

# **PARKGATE JUNIOR SCHOOL**



## **Sex and Relationship Education Policy**

**Date: Spring 2024**  
**Review Date: Spring 2026**  
**Co-ordinator: Sarah Drake**  
**Person Responsible: SLT**

### **Values and Aims**

Relationships and Sex Education (RSE) is a key strand of our PSHE lessons and the broader aim of providing a caring community in which children can learn to respect themselves and others and take responsibility for their own actions.

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

Relationships and Sex Education (RSE) is always taught in the context of healthy, respectful relationships, focusing on family life and friendships, in all contexts, including online, in line with the Department for Education 'Relationships Education, Relationships and Sex Education and Health Education guidance' document (2019). We recognise that pupils' home circumstances and structure of support may differ and therefore deal with this sensitively. We ensure RSE is inclusive and meets the needs of all pupils, including those with special educational needs and disabilities (SEND) by adapting lessons appropriately and using a variety of resources, in accordance with the Equality Act (2010)

### **Purpose**

A key aim is that each pupil will develop the skills and knowledge to make safe, sensible and healthy decisions. Decisions about how they relate to others can only be made if they have adequate knowledge and understanding of their own physical and emotional development. RSE forms an integral part of the curriculum policy, and the schemes of work for Science, Citizenship, and Personal, Social, and Health Education (PSHE), and relates to child protection (Safeguarding).

This is not a task for the school in isolation, and we seek to work with parents to ensure that the teaching of RSE reflects their expectations and complements teaching at home.

### **Statutory Requirements**

As a maintained primary school we must provide relationships education to all pupils as per section 34 and 35 of the Children and Social work act 2017.

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

### **Policy Development**

This policy has been developed (2019) and reviewed (2023-24) in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff pulled together all relevant information including relevant national and local guidance
2. Parent/stakeholder consultation – parents and any interested parties were invited to attend one of two after school drop-in sessions to look at the resources and ask any questions about the policy changes. Parents with individual questions could also email or contact the PSHE / RSE lead to discuss.
3. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations via an online questionnaire and in person.
4. Pupil consultation – we investigated what exactly pupils want from their RSE and asked year 6 pupils which resources they found useful.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

### **Definitions**

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.

### **Curriculum**

Our curriculum is set out as per Appendix 2 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.

Primary Sex Education will focus on:

Preparing boys and girls for the changes that adolescence brings

How a baby is conceived and born

### **Roles and responsibilities of headteacher, other staff, governors**

The **governing body** will:

- decide whether Sex Education should be in the content of the school curriculum and, if so, what it should consist of and how it should be organised

- seek the advice of the Headteacher on this policy, keep it up to date, and make it available to parents
- ensure that Sex Education is provided in a way that encourages pupils to consider morals, the value of family life, and the importance of marriage.

The **Headteacher** will ensure that:

- the governing body is advised about the nature and organisation of Relationships and Sex Education and how it reflects the aims and values of the school
- Sex Education is provided in a way that encourages pupils to consider morals, the value of family life, and the importance of marriage
- pupils are protected from inappropriate teaching materials
- parents are informed about the programme for Sex Education each year.

**Staff** who teach Relationships and Sex Education are expected to:

- provide Sex Education in accordance with this policy and in a way which encourages pupils to consider morals and the value of family life
- participate in training to provide Sex Education in line with the school curriculum policy
- implement the agreed scheme of work to allow children to meet the end of KS2 expectations (See Appendix 1)
- involve appropriate health care professionals where necessary (eg school nurse)
- draw to the attention of the Headteacher any materials which they consider to be inappropriate.

### **The Right of Withdrawal**

Parents do not have the right to withdraw their children from Relationships Education.

Parents have the right to withdraw their children from the non-science components of Sex Education within RSE as clarified in Appendix 3.

Requests for withdrawal should be put in writing and addressed to the Headteacher and followed up by a discussion with the Headteacher to avoid pupils picking up information secondhand in the playground.

Children who are withdrawn will be found suitable alternative work in another part of the school.

Parents are encouraged to view Jigsaw teaching resources and talk to staff before making their decision. Parents of children in year 5 and 6 will be invited to a meeting in the summer term to enable them to view the materials prior to the lessons being taught and ask any questions of the class teachers and PSHE lead.

### **Dealing with Sensitive Questions**

At the start of RSE teaching, students and teachers establish ground rules for discussion, and students have access to a question box.

Most questions raised by children will be responded to in a plain, honest and straightforward manner. If a member of staff feels that it is inappropriate to answer a particular question, then they should arrange to see the child individually either to answer the question or explain why it would be inappropriate and refer the child to

their parents. Staff will answer questions appropriate to the age and curriculum framework for the year. Teachers will speak to parents if a child asks a particular question that is outside of our curriculum so parents can address this at home.

If at any time a member of staff becomes aware, or suspects, a child might be the victim of some sort of abuse they will contact the school Designated Senior Person. The member of staff should not try to investigate the matter, but record their concerns on CPOMS and speak to the DSP as the school's Safeguarding policy outlines.

### **Arrangements for monitoring and evaluation**

The Headteacher will provide a report on the implementation of the scheme of work once each year, together with a record of parental and pupil complaints, the number of pupils withdrawn from lessons, and the number of teachers and other staff involved in training on sex education. Lessons on Sex Education will be observed in the normal school monitoring cycle as appropriate.

The delivery of RSE is monitored by Mrs Drake through:

- planning scrutinies
- learning walks
- lesson observations

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

This policy will be reviewed by Mrs Drake, PSHE Lead every 2 years. At every review, the policy will be approved by the Headteacher.

### **Linked Policies**

Anti-bullying  
PSHE  
Safeguarding  
E-safety

### **Referenced Documents**

DfE 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (2019)  
'Relationships Education, Relationships and Sex Education (RSE) and Health Education Parent/carers FAQs for Hertfordshire Primary schools' - Herts for Learning (2019)  
SRE for the 21<sup>st</sup> Century – PSHE Association (2014)

PSHE Programme of Study – PSHE Association (2014)  
Powerpoint – ‘Puberty: Understanding your changing body – NHS Trust (2016)  
Children and Social work act 2017  
Education Act 1996  
Equality Act (2010)

### **Appendix 1 - Expectations**

By the end of Key Stage 2 all children will:

- Know about and have some understanding of the physical, emotional and Social changes which take place throughout all processes of change and growth, especially during puberty
- Know the basic biology of human reproduction
- Know that there are different patterns of friendship; be able to talk about friends with important adults
- Know how to make simple choices, keep safe and exercise basic techniques for resisting pressure from friends and others
- Understand what is meant by ‘relationships’ within families, between friends and in the community
- Know how children develop from birth and be aware that there are different patterns of child-rearing
- Understand the importance of good parenting
- Know about helping agencies which can support families and individuals in different circumstances
- Know the significance of stable relationships as key building blocks of community and society
- Understand the need for, and accept responsibility for, personal cleanliness.

## Appendix 2 – Year by year RSE scheme of work

<b>Year group</b>	<b>Term</b>	<b>RSE Content</b>
3	Autumn	<ul style="list-style-type: none"> <li>- Seeing things from others' perspectives</li> <li>- What is considered a family</li> </ul>
	Spring	<ul style="list-style-type: none"> <li>- Attitudes towards drugs</li> </ul>
	Summer	<ul style="list-style-type: none"> <li>- Family roles and responsibilities</li> <li>- Staying safe online</li> <li>- Being aware that other children have different lives</li> <li>- How babies grow</li> <li>- Outside body changes</li> <li>- Inside body changes</li> </ul>
4	Autumn	<ul style="list-style-type: none"> <li>- Challenging assumptions</li> <li>- Judging by appearance</li> <li>- Accepting self and others</li> </ul>
	Spring	<ul style="list-style-type: none"> <li>- Healthy friendships</li> <li>- Overcoming disappointment</li> <li>- Effects of smoking and alcohol</li> <li>- Peer pressure</li> </ul>
	Summer	<ul style="list-style-type: none"> <li>- Love and loss (people and animals)</li> <li>- Girlfriends and boyfriends</li> <li>- Having a baby</li> <li>- Girls and puberty</li> <li>- Confidence and acceptance of change</li> </ul>
5	Autumn	<ul style="list-style-type: none"> <li>- Rumours and name calling</li> <li>- Types of bullying</li> <li>- Enjoying and respecting other cultures</li> </ul>
	Spring	<ul style="list-style-type: none"> <li>- Body image</li> <li>- Effects of smoking and alcohol (including anti-social behaviour)</li> <li>- Relationships with food</li> </ul>
	Summer	<ul style="list-style-type: none"> <li>- Building self-esteem</li> <li>- Self-recognition and self-worth</li> <li>- Online gambling and gaming</li> <li>- Dangers of online grooming</li> <li>- Self and body image</li> <li>- Puberty for girls</li> <li>- Puberty for boys</li> <li>- Conception (including IVF)</li> <li>- Coping with change</li> </ul>

6	Autumn	<ul style="list-style-type: none"> <li>- Group dynamics</li> <li>- Anti-social behaviour</li> <li>- Anti-bullying</li> <li>- Perceptions of normality</li> <li>- Difference as conflict and celebration</li> </ul>
	Spring	<ul style="list-style-type: none"> <li>- How substances affect the body</li> <li>- Exploitation (gangs)</li> <li>- Emotional and mental health</li> </ul>
	Summer	<ul style="list-style-type: none"> <li>- Sources of support for mental health worries</li> <li>- Love and loss</li> <li>- Power and control</li> <li>- Taking responsibility with technology use</li> <li>- Self image</li> <li>- Body image</li> <li>- Puberty and feelings</li> <li>- Conception to birth</li> <li>- Physical attraction</li> <li>- Respect and consent</li> <li>- Boyfriends/ girlfriends</li> </ul>

## Appendix 3 – National Curriculum Statutory and non-statutory requirements for Science

### Science

#### Statutory

#### Non-statutory

##### Key Stage 2

- Identify, name, draw and label the external parts of the human body
  - Notice that animals, including humans, have offspring which grow into adults
- Be introduced to the processes of reproduction and growth in animals. The focus should be on recognising growth; not to understand how reproduction occurs.

##### Year 5

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
  - Describe the life process of reproduction in some plants and animals.
  - Describe the changes as humans develop to old age including puberty,
- Pupils could research the gestation periods of other animals and compare them with humans by finding out and recording the length and mass of a baby as it grows.

##### Year 6

- Recognise living things; produce offspring of the same kind (inheritance).
  - Body parts (not in context of reproduction).
- Build upon Year 5 objectives (human reproduction).
  - Relationships discussed in PSCHE, in line with Jigsaw lessons.
  - Scheme of work and PSCHE Association Programme of Study.

Date: \_\_\_\_\_

Signed: \_\_\_\_\_