

Compassion – Courage – Hope – Integrity – Justice
Respect – Responsibility - Wisdom



Herne Bay Junior School

Relationships & Sex Education Policy

Policy Agreed: March 2019

Review Date: March 2022

RELATIONSHIP AND SEX EDUCATION

The DfE recognise that children and young people today are ‘growing up in an increasingly complex world and living their lives seamlessly on and offline.’ Therefore, they need to learn how to be safe and healthy and how to manage their academic and social lives in a positive way. This will enable us to promote the spiritual, moral, social, cultural, mental and physical development of pupils at school and in society.

CURRICULUM REQUIREMENTS

Relationships Education is (from September 2019) compulsory in all primary schools in England. Pupils are offered a balanced programme that is age and developmentally appropriate. It is taught in a sensitive and respectful manner and differentiated accordingly. With regards to Sex Education, parents have the right to withdraw their children from all or part of the lessons provided, but not from the biological aspects of human growth and reproduction as required by the National Curriculum for Science.

OBJECTIVES

To enable our pupils to have a broad understanding of loss and mutually respectful relationships (including those online) with:

- The self
- Family
- Friendships
- The community
- Partners (including Lesbian, Gay, Bisexual and Transgender - LGBT)

To enable our pupils to have a broad understanding of ‘Changing Me’ (see attachment for specific content):

Lower Key Stage 2

- Human development
- Our changing bodies
- Girls and puberty
- Life changes

Upper Key Stage 2

- Self-body image
- Puberty – girls/boys
- Menstruation
- Babies – conception to birth

OUTCOMES

Inclusion and differentiated learning:

We ensure RSE is sensitive to the different needs of individual pupils in respect to pupils’ different abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, faith or culture and is taught in a way that does not subject pupils to discrimination. Lessons will also help children to realise the nature and consequence of discrimination, teasing, bullying, and aggressive behaviours (including cyber-bullying), and use of prejudice-based language and how to respond and ask for help.

Equality:

Governing bodies have wider responsibilities under the Equalities Act 2010 and will ensure that their school strives to do the best for all pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maturity, sex, gender identity, religion or sexual orientation or whether they are looked after children.

LESSON STRUCTURE

- Jigsaw charter - establishing ground rules
- Connect us (song)
- Calm me (breathing)
- Open my mind (introduce idea)
- Tell me/Show me (share ideas)
- Let me learn (work through scenario)
- Reflection

RESPONSIBILITY FOR TEACHING THE PROGRAMME

All staff are involved in developing the attitudes and values aspect of the RSE programme. They role model good, healthy, wholesome relationships as demonstrated between staff, other adults and pupils.

PARENTS AND CARERS

We recognise that parents and carers are the primary educators of their children. Parents and carers have the most significant influence on their child's development, growth, maturity and the ability to form healthy relationships.

Parents have the right to withdraw their children from RSE except in those elements that are required by the National Curriculum Science orders. Should parents wish to withdraw their child, they are asked to notify the school by contacting the Headteacher. We believe that the safe environment of the classroom is the best place for such a curriculum to be delivered, therefore before a child is withdrawn, we would welcome a discussion with parents to ensure there are no detrimental effects to the child.

EXTERNAL VISITORS

Schools may wish to call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE. Such visits will always complement the current programme and never substitute or replace teacher led sessions. It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session.

Health professionals should follow the school's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules and distancing techniques as other teachers would.

MONITORING AND EVALUATION

The Science/PSHE leaders monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils' work at regular intervals. The programme is evaluated and work assessed.

RELATIONSHIP TO OTHER POLICIES AND CURRICULUM SUBJECTS

This RSE policy is delivered as part of the Jigsaw framework for RSE and National Curriculum for Science lessons. It includes guidelines about pupil safety and is compatible with the school's other policy documents (for example, Bullying policy, Safeguarding Policy, Mental Health Policy etc.)

MANAGING QUESTIONS AND SENSITIVE ISSUES

There will always be sensitive or controversial issues in the field of RSE, however teachers promote a healthy, positive atmosphere in which RSE can take place. They are aware that views around RSE are varied, therefore lessons are delivered without bias. Lessons are presented using a variety of views and beliefs enabling children to make their own informed opinions whilst respecting those of others. Teachers use their skill and discretion when answering questions according to the age and maturity of the pupil(s). They refer to the Designated Safeguarding Lead if they are concerned.

CONFIDENTIALITY AND ADVICE

All governors, all teachers, all support staff, all parents and all pupils must be made aware of this policy, particularly as it relates to issues of advice and confidentiality. All lessons have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships and sex, developing appropriate personal and social skills and becoming appreciative of the values and attitudes of others.

Pupils are encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers always help pupils facing personal difficulties, in line with the school's pastoral care procedures. Teachers explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers explain that in such circumstance they may have to inform others, e.g., parents, head teacher, but that the pupils would always be informed first that such action was going to be taken.

Policy Review

This policy will be reviewed every 3 years as a minimum. It is next due for review in March 2022.

This policy will be reviewed and updated as appropriate on an ad hoc basis. If you have a question or suggestion about improving this policy, this should be addressed to the Leader of Sex & Relationships via phone 01227-374608