

Poulner Junior School

Relationships and Sex Education Policy

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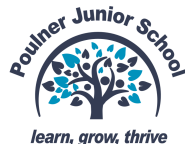
Date: October 2024

Version	Reviewed	Ratified	Description of main changes	Signature
1.0	27/9/18	27/9/18		
1.1	30/12/2020		Rewritten to reflect new RSE Government guidance and supplementary LGBT information written to support	
1.2	30/10/2024		Rewritten to reflect the review of the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance.	

Next Review Date: Summer Term 2b (2027-2028)

Review Frequency: Every 3 years

Other Documents referred to: "Relationships and Sex Education (RSE) and Health Education" (DfE, 2019), PSHE Association's supplementary guidance "Writing your school's relationships and sex education (RSE) policy" (PSHE Association, September 2018) and Coram Life Education SCARF 'Relationships Education Policy Guidance'.



Poulner Junior School

Relationships and Sex Education Policy

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

2. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

At Poulner 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/carers. The consultation and policy development process involved the following points:

1. Review – the head teacher 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/carers and any interested parties were invited to look at 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

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.

5. Curriculum

We teach RSE through our overarching PSHE curriculum, with sex education taught particularly through the 'growing and changing' strand. The aspects of the Relationships and sex education are set out as per Appendix 1, but we may need to adapt it as and when necessary. Parents/Carers will always be informed prior to the teaching of sex education and/or content we feel that parents need to be made aware of.

We have developed the curriculum taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers upon request.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings beyond those taught as part of the statutory science curriculum and in the delivery of the DfE Relationships and Health Education Statutory Guidance
- How a baby is conceived and born For more information about our curriculum, see our curriculum overview in Appendix 1.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum, with sex education in particular taught through the 'growing and changing' strand. Biological aspects of RSE are taught within the science curriculum.

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
- Mental wellbeing

Sex education covers how a baby is conceived and born and provides more detail regarding the changes experienced during adolescence.

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 make sure 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

6.2 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches

- Are sensitive to pupils' experiences and won't provoke distress
- Meet the needs of our most vulnerable children, including those with special educational needs and disabilities.

At Poulner Junior School, we use resources from the SCARF (Coram Life Education), JIGSAW and BBC teach: Operation Ouch, to help teach key aspects of the RSE curriculum. These are available on request.

7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools, and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage and needs (including SEND)
 - Comply with:
 - This policy
 - [The Teachers' Standards](#)
 - [The Equality Act 2010](#)
 - [The Human Rights Act 1998](#)
 - [The Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use. Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers

- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share all external materials with parents and carers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

8.1 The governing body

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

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

8.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 9).

8.3 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 Informing parents when aspects of sex education (or other areas we feel it is important for parents to be aware of) will be taught Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory/non-science components of RSE

All class teachers in school have a responsibility for teaching RSE in our school. 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.

8.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

9. Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from relationships education.

Parents/carers have the right to withdraw their child 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 3 of this policy and addressed to the headteacher.

Alternative school work will be given to pupils who are withdrawn from sex education.

10. Training

Staff receive regular updates with regards to the teaching of RSE through our ongoing cycle of continuous professional development. The headteacher may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

11. Monitoring arrangements

The delivery of RSE is monitored by the head teacher and PSHRE leader through the school's ongoing monitoring of the different curriculum areas. Pupils' development in RSE is monitored by class teachers as part of our ongoing day-to-day assessment of children's learning. This policy will be reviewed by the head teacher and PSHRE leader annually.

Appendix 1 - Overview of Relationship and Sex Education at Poulner Junior School

(IALT = I am learning to..)

Year 3	
Relationships Education	Sex Education
• IALT: Identify different types of relationships; Recognise who I have positive healthy relationships • IALT: Understand what is meant by the term body space (or personal space); Identify when it is appropriate or inappropriate to allow someone into their body space; Rehearse strategies for when someone is inappropriately in their body space. • IALT: Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens; Recognise and describe appropriate behaviour online as well as offline; Identify what constitutes personal information and when it is not appropriate or safe to share this; Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs. • IALT: know the difference between a safe and an unsafe secret; Recognise how different surprises and secrets might make them feel; Know who they could ask for help if a secret made them feel uncomfortable or unsafe. • IALT: identify what I am looking forward to when I am in Year 4; start to think about changes I will make when I am in Year 4 and know how to go about this.	• IALT: understand the changes humans and animals go through as they grow. • IALT: understand that boys and girls bodies change as they grow up (internal and external changes)
Year 4	
Relationships Education	Sex Education
• IALT: understand how to deal with change. • IALT: Understand why my feelings may feel like they are changing a lot; understand ways of overcoming conflict.	• IALT: understand that boys and girls bodies change as they grow up. • IALT: understand internal and external parts of male and female bodies needed for making a baby.

● IALT: know the difference between a safe and an unsafe secret; Recognise how different surprises and secrets might make them feel; Know who they could ask for help if a secret made them feel uncomfortable or unsafe. ● IALT: Understand that marriage is a commitment to be entered into freely and not against someone's will; Recognise that marriage includes same sex and opposite sex partners; Know the legal age for marriage in England or Scotland; Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony. ● IALT: identify what I am looking forward to when I am in Year 5 reflect on the changes I would like to make when I am in Year 5 and describe how to go about this	● IALT understand my changing body – Puberty - Girls and boys – how a girl's and boy's body changes so they can have a baby when they're an adult (menstrual cycle) ●
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Year 5

Relationships Education	Sex Education
● IALT: be aware of my own self-image and how my body image fits into that; know how to develop my own self-esteem ● IALT: Use a range of words and phrases to describe the intensity of different feelings; Distinguish between good and not-so-good feelings, using appropriate vocabulary to describe these; Explain strategies they can use to build resilience. ● IALT: identify people who can be trusted; Understand what kinds of touch are acceptable or unacceptable; Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch. ● IALT: Explain the difference between a safe and an unsafe secret; Identify situations where someone might need to break a confidence in order to keep someone safe. ● IALT: Recognise how our body feels	● IALT: understand my changing body; that boys' and girls' bodies change as they grow up; physically and emotionally - Puberty for girls (including Periods) and boys (including Wet dreams) ● IALT: Identify some products that they may need during puberty and why;

when we're relaxed; List some of the ways our body feels when it is nervous or sad; Describe and/or demonstrate how to be resilient in order to find someone who will listen to you. • IALT: identify what I am looking forward to when I am in Year 6 reflect on the changes I would like to make when I am in Year 6 and describe how to go about this	
Year 6	
Relationships Education	Sex Education
• IALT: What body image is and factors which can influence it. • IALT: to recognise that there are different types of relationships. • IAL: about seeking and giving permission (consent) in different situations • IALT: understand that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them. • IALT: that gender identity and sexual orientation are different.	• IALT: understand what changes will happen during Puberty (physical and emotional) the menstrual cycle and wet dreams • IALT: understand human reproduction - what happens from conception to birth.

Appendix 2: Statutory DFE Relationships Education Guidance

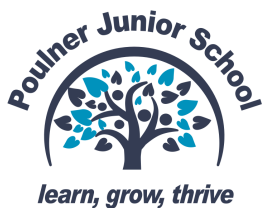
By the end of Primary school:

Focus area	Pupils should know
Families and people who care about 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 others' 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, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, 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 are 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 cyberbullying), 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 are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are 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 have 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 is 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 or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not 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 are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources
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Appendix 3: Parent/carers form: withdrawal from sex education within RSE



To be completed by parent/carers

Name of child		Class	
Name of parent/carers		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 Poulner Junior School

Agreed actions from discussion with parents/carers	
Head Teacher Signature	