

Springfield Junior School

Relationships and Sex Education Policy



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Approved by the Committee/Governing body	
Review date	

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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
- 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
- Be sensitive to the culture of the wider community
- To enable children to become healthier, more independent and more responsible members of society
- To be able to recognize when something is risky or unsafe.

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 Springfield Junior School we teach RSE as set out in this policy.

This is in line with our funding agreement as an academy.

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 – a member of staff or working group pulled together all relevant information including relevant national and local guidance
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. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

As a school our RSE programme focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- families
- respectful relationships, including friendships
- online and media
- being safe
- intimate and sexual relationships, including sexual healthy (in year 6)

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).

5. Curriculum

Our curriculum is set out as per 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.

Primary sex education will focus on:

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

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).

Pupils also receive stand-alone sex education sessions delivered by teachers when required.

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 will approve the RSE policy, and hold the headteacher to account for its implementation.

The governing board will hold the headteacher to account for the implementation of this policy.

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/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-statutory/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 headteacher.

All class teachers are responsible for the teaching of RSE at Springfield Junior School.

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.

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the headteacher.

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 headteacher 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 Beth Gaffer-PSHE co-ordinator and Louise Everitt-Head teacher through:

Planning will be monitored in addition to learning walk and pupil perceptions of PSHE lessons.

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

This policy will be reviewed by PSHE co-ordinator and SLT annually. At every review, the policy will be approved by the governing board and the head teacher.

Appendix 1: Curriculum map

Springfield Junior School

Curriculum Content for PSHE (Personal, Social, Health and Economic)



Aims and Vision: The PSHE curriculum ensures that all pupils gain the knowledge, skills and attributes which are needed to keep themselves healthy (physically and emotionally), safe and prepare them for life and work in society. PSHE education can also help pupils achieve their academic potential as well as provide pupils with the skills to manage their opportunities, challenges and responsibilities when growing up.

	Topics/Context	Knowledge (Key facts for recall)
Prior Learning	British Values	<ul style="list-style-type: none"> - Able to explain what Democracy, rule of law and individual liberty. - Understand the importance of tolerance and mutual respect.
	Online safety	<ul style="list-style-type: none"> - How to be safe online
	Growth mind set	<ul style="list-style-type: none"> - What is growth, basic needs, exercise, food & hygiene and how can we stay healthy.
	How to achieve success	<ul style="list-style-type: none"> - What are the eight areas of success

	Topics/Context	Skills	Knowledge (Key facts for recall)	Vocabulary to be learnt
Year 3	Being me in my world	<ul style="list-style-type: none"> - Explain how my behaviour impacts on others both positively and negatively. - Explain why it is important to have rules. - Recognise how rules help students within the classroom. - Explain why it is important to be valued. 	<ul style="list-style-type: none"> - Ways in which my good behaviour positively impacts others. - What rules there are in the classroom and why they are in place. 	Rules, value, behaviour, positive and negative.
	Celebrating differences	<ul style="list-style-type: none"> - Understand that everybody's family is different. - Recognise that conflict can happen among family members and peers but 	<ul style="list-style-type: none"> - What defines a family? - Conflict can occur in healthy relationships. - How conflict make them feel. 	Same sex families, step families, adoption, culture, safe, caring, connected,

		<p>this is not necessarily negative.</p> <ul style="list-style-type: none"> - That civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each. 		<p>difference, conflict.</p>
	Dreams and goals	<ul style="list-style-type: none"> - Identify a dream/ambition that is important to them. - Set small goals to achieve this ambition. - Understand the importance of facing challenges and having resilience within lessons. - Identify obstacles which may impact on success. 	<ul style="list-style-type: none"> - Definition of an ambition - How to stay resilient in lessons - How to overcome obstacles. 	<p>Ambition, dream, resilience, obstacles, challenge, success. Goal, dream.</p>
	Healthy me	<ul style="list-style-type: none"> - Explain how exercise affects the organs within the body. - Create strategies for keeping safe and healthy. - Understand the importance of looking after your body in relation to diet, cleanliness, sleep and dental care. - To understand how bacteria and viruses can affect health and that following simple routines can reduce their spread. - 	<ul style="list-style-type: none"> - Benefits of exercise - How diet and sleep impact on the body. - how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'. 	<p>Diet, exercise, lungs, heart, blood, oxygen, fitness, health, muscles, sleep deprivation, concentration, energy.</p>
	Relationships	<ul style="list-style-type: none"> - To know how life can be impacted positively by people. 	<ul style="list-style-type: none"> - Definition of bullying and the characteristics of bullying. 	<p>Witness, bystander, bullying, unkind, conflict,</p>

		<ul style="list-style-type: none"> - Explain how hurtful words can impact someone. - Define what a bystander is. - Solve issues within playground scenarios. - To recognise what is fair and unfair, kind and unkind, what is right and wrong 	<ul style="list-style-type: none"> - Difference between being unkind and bullying. - How to solve issues on the playground. 	consequences
	Changing me	<ul style="list-style-type: none"> - Explain how boys and girls bodies change on the inside and outside as they grow up and the differences between them. - Understand the importance of love and kindness in a relationship. - How we might show affection to each other. 	<ul style="list-style-type: none"> - What bodily changes take place for girls and boys as they grow older. 	Love, kiss, hug, affection, height, weight, hips, breasts, pubic hair, odour, facial hair,

	Topics/Context	Skills	Knowledge (Key facts for recall)	Vocabulary to be learnt
Year 4	Being me in my world	<ul style="list-style-type: none"> - Understand the importance of making people feel valued. - Explain my role within the school and how I can have an impact in school. - Evaluate my attitude within lessons and around the school. - Explain the importance of democracy within a school. 	<ul style="list-style-type: none"> - Positive attitude can improve work ethos and progress in lessons. - My attitude can affect others. - Define democracy. 	Included, excluded, valued, attitude and democracy.
	Celebrating differences	<ul style="list-style-type: none"> - Provide examples of when their first impression of someone changed. 	<ul style="list-style-type: none"> - First impressions are not always accurate. 	Character, assumption,

		<ul style="list-style-type: none"> - Understand what influences our first impressions. - Analyse the impact of first impressions has on the individual. - Explain why it is good to accept myself. 	<ul style="list-style-type: none"> - We should always be willing to change our opinion on someone. 	judgement, acceptance, different
	Dreams and goals	<ul style="list-style-type: none"> - Set new goals in place even after disappointment. - Explain what resilience is and examples within the classroom. - Identify a positive mental attitude within examples and scenarios. 	<ul style="list-style-type: none"> - Define resilience. - How to set goals for the future. - How to create a positive mental attitude. 	Positive mental attitude, resilience, goals, positivity.
	Healthy me	<ul style="list-style-type: none"> - Recognise how different friendship groups are formed. - Understand how negative actions make others feel. - Provide solutions to negative friendship examples. - Explain the link between anxiety and fear with peer pressure. 	<ul style="list-style-type: none"> - The impact of negative actions on friends. - What to do if they are in a negative friendship. - Be aware of how different people impact on me and how to change the situation. - How to resist peer pressure in school. 	Valued, embarrassment, emotions, relationships, peer pressure.
	Relationships	<ul style="list-style-type: none"> - Recognise how people are feeling when they miss an animal or person. - Provide examples of how to deal with emotions when missing someone. - Show different ways of love to people and animals. 	<ul style="list-style-type: none"> - Able to show what love is through words and actions. - How people feel when they are missing someone. - 	Love, anger, empathy, loneliness, worry, kindness, acceptance, pain, shock.
	Changing me	<ul style="list-style-type: none"> - Summarise the changes in male and female bodies as they go through puberty. - Can explain where genes come from 	<ul style="list-style-type: none"> - How to manage feelings when changes happen in our lives. - What genes are and where they come from. 	Sperm, egg, chromosomes, puberty, stress, hormones.

		<p>and the importance of chromosomes.</p> <ul style="list-style-type: none"> - Explain some of the emotional changes which happen as males and females get older and the impact on self-confidence and self-esteem. 		
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	Topics/Context	Skills	Knowledge (Key facts for recall)	Vocabulary to be learnt
Year 5	Being me in my world	<ul style="list-style-type: none"> - Explain why being in a community is a positive thing. - Compare their life to others in the country. - Explain why we have rules, rights and responsibilities. - Understand how rules and responsibilities make the school and wider society a fair place. 	<ul style="list-style-type: none"> - Define a community - How one person can impact a community both in and out of school. - Provide examples of rules and responsibilities in school and in society. 	Rules, responsibility, community, rights,
	Celebrating difference	<ul style="list-style-type: none"> - Explain differences between direct and indirect bullying. - Explain why racism and other forms of discrimination is unkind. - Explain why it is important to respect other people's culture. - Understand the link between cultural differences and bullying. 	<ul style="list-style-type: none"> - Cultural differences can cause conflict. - Cultural differences can include religion, race and sexuality. - There are two types of discrimination and bullying: direct and indirect. 	Culture, conflict, racism, attitude, homophobia, segregation, indirect racism, direct racism.
	Dreams and goals	<ul style="list-style-type: none"> - Identify jobs they would like to do by completing research. - Analyse what skills and characteristics are needed to be effective in the role. 	<ul style="list-style-type: none"> - The motivation needed to be trained within a career. - What steps are needed to achieve the job. 	Goals, aspirations, culture, characteristics, personality traits,

		<ul style="list-style-type: none"> - Explain how children in different cultures may have different job goals for the future. 	<ul style="list-style-type: none"> - What characteristics are needed to be successful in the work place. 	skills.
	Healthy me	<ul style="list-style-type: none"> - Provide reasons on why people may worry about how they look. - Describe healthy and unhealthy ways that people use food and substances in their lives. - Understand what an eating disorder is. 	<ul style="list-style-type: none"> - Know smoking and alcohol misuse is unhealthy. - Summarise different ways that I respect and value my body. - Know their body is good the way it is. 	Body image, smoking, misuse, drugs, self image, self worth, low self esteem, pressure, respect.
	Relationships	<ul style="list-style-type: none"> - Recognise how friendships can change over time. - Understand how to stand up for themselves, negotiate and compromise within friendships. - Create roleplay scenarios to display learning. - Understand how it feels to be attracted to someone and what 'being in a relationship' means. - Explain basic rules of staying safe online 	<ul style="list-style-type: none"> - Friendships can change over time. - Friendships require compromising. - How it feels to be attracted to someone. 	Boyfriend, girlfriend, attraction, pressure, compromise, negotiate, empathy.
	Changing me	<ul style="list-style-type: none"> - Identify changes within the body as well as emotional changes through puberty using scientific terms. - Explain why looking after myself physically and emotionally is important. 	<ul style="list-style-type: none"> - The emotional changes through puberty for males and females - The physical changes through puberty for males and females. - Importance of hygiene. 	Fallopian tubes, testes, penis, vagina, egg, sperm, stress, acne, hormones, period, deodorant, self-esteem, sanitary towels.

	Topics/Context	Skills	Knowledge (Key facts for recall)	Vocabulary to be learnt
Year 6	Being me in the world	<ul style="list-style-type: none"> - Explain how my choices impact others locally and globally - Provide examples of how to make people feel valued - Understand how to show empathy towards others 	<ul style="list-style-type: none"> - Define empathy and provide examples in a local and global context. - My wants and needs are different to others around the world. 	Empathy, global, local, value, poverty, inequality
	Celebrating differences	<ul style="list-style-type: none"> - Empathise with people who are living with disabilities. - Understand how having a disability could affect someone's life. - Explain how differences in can cause conflict as well as be a celebration. - Understand how someone might feel if their differences have caused conflict. 	<ul style="list-style-type: none"> - There is no concept of 'normal'. - A disability does not have to be a barrier to achieving goals. - Respect should be given to all individuals. 	Disability, affect/effect, quality of life, barrier, success.
	Dreams and goals	<ul style="list-style-type: none"> - Identify worries and things they are looking forward to when going to secondary school. - Understand their learning strengths and set challenging but realistic goals (inside and outside of school). - Create and plan learning steps to achieve these goals. - Research issues/problems within the local community. - Apply goal setting knowledge to creating goals for the local community 	<ul style="list-style-type: none"> - The importance of setting goals. - How to achieve goals set by creating realistic steps. - Goal setting can be seen within the community. 	Dream, goal, achievement, realistic, unrealistic, community, criteria

		and themselves.		
	Healthy me	<ul style="list-style-type: none"> - Explain how substance misuse has an unhealthy impact on the body and mind. - provide examples of how to keep themselves emotionally healthy. - Identify the impact of alcohol misuse on the person and their loved ones. 	<ul style="list-style-type: none"> - What substance misuse is. - The impact substance misuse has on the individual's body and family. 	Drugs, misuse, substance abuse, addiction, withdrawal.
	Relationship	<ul style="list-style-type: none"> - Identify feelings when someone leaves or dies. - Understand there are different stages of grief and loss and different strategies to cope. - Provide advice to others in this grieving situation. Give examples of when people might try to control or gain power over others. 	<ul style="list-style-type: none"> - Feelings come with grief and loss. - There are five different stages of grief. 	Grief, bereavement, coping strategies, significant, denial, anger, depression, bargaining, acceptance.
	Changing me	<ul style="list-style-type: none"> - Identify how to develop own self-esteem about self-image. - Explain how girls' and boys' bodies change during puberty. - Describe how a baby develops from conception through to nine months. - Understand how being physically attracted to someone changes the nature of the relationship. - To know basic emergency aid procedures, where and how to get 	<ul style="list-style-type: none"> - The importance of self-esteem - Characteristics of puberty - How a baby is conceived and develops over nine months. - Difference between a family relationship and sexually attracted relationship. - Consent 	Self- esteem, self-image, puberty, menstruation, public hair, body odour, semen, hormones, ovulation, testicles, sperm, penis, vagina, fallopian tube, embryo, umbilical cord, foetus, pregnancy,

		help.		
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Appendix 2: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	