



STAMFORD JUNIOR SCHOOL RELATIONSHIPS & SEX EDUCATION (RSE) POLICY

Introduction

This Policy is based on the guidance from Relationships Education, Relationships and Sex Education (RSE) and Health Education June 2019, the PSHE Association 2019, the statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and Section 403 of the Education Act 1996 and the equality act, along with Stamford Endowed Schools' Curriculum Policy.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017 make Relationships Education compulsory for all pupils receiving primary education and the principles outlined in the Stamford Endowed Schools' Curriculum Policy.

It should also be read in conjunction with other relevant SES Policies, in particular the:

SES Safeguarding Policy

SJS PSHE & Mental Health Policy

SJS Science Policy

SJS ILIC Policy

SJS Me, My school, My World Policy

SES Health & Safety Policy

SES ICT Policies

SES Confidentiality Policy

SES Equal Opportunities Policy

SES Special Educational Needs Policy

SES Sex Discrimination Policy

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

The Importance of Relationships & Sex Education (RSE)

Pupils benefit from nurturing relationships and sex education, so they can make sensible and informed choices concerning physical, moral and emotional development for life. It is about the understanding of family life, stable and loving relationships, respect, nurture and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity. (Department of Education Sex and Relationship Guidance July 2000).

The aspects of Sex Education that are not included in the Science curriculum are delivered through PSHE Education and THE CONVERSATION a Stamford based organisation.

RSE is delivered with an understanding that all pupils including our boarding community and staff may be personally engaged in different structures of support and familial relationships, including single parent families, LGBTQ families, families headed by grandparents, adoptive parents, foster parents/carers, young carers, etc. This is delivered in line with the 2010 Equality Act which highlights the nine protected characteristics. The PSHE curriculum has been carefully designed to ensure that no person feels stigmatised.

Statutory requirements

As a primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

However, although we are not required to provide sex education, we will cover this in PSHE in Y5 & Y6 as well as teaching 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.

This policy has been developed in consultation with senior staff and parents. The consultation and policy development process involved the following steps:

1. Review – a SLT 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 consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Ratification – once amendments were made, the policy was shared with governors and ratified

Definition

At SJS we provide Relationships Education and choose to teach Sex Education in Y6 that is in addition to what is covered in the Science curriculum.

Relationships Education is taught from Y1 -Y6 and covers caring relationships, respectful relationships, online relationships and being safe in line with the guidance of PSHE Association 2019

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

Sex and Relationships & Protective Behaviours Workshops - An innovative programme for teaching sex and relationships in primary schools has been developed by (The Conversation). Designed to sit inside and compliment the PSHE curriculum at Y6. In the 'Protective Behaviours' workshop pupils to be taught to recognise safe and unsafe feelings and given the tools to understand what it is to survive and thrive. We also include setting up networks of trusted adults and activities to encourage pupils to evaluate possible unsafe situations.

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, considering 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.

Pupils with special needs will receive RSE. Teachers may find they need to be more explicit and plan work in different ways in order to meet the individual needs of those pupils with special educational needs or learning difficulties. This will be discussed with individual parents/carers.

Primary Sex Education in Year 6 will focus on:

- Preparing pupils for the changes that adolescence brings
 - How pupils' bodies change as they grow up
 - Correct names for pupils' body parts
 - Self-image and the media
- How a baby is conceived and born
 - What sex is
 - How babies are made
 - How babies grow in the womb & are born
- Through the Protective Behaviours workshop led by THE CONVERSATION the pupils will be taught:
 - What I need to survive & thrive
 - How my body reacts to unsafe situations
 - How to make decisions when I feel unsafe
 - How to use a network of trusted adults
 - What makes me unique and special
 - Peer pressure

For more information about our curriculum, see our curriculum map in Appendix 1.

Delivery of RSE

RSE is taught within the PSHE Education curriculum. Biological aspects of RSE are taught within the Science curriculum, and other aspects are included in Me, My school , My World curriculum.

SJS pupils also receive stand-alone sex education sessions delivered by The Conversation and with the assistance of our School Nurse - a trained health professional.

Friendships and Relationships: To understand the basis of a healthy relationship. To be able to recognise signs of an unhealthy relationship and have strategies to deal with this. To relate knowledge and understanding of positive relationships to the physical as well as the

digital world. To understand that our connections to others have an impact on our emotional health and wellbeing.

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

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of pupils based on their home circumstances (families can include single parent families, LGBTQ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some pupils may have a different structure of support around them (for example: looked after pupils or young carers).

Roles and responsibilities

The Governing Board

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

The Headteacher

The Headteacher and Deputy Heads are 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.

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.

Class teachers are responsible for teaching Relationships education from Y1-Y6. In Year 6 class teachers will teach non-statutory/non-science components of Sex Education. The biological elements of Sex Education will be taught by our Science specialist alongside the class teachers for Y4-Y6.

Pupils

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

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 3 of this policy and addressed to the Deputy Head Pastoral & Headteacher.

Alternative work will be given to pupils who are withdrawn from Sex Education.

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.

Monitoring arrangements

The delivery of RSE is monitored by Deputy Head Pastoral through:

Understanding Me Journal Scrutiny, Learning walks, staff meeting discussions, planning meetings and lesson observations.

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

This policy will be reviewed by Deputy Head Academic and Pastoral on an annual basis. At every review, the policy will be approved by the headteacher.

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| Author/Reviewer | Claire Hughes (SJS Deputy Head Pastoral)/Sarah Buttress (Deputy Head Academic) | ISI Doc Code | 2 |
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| | | Date of Last Review | Spring Term 2025 |
| Applicable to | SJS | Date of Next Review | Spring Term 2027 |

Appendix 1: Curriculum Map

Relationships and Sex Education Curriculum Map

| | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
|-------------|---|--|---|--|--|---|
| Aut1 | CARING FRIENDSHIPS and recognizing feelings (Relationships) | Healthy Eating Maintain a Healthy Lifestyle (Health and Wellbeing) | PLAY and EMOTIONAL WELLBEING (Health and Wellbeing) | ARTS (Living in the wider world) | RESPECTFUL RELATIONSHIPS Challenging stereotypes (Relationships) | HEALTH AND PREVENTION (Health and Wellbeing) |
| Aut2 | PLAY and EMOTIONAL WELLBEING (Health and Wellbeing) | PLAY and EMOTIONAL WELLBEING (Health and Wellbeing) | PHYSICAL HEALTH AND FITNESS: positive and negative effects of physical and mental health (Health and Wellbeing) | CARING FRIENDSHIPS Resolve dispute and conflict (Relationships) | E-Safety, effects of online actions on yourself and others. MEDIA (social media) (Living in the wider world) | Basic First Aid (Living in the wider world) |
| Spr1 | ARTS and MEDIA (Living in the wider world) | RESPECTFUL RELATIONSHIPS and understanding the feelings of others. Appreciating diversity. (Relationships) | SLEEP AND MINDFULNESS (Health and Wellbeing) | E-Safety, screen time MEDIA (Living in the wider world) | ARTS Consider the lives of others, including the role of money (Living in the wider world) | Sex and Relationships: Changing adolescent body and mind (Relationships) |
| Spr2 | Keeping Healthy Maintain a healthy lifestyle (Health and Wellbeing) | SLEEP AND MINDFULNESS (Health and Wellbeing) | ONLINE RELATIONSHIPS Positive and Healthy relationships. (Relationships) | PLAY and EMOTIONAL WELLBEING (Health and Wellbeing) | PLAY and EMOTIONAL WELLBEING (Health and Wellbeing) | E- Safety, online abuse, trolling and bullying MEDIA (social media) (Living in the wider world) |
| Sum1 | SLEEP AND MINDFULNESS (Health and Wellbeing) | Keeping safe: Special people who look after us Internet safety and harms (Living in the wider world) | MEDIA (incl. e-safety) (Living in the wider world) | HEALTHY EATING: Making choices about food. Negative effects of poor diet. (Health and Wellbeing) | PHYSICAL HEALTH DRUGS, ALCOHOL AND TOBACCO: facts. (Mental wellbeing) | PLAY and EMOTIONAL WELLBEING (Health and Wellbeing) |
| Sum2 | Keeping safe: Special people who look after us. Internet safety and harms (Living in the wider world) | ARTS and MEDIA (Living in the wider world) | ARTS (Living in the wider world) | SLEEP AND MINDFULNESS (Health and Wellbeing) | SLEEP AND MINDFULNESS (Health and Wellbeing) | SLEEP AND MINDFULNESS (Health and Wellbeing) |

Appendix 2: By the end of primary school pupils should know

| TOPIC | PUPILS SHOULD KNOW |
|---------------------------------------|---|
| Families and people who care about me | <ul style="list-style-type: none"> • That families are important for pupils 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 pupils 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 pupils' 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 pupils' 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 |

| TOPIC | PUPILS SHOULD KNOW |
|----------------------|---|
| Online relationships | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 pupils 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 |

Appendix 3: 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 | Include notes from discussions with parents and agreed actions taken. <i>Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom</i> |
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