

Buxton Junior School



RSE (Relationships and Sex Education) Policy

This policy was agreed by the Governing Body:

Signed by: (Chair of Governors)

Date:

Minute Number

Date for Review:

Rationale

At Buxton Junior School, we are committed to providing planned, timetabled and high-quality Relationships and Sex Education lessons in order to fulfil our legal duties to:

- Prepare pupils for the opportunities, responsibilities and experiences of adult life.
- Promote the spiritual, moral, social, cultural, mental and physical development of pupils.

Our beliefs and values

At Buxton Junior School, we believe that Relationships and Sex Education (RSE) is vital for young people to make responsible and well-informed decisions about their lives. The RSE programme is integrated as part of the PSHE curriculum (see separate PSHE Policy). This school policy is in line with current regulations from the Department for Education (DfE) on Relationships Education, Relationships and Sex Education (RSE) and Health Education (Feb 2019). Relationships Education and Health Education are taught in this school as statutory subjects. Elements of sex education (non-statutory in primary schools) are also taught in Upper Key Stage 2 as part of our RSE and PHSE curriculum. In this policy, we will refer to Relationships Education and Sex Education as combined subjects, as they are both taught in the context of positive healthy relationships.

Our intent

The intent of Relationships and Sex Education at Buxton Junior School is to give the children in our care the information, skills and values they need to have safe, fulfilling and enjoyable relationships and take responsibility for their health and wellbeing.

At Buxton Junior School, RSE is an integral part of our curriculum as we realise that healthy relationships support mental health and wellbeing, academic achievement and future success. We aim to provide children with the skills and knowledge that they will need to form healthy and respectful relationships. This includes looking at family and friendships including those online. We recognise that RSE does not come solely through the curriculum, so our RSE and PHSE programme work alongside our Buxton Junior School values (Appendix 1) which were created in consultation with children, parents/carers and staff and promote kindness, friendship, honesty and respect amongst others.

Our curriculum aims to:

- Develop communication and skills to be effective in friendships and relationships.
- Ensure children are able to name parts of the body and describe how their body works.
- Learn how to care for their body and value health, fitness and hygiene.
- Respect their own and other peoples' bodies and personal space.
- Recognise appropriate and inappropriate touching, be able to keep themselves safe and to know when and how to ask for help and support. We invite NSPCC volunteers to run their 'speak out, stay safe' programme in order to support with this.
- Recognise that difference is OK and celebrate it and to recognise and challenge pressure to conform to gender stereotypes.
- Encourage children to be confident with their body image and be prepared for puberty.
- Teach children about human conception (Year 6 only).

We want our children at Buxton Junior School to be prepared to keep themselves safe in relationships and to recognise when a relationship is not healthy. We will focus on attitudes, values and skills as well as knowledge and understanding. All the work we do in school, not just in RSE, works on raising children's self-esteem so that they can value themselves and the contributions that they make.

Content

The DfE recognises 5 elements to Relationships Education.

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships (see separate Online Safety Policy)
- Being safe (including sun safety)
- Although not statutory at primary school, we deliver some aspects of Sex Education to our year 6 pupils, namely conception.

The DfE recognises 8 elements to Physical Health and Mental Wellbeing.

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body (including puberty and menstrual wellbeing)

We follow the PHSE Matters scheme which conforms to statutory requirements.

Years 3 and 4

Pupils learn about changes in friendships, relationships and families; how to be a good friend online and offline. They learn about managing conflict in friendships; how and why their bodies are changing; staying safe online; about general stereotypes and their impact; about feelings and how to cope with them; what a baby needs, about privacy, boundaries and secrets and who to talk to if they feel anxious or unhappy.

We participate in the National Anti-Bullying Week each year in November where issues of bullying and how to deal with bullying are explored.

Years 5 and 6

Pupils learn about the important relationships in their life; about how to show love to others; the different kinds of families and partnerships; about marriage and stable loving relationships and their importance for having babies and bringing up children; how to recognise healthy and unhealthy relationships; the different types of bullying, why they are unacceptable and how to respond; the physical and emotional changes in puberty, including menstruation, and how to cope with them. Pupils learn about how babies are conceived and how they develop. We also

cover the impact of social media on self-esteem, body image, health and safety and ways to manage this.

See the year group coverage (Appendix 2).

What is statutory?

Some elements of sex education are statutory. Learning about the 'changing adolescent body' is part of statutory Health Education. Children will learn key facts about puberty including physical and emotional changes, about menstruation and key facts about life cycles.

National Curriculum Science is also statutory. This includes:

Key Stage 2

- Describe the differences in the life cycle of a mammal, an amphibian and insect and a bird.
- Describe the life processes of reproduction in some plants and animals.
- Describe the changes as humans develop to old age
- Recognise the impact of diet, exercise, drugs and lifestyle on the way that the body functions.

Equal Opportunities/Sensitive Issues

At Buxton Junior School, we deliver RSE with regards to the Equality Act 2010 and observance of the protected characteristics of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership and sexual orientation. We recognise that children have varying needs regarding RSE depending on their circumstances and background. To achieve this, the school's approach to RSE will take into account:

- Research conclusions that girls typically engage easier in RSE. Therefore, we will consider the particular needs of boys as well as girls and use approaches that will actively engage them. We will also be proactive in combating sexism, misogyny, sexualised behaviour and sexist bullying.
- Some pupils may have learning, emotional or behavioural difficulties, or special educational needs or disabilities (SEND) that result in particular RSE needs at different times. We will ensure that RSE is accessible to all pupils through high quality teaching that is differentiated and personalised.
- We recognise that our pupils may come from a variety of family situations and home backgrounds. We will take care to ensure that there is no stigmatisation of children based on their home circumstances and deliver the curriculum sensitively and inclusively.

Teaching Provision

RSE is provided through:

- Using different teaching and learning methods to ensure pupils' full participation and development of skills.
- A safe learning environment is established in all PHSE lessons including the establishment of firm ground rules:
 - We will not ask personal questions.
 - We have a right to pass if we don't want to comment.
 - We agree to join in and make positive contributions.
 - We will listen to each other without interruption.

We will not share this information with any children younger than ourselves.

- Science as stipulated by the national curriculum.
- PHSE lessons following the Derbyshire County Council PHSE Matters scheme.
- Other curriculum areas for example Drama, English etc.
- Assemblies.

Setting the ground rules

In order for RSE to be conducted safely and appropriately, the following will be in place:

- Ground rules are explained, displayed and referred to wherever appropriate. These ground rules will be pointed out to any visitors.
- No one will be expected to answer a personal question.
- Distancing techniques such as the use of scenarios, will be used to help to keep pupils safe. There will be no need for anyone to discuss their own personal issues.
- Pupils will be expected to engage and listen during lessons however it is accepted that sometimes it is inappropriate for them to be expected to take part in the discussion.
- The correct names for body parts will be used.
- The meanings of words will be explained in a sensible and factual way.
- Care will be taken not to use materials or approaches that may trigger trauma or distress.

Dealing with questions

Sometimes a child will ask an explicit or difficult question in the classroom.

- Questions do not have to be answered directly and can be addressed later. Teachers must use their skill and discretion in these situations and refer to the RSE/PHSE Co-ordinator if necessary.
- Each class will have a questions box in the room when teaching RSE so that children who might not want to ask a question publicly can do so.
- Teachers will establish clear parameters about what is appropriate and inappropriate in a whole class setting.
- Teachers will set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way which does not encourage giggling and silliness.
- If a question is too personal, the teacher should remind the pupil of the ground rules. No teacher or pupil should be expected to answer a personal question.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis. If a teacher has concerns, then the usual child protection/safeguarding measures will be followed.
- Teachers are careful not to be drawn into providing more information than appropriate to the age of the child.
- The view that sex should be two people who are mature enough to make informed choices should be emphasised.
- Teachers will emphasise that relationships are healthy when there is no imbalance of power or coercion involved.

Roles and Responsibilities

There is a coordinator in school who is responsible for overseeing and monitoring the implementation of the RSE scheme of work and to act as a support for staff. All teaching staff

support the policy and have been integral in its development. The school governors are ultimately responsible for the policy.

Parental Engagement

We recognise the main role of parents/carers in the development of their child's understanding about relationships and sex. We work in active partnership with parents/carers in the development and review of RSE. The school will ensure that parents/carers are made aware of the school's approach and rationale for RSE through the policy. We will ensure that parents/carers are involved in the review of the RSE policy, are made aware of the PHSE curriculum and encourage them to support their child's learning at home.

Parents/carers have a legal right to withdraw their children from sex education lessons delivered outside the science curriculum. They do not have a right to withdraw their children from those aspects of RSE that are taught in national curriculum Science, Relationships Education or Health Education.

If a parent/carer has any concerns about the RSE provision in school, they can contact the RSE co-ordinator who will listen to their concerns and allay any fears that they may have. If parents/carers decided to withdraw their child, we will work with them and their child to explore possible alternative provision. In the event of a request to withdraw, we will document this process and ensure that a record is kept.

This policy is to be reviewed every three years.