



Carrington Junior School
Relationships and Sex Education Policy
Believe, achieve, succeed

Policy title	Relationships and Sex Education policy
Statutory	Statutory as of September 2020 (with allowances for Covid 19)
Policy version	1
Policy author	PSHE Lead
Ratified by	FGB
Date ratified	-
Review period	1 Year
Next review	July 2021
Distributed to	All staff
To be published on website	Yes

Our values:

**Respect, Learning, Friendship,
Responsibility, Kindness and Resilience**

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1. Aims

School ethos

At Carrington Junior School (CJS) we are committed to providing a holistic approach to education which aims to support the academic, cultural, personal and social development of all our pupils. From September 2020 statutory relationships education and health education will be part of the taught curriculum within Personal, Social, Health and Economic education (PSHE). This is an essential part of a child's education and contributes to their personal development.

All state funded primary schools are required to teach relationships education and to have a Relationships Education Policy by September 2020.

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 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
- › Develop self-confidence, respect, positive friendships and personal responsibility in line with our school values

2. Statutory requirements

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

However, 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](#).

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

3. Policy development

This policy was developed by the PSHE lead in consultation with staff, pupils, parents and school governors, who were given the opportunity to look at the policy and make recommendations.

This policy links to the PSHE Policy, Child Protection Policy, Behaviour Policy and Equalities policy

Statutory relationships education is taught through the (PSHE) curriculum. The personal, social, health and economic development of our pupils is a vital element of education and we aim to work collaboratively with parents/ carers to ensure our children are well informed and supported to make healthy, safe and positive choices in all aspects of their daily lives. We welcome parents and carers to make an appointment to come in to discuss any aspect of this policy and the provision in school.

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involves:

- Review by the PSHE co-ordinator – pulled together all relevant information including relevant national and local guidance
- Review by SLT
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents and any interested parties were invited pose questions relating to this policy following publication on the school website (taking into account the school risk assessment during Covid 19, which does not allow for visitors to the school site)
- Pupil consultation took place with the PSHE governor and a select few students representing each year group regarding PSHE lessons. Overwhelmingly pupils have identified the benefits of PSHE coverage, learning about health education and relationships education.
- 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, 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.

RSE at Carrington Junior School involves looking at puberty in a more detailed way than in the Key Stage 2 science curriculum, taking into consideration physical and emotional changes, healthy relationships and exploring consent and respect within friendships and relationships.

RSE at Carrington Junior School does not include information about sexual intercourse or how babies are born. This would be sex education.

Relationships education gives pupils the information they need to help them develop healthy, nurturing relationships with other children and adults. It should enable them to know what a healthy relationship looks like, how to build and maintain happy, healthy relationships with others and recognise the importance of a range of relationships with friends, family, in school and in the wider community in which they live. Relationships education also teaches pupils to recognise unhealthy behaviours, how to keep safe, identify potential dangers in their on and off line lives and how to report any concerns or abuse and where to access help when needed.

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.

Intent

Why teach relationships education?

Relationships education will become statutory from September 2020. High quality relationships education will support pupils to:

- Form and maintain positive relationships with other children and adults
- Understand the importance of positive and healthy relationships
- Recognise what makes a good friendship and how to be a good friend in return
- Strategies to manage the ups and downs of friendships and relationships with others
- Show respect for others and recognise diversity within relationships, treating each other with kindness, consideration and understanding
- Develop positive character traits and personal attributes, including our school values: respect, responsibility, valuing learning, kindness, friendship and resilience
- Positively engage in social action and contribute to the wellbeing of others
- Understand the principles of positive relationships also apply on line, how to keep safe and how to report concerns
- Understand the importance of recognising and establishing their own personal boundaries and privacy
- Understand and respect differences and combat all forms of bullying and discrimination
- Recognise unhealthy relationships, inappropriate behaviour and bullying and to report concerns or abuse and are taught the appropriate vocabulary to do so (including signposting to trusted online support services such as Childline)
- Ask a trusted adult rather than go on line with regards to any concerns about relationship issues and avoid viewing any inappropriate material or entering into social media conversations that can cause them harm
- Recognise intimate physical relationships are for adults

As part of their learning about puberty, pupils will learn the scientific names of parts of the male and female reproductive systems. Teaching about puberty includes preparing boys and girls for the changes that adolescence brings by learning about puberty. This is taught through science, health and relationship education.

Primary sex education, covering sexual intercourse and how babies are conceived and born, is not taught at Carrington Junior School.

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.

Relationships education is delivered through the PSHE curriculum. These aspects of the relationships education as defined by the DfE will be taught at an age appropriate level, further details can be found in Appendix 2. To ensure the content and delivery of relationships education is appropriate and relevant to our pupils we use simple baselines to ascertain what pupils already know, and find out what they would like to learn, for example through questioning and diagrams. Distancing techniques are used to teach relationships education, which provide depersonalised examples which support children to explore what is being taught without sharing their own personal experiences in the lesson.

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

Puberty lessons will be delivered as part of relationships education, ordinarily in the summer term. Year 5 and 6 will be separated into single sex groups for some of these lessons, however, both groups will be taught the same material. We teach the scientific names of body parts in line with recommendations to promote personal safety.

Lessons will be delivered in the same way to SEND pupils. Tasks will be differentiated to ensure SEND pupils can access the learning. For example: key vocabulary, pictures, diagrams will be made available to SEND pupils. Staff will ensure pupils are supported through partner talk and provide opportunities for follow up discussions/questions.

We provide an inclusive curriculum that promotes understanding and mutual respect for all. We reflect diversity within our curriculum to ensure that no pupil feels excluded and teach pupils to respect difference, promote equality and challenge stigma.

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).

Impact

High quality Relationships Education will enable our pupils to:

- Enjoy healthy and positive relationships with others
- Understand how their behaviour affects others and visa versa
- Value and understand the importance of maintaining good relationships
- Make positive choices about how they cultivate and nurture friendships and relationships
- Be aware of and respect different types of relationships in accordance with the Equalities Act
- Become actively engaged young citizens who make positive contributions to their families, the school and the communities to which they belong
- Recognise unhealthy relationships and have strategies to challenge negative behaviours
- Know what to do if there are problems within relationships both on and off line, how to keep safe and where to go to seek help

Confidentiality and safeguarding

- Any personal disclosures made by pupils will be followed up in accordance with the school's Child Protection Policy. Teachers will report any safeguarding concerns to the DSL and share concerns with parents/carers according to the school's safeguarding procedures.

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.

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 any non-statutory 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 non-statutory 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.

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

Working with parents and carers

It is vital that parents and carers know what is being taught and how to support their child/children. The PSHE curriculum overview is published on the school website along with the PSHE Policy, Relationships and Sex Education (RSE) Policy.

Parents and carers are only entitled to withdraw their child from designated sex education lessons. Parents and carers do not have the right to withdraw their child from PSHE which includes statutory Relationships Education and Health Education (including the changing adolescent body/puberty). The science curriculum also includes content on human development, including reproduction, which there is no right to withdraw from. We highly recommend all students receive the full PSHE curriculum.

Parents do not have the right to withdraw their children from relationships or health education.

Carrington Junior School do not teach sex education.

9. Training

To ensure staff are confident to deliver all aspects of the PSHE curriculum access to online, in school, local and national training will be made available and in accordance with the school's CPD programme for staff development.

Managing Difficult Questions

All aspects of PSHE are underpinned by shared and understood ground rules with lessons being delivered in a safe and well managed environment. Pupils are encouraged to ask questions and raise issues in a respectful and appropriate manner. Some questions or issues raised may not be appropriately answered in whole class lessons and these will be followed up separately on an individual or group basis. A question box is available in each classroom, for pupils who do not feel confident to ask questions or wish to have a separate conversation with a member of staff. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.

Whilst it is vital to have trust and openness we cannot offer total confidentiality to pupils. Any disclosures or areas of concern will be followed up in accordance with our safeguarding procedures. We also respect that some questions are better addressed at home with parents/ carers and the school will share information with parents/carers on an individual basis should the need arise.

The headteacher may also invite visitors from outside the school, such as school nurses or other health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by the PHSE co-ordinator through:

- Learning walks with link governors
- Planning scrutinies
- Work scrutinies
- Pupil voice events

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

This policy will be reviewed by SLT annually. At every review, the policy will be approved by the FGB.

<p>5</p> <p>CWP lessons</p> <p>4.1</p> <p>4.2</p> <p>CWP lessons</p> <p>5.1</p> <p>5.2</p> <p>5.3</p>	<p>Exploring human lifecycle and understanding basic facts about puberty</p> <p>Know about the physical and emotional changes at puberty</p> <p>Further exploring the physical and emotional changes that happen at puberty</p>	<ul style="list-style-type: none"> • Ordering a lifecycle of a human • Body part bingo • Understanding how body parts change during puberty. • Puberty card sort – matching body parts to the changes they go through • Explaining the concept of reproduction in terms of body parts being able to produce a seed called sperm and an egg called an ovum once they have been through puberty, which can join together inside a woman's body to make a baby if adults decide to. <i>(NB content does NOT include coverage of sexual intercourse)</i> • Body changes worksheet • Positive elements of puberty – discussing things about getting older they are looking forward to. • Defining puberty – myth busting • Listing and discussing physical and emotional changes • Finding out about periods and sperm production • Pupil question box (questions vetted between sessions) • Understanding the menstrual cycle, sperm production, erections and wet dreams • How hormones can change your feelings • How hormones change your body and how to stay clean and cope with your emotions (range of games and activities linked to spots, shaving, deodorant, wearing a bra) 	<p>Preparation for their own lives- puberty occurs between 8 and 16.</p> <p>Knowing scientific names can help children to be more comfortable with medical professionals.</p> <p>Children need to know why puberty happens – this is why in the simplest terms.</p> <p>Developing confidence in themselves – sometimes puberty is so taboo that children become afraid.</p> <p>Both girls and boys need to be prepared for changes as they grow up. It's important they know these changes are normal and have a vocabulary to talk about what is happening to them. It's normal to have some girls starting their periods in Year 5, occasionally earlier.</p>
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<p>6</p> <p>CWP lessons</p> <p>6.1 (not part 5-7)</p> <p>6.2</p> <p>6.4</p> <p>(NOT 6.3)</p>	<p>Reviewing how the body changes during puberty</p> <p>Exploring communication and respect in relationships</p> <p>When to share information that personal or private.</p> <p>How to get support if a friendship/relationship goes wrong.</p>	<ul style="list-style-type: none"> • Body part matching activities • Problem page scenario cards • Discuss what friendship is • Discussing how relationships might change as we become teenagers. What's the difference between being friends and 'going out'? • Amaze.org healthy relationships video • Communication and appropriate touch scenario cards activity • Pupil question box • Defining personal and private information • Defining different types of relationship and friendships • Communication scenarios examining when people might need to share private information and images or not (e.g. registering for websites vs in a chatroom) • Reviewing SMART rules from Kidsmart • CEOP online safety videos 	<p>The concept of 'going out' starts to emerge socially for some pupils during Year 6.</p> <p>Appropriate touch is a personal safety learning point.</p> <p>Online engagement starts to expand around Year 6. It is important they have a clear safety framework to operate within.</p> <p>This is an important foundation for keeping safe in more serious ways as they get older.</p>
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Curriculum coverage at Carrington Junior School

	Autumn: Health and Wellbeing			Spring: Living in the wider world			Summer: Relationships		
	Physical health and mental wellbeing	Growing and changing	Keeping safe	Belonging to a community	Media literacy and digital resilience	Money and work	Families and friendships	Safe relationships	Respecting ourselves and others
Year 3	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	What makes a family; features of family life; exploring different types of families and who to go to for help and support.	Personal boundaries; safely responding to others (including appropriate and inappropriate contact and consent); the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect (including respecting the body differences between ourselves and others); courtesy and being polite
Year 4	Maintaining a balanced lifestyle; oral hygiene and dental care (linked to year 4 science)	Personal hygiene routine	Medicines and household products; drugs common to everyday life	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Positive friendships, including online, exploring healthy relationships	Responding to hurtful behaviour (unhappy and uncomfortable times in friendships); managing confidentiality; recognising risks online	Respecting differences and similarities; discussing differences sensitively

Year 5	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing; human life cycle, physical and emotional changes in puberty; external genitalia; support with puberty	Keeping safe in different situations, including responding in emergencies, first aid	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination
Year 6	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Reviewing how the body changes during puberty; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	Attraction to others; romantic relationships; civil partnership and marriage; how to get support if a friendship/relationship goes wrong	Recognising and managing pressure; consent in different situations; when to share information that is personal or private	Expressing opinions and respecting other points of view, including discussing topical issues

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 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	<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

TOPIC	PUPILS SHOULD KNOW
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
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 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

