



RELATIONSHIPS AND SEX EDUCATION POLICY

Introduction and Aims

It is our intention that all pupils have the opportunity to experience a programme of Relationships and Sex Education (RSE) at a level that is appropriate for their age and physical development, with differentiated provision if required. The teaching of RSE in the Junior School is an important aspect of pupils' education. RSE includes supporting young people in developing self-confidence in preparing for physical and emotional changes into adulthood.

RSE promotes an understanding of the range of family types and other people who contribute to providing children with the care, love and support they need to grow and develop.

RSE relates to learning about physical, moral and emotional development. It is about understanding the importance of family life, stable and loving relationships, respect, consent, love and care and promoting British values, especially of tolerance. We do not use RSE as a means of promoting any form of sexual orientation.

Related document(s)

This document should be read in conjunction with our Wellbeing policy.

The Moral and Values Framework

Relationships and Sex Education is required to be taught within a moral framework. Pupils will learn about moral values through all aspects of school life and in all curriculum areas, not just in RSE.

We aim to:

- Help pupils develop sensitivity and respect for themselves and others;
- Provide a friendly and caring environment in which pupils are able to ask questions and further their understanding;
- Support pupils in taking responsibility for their actions and the consequences of their actions;
- Provide equality of opportunity for all pupils in a caring community in which each individual is encouraged to make a valuable contribution.

Taking account of the age, maturity and needs of the pupils, we aim to:

- Provide the knowledge and information to which all pupils are entitled;

- Help children to develop feelings of self-respect, self-esteem, self-confidence, sympathy and empathy;
- Provide the confidence to be participating members of society and to value themselves and others;
- Prepare pupils for puberty and encourage them to take responsibility for their own actions;
- Give them an understanding of reproduction and sexual development;
- Give them an understanding of the importance of health and hygiene;
- Develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;
- Respect and care for their bodies;
- Answer pupils' questions honestly and sensitively (referring the children to parents where appropriate);
- Give them information on where individuals and families can get help and support.

Context

We teach RSE in the context of the school's aims and values framework. Whilst we give children information about sexual behaviour, we do this with an awareness of the moral code and values, which underpin all work in our school. In particular, we teach RSE with the belief that:

- RSE should be taught in the context of loving relationships and family life;
- RSE is part of a wider personal, social, spiritual and moral education process;
- Children should be taught to have respect for their own bodies, and for others;
- Children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- It is important to build positive relationships with others, involving trust, respect and consent;

Children need to learn the importance of self-control.

Teaching and Learning including Delivery of the Curriculum

We teach RSE discretely but it is also integrated within the curriculum across the rest of the College. A great deal of the relationship aspects are covered through our Wellbeing curriculum and some of the biological aspects are covered in Science. Most of the specific RSE content is taught in Year 5 and 6. In Year 5, this covers the changes both physically and emotionally that occur at puberty for both boys and girls. This is built

upon in Year 6 with a programme that covers sex within the context of a positive, healthy relationship, pregnancy and birth.

All material used for this are designed for primary schools to ensure all the content is age appropriate and recommended by the PSHE Association.

The pupils are encouraged to ask questions and share their thoughts at all times during these sessions.

Staff delivering this topic are all comfortable with doing so and are very professional, positive and sensitive in their approach.

We reserve the right to refuse to answer questions or discuss topics in front of the class that could offend anyone, or upset religious sensitivities and beliefs. In this instance pupils are directed to ask their questions to adults at home.

Linked with Religious Studies and Wellbeing, pupils reflect on family relationships, different family groups, friendship and consent. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum, but through all aspects of school life including the playground, assemblies and the rest of the curriculum. It is important then that all staff understand that they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

The Role of Parents

We are well aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with parents through mutual understanding, trust and co-operation. In pursuing this objective, we:

- Inform parents about the school's RSE policy and practice;
- Answer any questions that parents may have about the RSE of their child;
- Take seriously any issue that parents raise with teachers about this policy or the arrangements for RSE in the school.

The Role of the Head of the Junior School

It is the responsibility of the Head of the Junior School to ensure that both staff and parents are informed about our RSE policy and that the policy is implemented effectively. It is also the Head's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity. The Head monitors this policy on a regular basis.

The Role of the Junior School and other Members of the Community

We encourage other valued members of the community to work with us to provide advice and support to the pupils with regard to health education. Health professionals are expected to work within the school's RSE policy and on the instructions of the Head of Junior School.

Confidentiality

Teachers conduct RSE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, or indicates that they may have been a victim of abuse, this will be dealt with in line with the College's Safeguarding Policy.

Answering Difficult Questions

If a pupil asks an explicit or difficult question, the staff will use their professional judgement in deciding the best way to answer it. This may be through individual work or discussion with the pupil. If the staff member is concerned, they can refer to the Head of Junior School who can discuss the matter with the parent, or follow other appropriate procedures.

Procedures for Withdrawal of Pupils

Parents and carers have the right to withdraw their child from some, or all, Sex and Relationships Education lessons, but not statutory Science lessons. However, should you be considering such a step, first talk it through with your child and their class teacher, and then, if necessary, contact the Head of the Junior School.

Pupils with Special Educational Needs ("SEN")

We need to ensure that the needs of pupils with SEN are met. This may mean additional support within lessons, small group or individual lessons and an adapting of resources to enable access. Parents may need to be consulted individually with regard to pupils with SEN.

Monitoring and Evaluating the Policy

Teacher assessment will inform discussion about the successful implementation of the policy. Judgements about the success of the policy can also be made through gathering evidence from staff about how the policy supports them, from parents about the clarity of the information provided, and from pupils about how RSE provision is meeting their needs.

Policy Owner:	Head of Junior School
Last Reviewed:	September 2022
Date of Next Review:	September 2023