor this policy on a regular basis and report to governors on the effectiveness of the policy

Appendix 1

Year 3 5-8 resources	Year 4 8-11 resources	Year 5 8-11 resources	Year 6 8-11 resources
Keeping staying safe- Spring Term 2	Keeping /staying safe – Summer Term 2	Keeping staying safe – Summer Term 2	Keeping/staying safe
<p><b><u>Staying safe</u></b>  <b><u>Leaning out of Windows</u></b>  <b><u>Assessment</u></b>            Who keeps us safe?            Staying safe video - should James go with someone he does not know            How to keep self-safe in range of scenarios            Understanding of hazards in the home and outside            How to react to hazards            Understanding of warning signs            Consideration of combined elements of 3-year study. What is safe?</p>	<p><b><u>Staying Safe-Assessment</u></b>  <b><u>Cycle Safety</u></b>            What do we need to keep safe from? How do we keep safe?             Be able to identify strategies to keep ourselves and others safe.            Be able to identify a risky choice</p>	<p><b><u>Staying Safe-Peer Pressure</u></b>  <b><u>Adult &amp; Children's Views</u></b>            Understand potential outcomes of taking risks. What is peer pressure and why do we give in to it?            Explore a range of scenarios featuring adult and children's views in order to develop strategies to cope with peer pressure.</p>	<p><b><u>Staying Safe</u></b>  <b><u>Water Safety</u></b>            Warning signs and water            Dangers of water            Keeping safe near water            An alien has arrived on Earth. On the alien's planet there are no dangers. Keep the alien safe on Earth.</p>
Keeping/Staying Healthy- Summer Term 2	Keeping/Staying Healthy- Spring Term 1	Keeping/Staying Healthy - Summer Term 2	Keeping/Staying Healthy - Summer Term 1
<p><b><u>Keeping/Staying Healthy</u></b>  <b><u>Medicine</u></b>            Know, understand and be able to practise simple safety rules about medicine.            Know who we can accept medicine from            Consideration of combined elements of 3-year study. What is healthy and unhealthy</p>	<p><b><u>Assessment</u></b>  <b><u>Healthy Living</u></b>            What is a healthy lifestyle choice? Do you make healthy lifestyle choices?            Know and understand that too much sugar, salt, and saturated fat in our food and drink can affect us now and when we are older</p>	<p><b><u>Keeping/Staying Healthy</u></b>  <b><u>Smoking</u></b>            Understand that cigarettes contain nicotine, which is a drug, and that there are risks (physical, social and legal) related to smoking.            Know and understand how smoking can affect your future health and wellbeing.            How to manage pressures of smoking</p>	<p><b><u>Keeping/Staying Healthy</u></b>  <b><u>Alcohol</u></b>            Be able to predict and assess the level of risk in different fun situations            Be able to understand the risks associated with alcohol            Discussion on staying healthy and new skills learnt during the unit            Revisit the Healthy Lifestyle choices activity</p>

Relationships - Summer Term 1	Growing and Changing- Summer Term 1	Growing and Changing - Summer Term 1	Growing and Changing - Summer Term 1
<p><b><u>Relationships</u></b>  <b><u>Touch</u></b>            Understand the difference between appropriate and inappropriate touch            Understand personal boundaries            Consideration of combined elements of 3-year study.            How can we talk about things worrying us?            Who can we talk to?  <a href="https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule">https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule</a></p>	<p><b><u>Growing and Changing Assessment</u></b>  <b><u>Appropriate Touch</u></b>  <b><u>(Relationships)</u></b>            Do we all grow and change in the same way?            Do we all grow and change at the same rate? Complete baseline activity            Know that relationships change as we grow. Be able to identify how relationships can be healthy and unhealthy. Learn strategies for asking for help if needed.</p>	<p><b><u>Growing and Changing</u></b>  <b><u>Puberty</u></b>            Understand what puberty means.            Know and understand the changes that boys and girls may go through during puberty            Understand why bodies go through puberty            Be able to develop coping strategies to help with the different stages of puberty</p>	<p><b><u>Growing and Changing</u></b>  <b><u>Conception</u></b>            Know and understand the terms conception and reproduction            Understand the function of the male and female reproductive systems            Learn about the different stages of pregnancy            Complete the 'What I now know activity            School interviews on growing and changing            Sharing the message of how to gain support</p>
Being Responsible - Autumn Term 2	Being Responsible- Spring Term 1	Being Responsible - Autumn Term 2	Being Responsible - Autumn Term 1
<p><b><u>Being Responsible</u></b>  <b><u>Stealing</u></b>            Be able to describe how you might feel if something is borrowed and not returned            Know why it is wrong to steal            Consideration of combined elements of 3-year study. Consequences quiz</p>	<p><b><u>Being Responsible</u></b>  <b><u>Assessment</u></b>  <b><u>Coming Home on Time</u></b>            How can we be responsible at home, at school, in the community? How can children and young people be irresponsible?            Understand the importance of being responsible in a range of situations. Be able to discuss a range of situations when being on time is important.</p>	<p><b><u>Being Responsible</u></b>  <b><u>Looking Out for Others</u></b>            Learn skills of how to speak out when someone is being unkind to us or others            Be able to describe caring and considerate behaviour            Understand why it is important to be considerate and stand up to people who are not behaving in an appropriate, responsible way.</p>	<p><b><u>Being Responsible</u></b>  <b><u>Stealing</u></b>            Understand the importance of not stealing            Why is it important to be considerate and maintain a positive reputation?            Understand we should not take people's possessions without permission            Work through a range of scenarios and consider as a class responsible and irresponsible behaviour            Discuss skills and strategies learnt to support positive behaviour</p>

Feelings and Emotions- Autumn Term 1	Feelings and Emotions Autumn Term 1	Feelings and Emotions - Autumn Term 1	Feelings and Emotions - Autumn Term 1
<p><b><u>Feelings and Emotions</u></b>  <b><u>Grief</u></b>  Be able to recognise and name emotions and their physical effects of grief  Learn a range of coping skills  Consideration of combined elements of 3 year study.  What feelings do you know? How can you manage these feelings?  How can you recognise them?  <b>English reading:</b> It's Ok That You're Not Ok: Meeting Grief and Loss in a Culture That Doesn't Understand by Megan Devine</p>	<p><b><u>Feelings and Emotions</u></b>  <b><u>Jealousy</u></b>  How many feelings and emotions do you know? How do feelings and emotions drive us to behave in different ways?  Understand how we can support others who feel lonely, jealous or upset. Learn and use a range of strategies for managing unpleasant emotions caused by feelings of jealousy</p>	<p><b><u>Feelings and Emotions</u></b>  <b><u>Anger</u></b>  Understand more about healthy and unhealthy anger  Understand it is natural to feel angry but how it is expressed is important.  How to debate.</p>	<p><b><u>Feelings and Emotions</u></b>  <b><u>Worry</u></b>  Be able to recognise thought, feelings and emotions and understand the differences between those which make us feel good and those that feel not so good.  Understand how we can recognise worry and support self or others who may be worried.  Consider a range of scenarios (provided) and for each consider what emotion each child is feeling and what they could do to make them feel better.</p>
Computer Safety - Spring Term 2	Computer Safety - Autumn Term 2	Computer Safety - Spring Term 1	Computer Safety- Autumn Term 2
<p><b><u>Computer Safety</u></b>  <b><u>Making Friends Online</u></b>  Be able to identify possible dangers and consequences of talking to strangers online  Know how to keep safe in online chatrooms  A range of activities designed to support computer safety designed and created by the class. Golden rules, computer safety workbook, computer safety documentary  Consideration of combined elements of 3-year study.  Computer safety</p>	<p><b><u>Computer Safety</u></b>  <b><u>Online Bullying</u></b>  What are the positive and negatives of using computers and being online? Share with the class and consider what we have already learnt about this topic in earlier years.   Be able to identify cyberbullying and its consequences. Be able to develop coping strategies to use if we or someone we know is being bullied online. Know how to ask for help.</p>	<p><b><u>Computer Safety</u></b>  <b><u>Image Sharing</u></b>  Understand the consequences of potential outcomes of sharing images online.  Be able to create a set of rules to follow when sharing images online.  Know that there are rules and laws about sharing images online. How to overcome pressures to share online.</p>	<p><b><u>Computer Safety</u></b>  <b><u>Making Friends Online</u></b>  Know and understand the potential dangers of talking to people online  Understand that fake online profiles exist, and people not always be who they say they area.  Staying safe online  Pupils design a range of ways to stay safe online. Revisit the initial assessment and show how much learning has undertaken  Student video creation - how to stay safe online.</p>

Our World- Spring Term 1	The Working World- Spring Term 2	The Working World - Spring Term 2	The Working World - Autumn Term 2
<p><b><u>The Working World</u></b>  <b><u>Looking After Our World</u></b>            Be able to explain the meaning of reuse, reduce, recycle. Recognise how we can look after our planet. Be able to identify how to reduce the amount of electricity and water that we use. Understand how we can reduce our carbon footprint.</p>	<p><b><u>The Working World</u></b>  <b><u>Chores at Home</u></b>            Where does the money come from to pay for all of the services that keep us healthy, safe and educated.            What is Tax? What is VAT?            Know and understand who pays for their services that keep us healthy and safe.            Be able to identify ways in which we can help those who look after us. Be able to identify who covers the cost of our education.</p>	<p><b><u>The Working World</u></b>  <b><u>Enterprise</u></b>            Understand the basics of saving money, be able to identify how you can help at home            Understand how to budget for items you would like to buy</p>	<p><b><u>The Working World</u></b>  <b><u>In-App Purchases</u></b>            Understand the impact of spending money without permission            Recognise how to be responsible and respectful whilst using online games and apps            What have we learnt about the working world?            How can we help the family save money?</p>
Hazard Watch - Spring Term 2	A World Without Judgement - Autumn Term 2	A World Without Judgement - Autumn Term 2	A World Without Judgement -Spring Term 2
<p><b><u>Hazard Watch</u></b>  <b><u>Fire Safety</u></b>            Who can help keep us safe?            When and why should we call 999?            Know what a hoax call is            Petty Arson - understand the danger of fire            Texting while driving - how can drivers be distracted            Understand safe and unsafe choices.</p>	<p><b><u>A World Without Judgement</u></b>  <b><u>Assessment</u></b>  <b><u>Breaking Down Barriers</u></b>            What does a World without judgement look like?            Do we really understand the word judgement? How does it feel when we are judged?            How can we focus on positive attributes in others? Know and understand that being different is okay. Know and understand how our judgements and opinion can affect others.</p>	<p><b><u>A World Without Judgement</u></b>  <b><u>Inclusion and Acceptance</u></b>            What makes us different and unique?            What makes the community diverse?            Describe strategies to overcome barriers and promote diversity and inclusion</p>	<p><b><u>A World Without Judgement</u></b>  <b><u>British Values</u></b>            Understand that there are a wide range of religions and beliefs in the UK            Explain each of the British values            Create a range of values for your educational setting            Explain how all religions can live in cohesion            Be able to discuss what is meant by the following term:            Equality is... Diversity is...            Cohesion means to...            Design your perfect world</p>