
Paulton Junior School

Relationships and Sex Education Policy

Intent

Relationships and Sex education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and citizenship education (PSHE and C). This is a statutory requirement for schools.

A comprehensive programme of RSE provides children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. It also gives accurate information about the body, reproduction and sex.

OFSTED (2015) states that in an outstanding school

“Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.”

By the age of 11 pupils will have learned about Families and people who care for me, Caring friendships, Respectful relationships, Online relationships and being safe. In order to prepare them for life at secondary school and beyond.

Aims

High quality RSE helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life. It is essential for the following reasons:

- Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships.
- RSE plays a vital part in meeting schools’ safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.
- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils’ wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life.
- A comprehensive RSE programme can have a positive impact on pupils’ health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.

Approach to RSE

We have a whole school approach to RSE as follows:-

- The Senior Leadership Team oversees the provision and development of RSE.
- The RSE/PSHE co-ordinator is responsible for the development of the programme, staff training, pupil/parent/staff consultation, liaison with outside agencies, monitoring and evaluation of the programme.
- Teaching staff involved in the delivery of the RSE programme are a trained team who meet regularly to review and plan
- Support staff play an important pastoral role in class, in groups and with individual pupils and also receive training as appropriate
- External agencies (e.g. school nurse service) may be used to support our programme by delivering Puberty and Sex Education to Year 4, 5 and 6.
- The lead governor for PSHE/RSE is Simon Memory.
- Children and young people are involved in the planning and review of resources and approaches as appropriate and wherever possible we use active learning methods.
- Teaching and resources will be differentiated as appropriate to address the varying needs of children (e.g. those with learning disabilities) in order for them to have full access to the content of RSE.
- Correct terminology is used throughout (e.g. for parts of the body) and we also develop awareness about appropriate use of slang/nicknames in differing contexts
- Parents have the right to withdraw their children from non-statutory parts of RSE. We work hard to ensure that every pupil has the entitlement to high quality and age-appropriate RSE.

Delivery

- Pupils receive 1 lesson per week of PSHE/RSE (in accordance with the PSHE and C policy)
- Elements of our RSE programme are delivered through e.g. Science, English, History, Drama, Forest School and Citizenship.
- We have developed schemes of work based on PSHE Association Key Themes & Guidance / School Nurse & LA advice

Visitors

- Visitors enhance but do not replace our teacher-led programme. Teachers will always be present during visitors' sessions. We select visitors very carefully in line with our values framework and school ethos and ensure that their input is evidence based, accurate and not misleading

Confidentiality

Pupils must be reminded that lessons are not a place to discuss their personal experiences and issues – or to ask others to do so – through the establishment of ground rules or a working agreement. Any visitor to the classroom is bound by the school's policy on confidentiality, regardless of whether they have – or their organisation has – a different policy. It is vital to make sure visitors are aware of this, and to make sure there are enough opportunities for pupils to access confidential support after the lesson if they need it. If there is a safeguarding, disclosure or child

protection issue, concerns will be given by the adult to the CPO Matthew Grosvenor in accordance with the safeguarding policy.

Implementation

A Sequence for Teaching RSE.

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| Year 3 | Year 4 | Year 5 | Year 6 |
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| <p><u>TEAM (Relationships)</u></p> <ul style="list-style-type: none"> I can talk about changes and how they might make me feel. I can explain how and why we should work well as a team. I can describe how my actions and behaviour affect my team. I can pay attention to and respond considerately to others. I can describe why disputes might happen and strategies to resolve them. I can talk about my responsibilities towards my team. | <p><u>VIPs (Relationships)</u></p> <ul style="list-style-type: none"> I can explain the importance of respecting my VIPs. I can explain how to make and keep fabulous friends. I can identify my own support network. I can demonstrate strategies for resolving conflicts. I can identify what bullying is. I know what to do if someone is being bullied. | <p><u>TEAM (relationships)</u></p> <ul style="list-style-type: none"> I can talk about the attributes of a good team. I can accept that people have different opinions and know that I can politely disagree with others and offer my own opinion. I can compromise and collaborate to ensure a task is completed. I can reflect on the need to care for individuals within a team. I can identify hurtful behaviour and suggest ways I can help. I can understand the importance of shared responsibilities in helping a team to function successfully. | <p><u>VIPs (Relationships)</u></p> <ul style="list-style-type: none"> I can explain how VIPs who love and care for each other should treat each other. I can identify different ways to calm down when I am feeling angry or upset. I understand that people have different opinions that should be respected. I can identify negative influences on my behaviour and suggest ways that I can resist these influences. I can explain when it is right to keep a secret, when it is not and who to talk to about this. I can recognise healthy and unhealthy relationships. |
| <p><u>Be yourself (Relationships)</u></p> <ul style="list-style-type: none"> I can say the things about myself that I am proud of. I can identify the feelings I have and describe how different emotions feel. I can describe different ways to cope with any uncomfortable feelings I may have and understand why this is important. I know how to be assertive. I can explore messages given by the media and decide if they are helpful or harmful. I can identify different strategies I can use if I make a mistake. | <p><u>Digital wellbeing (Relationships)</u></p> <ul style="list-style-type: none"> I can identify the positives and negatives of being online. I can be kind online and I can help make the Internet a safer place. I know how to stay safe when communicating online and what to do if I don't feel safe. I can decide how reliable online information is and know how to share information responsibly online. I can identify things we shouldn't share online and give reasons why we shouldn't share them. I understand how technology can affect our wellbeing in different ways. | <p><u>Be yourself (Relationships)</u></p> <ul style="list-style-type: none"> I can explain why everyone is unique and understand why this should be celebrated and respected. I can explain why I should share my own thoughts and feelings and I know how to do this. I can explore uncomfortable feelings and understand how to manage them. I can understand why we sometimes feel shy or nervous and know how to manage these feelings. I can identify when I might have to make different choices from those around me. I can explore how it feels to make a mistake and describe how I can make amends. | <p><u>Digital wellbeing (Relationships)</u></p> <ul style="list-style-type: none"> I can identify the benefits of the Internet and know how to look after my digital wellbeing. I know how to stay safe, healthy and happy online and when I use digital technology. I know how to develop safe, respectful and healthy online relationships and can recognise the signs of inappropriate and harmful online relationships. I know how to use social media responsibly to protect the health, wellbeing and rights of all. I know what online bullying is and what to do if I see or experience it to help make it stop. I understand not all information online is true and know how to assess the reliability of both text and images. |

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| <p><u>Think positive (Health and well-being)</u></p> <ul style="list-style-type: none"> I understand that having a positive attitude is good for our mental health. I can recognise and manage positive and negative thoughts effectively. I understand that some changes can be difficult but that there are things we can do to cope. I can use mindfulness techniques to keep calm. I can identify uncomfortable emotions and manage them effectively. I can apply a positive attitude towards learning and take on new challenges. | <p><u>Safety first(Health and well-being)</u></p> <ul style="list-style-type: none"> I can be responsible for making good choices to stay safe and healthy. I can identify a risky situation and act responsibly. I understand that I can choose not to do something that makes me feel uncomfortable. I know how to stay safe when out and about. I know about dangerous substances and how they affect the human body. I know how to respond in emergency situations. | <p><u>Think positive (Health and well-being)</u></p> <ul style="list-style-type: none"> I understand the link between thoughts, feelings and behaviours. I understand the concept and impact of positive thinking. I can recognise and manage uncomfortable feelings. I understand the importance of making good choices. I can use mindfulness techniques in my everyday life. I can apply a growth mindset in my everyday life. | <p><u>Safety first (Health and well-being)</u></p> <ul style="list-style-type: none"> I can take responsibility for my own safety I can assess and manage risks in different situations. I can confidently identify and manage pressure to get involved in risky situations. I can act sensibly and responsibly in an emergency. I can identify hazards and reduce risks to keep myself and others safe at home. I know how to stay safe in different outdoor environments. |
| <p><u>Its my body (Health and well-being)</u></p> <ul style="list-style-type: none"> I can choose what happens to my body and I can get help with any concerns. I know how to keep my body healthy. I know why it is important to get enough sleep. I understand the importance of hygiene and what to do if I feel unwell. I know how to take medicine safely and keep safe around drugs. I know how to make better choices and choose healthy habits. | <p><u>Growing up (Health and wellbeing)</u></p> <ul style="list-style-type: none"> I can describe male and female body parts and explain what these are for. I can describe how boys' bodies will change as they go through puberty. I can describe how girls' bodies will change as they go through puberty. I can describe the feelings that some people experience as they grow up. I understand that there are many different types of relationships and families. I can describe how babies are made and how they are born. | <p><u>Its my body (Health and well-being)</u></p> <ul style="list-style-type: none"> I know that my body belongs to me and that I have control over what happens to it. I understand why getting enough exercise and enough sleep is important. I understand how to take care of my body I understand the harmful effects of using drugs, including alcohol and tobacco. I understand what a positive body image is. I can make informed choices in order to look after my physical and mental health. | <p><u>Growing up (Health and well-being)</u></p> <ul style="list-style-type: none"> I can describe the changes that people's bodies go through during puberty and how we can look after our changing bodies. I can describe how thoughts and feelings may change during puberty and suggest how to deal with those feelings. I recognise that many things affect the way we feel about ourselves and I understand that there is no such thing as an ideal kind of body I understand what a loving relationship is and that there are many types of relationships. I understand what a sexual relationship is and who can have a sexual relationship. I can describe the process of human reproduction, from conception to birth. |

Puberty will be taught at the end of Year 4 in line with best practice (PSHE Association) in order to prepare children for future, or current, bodily changes.

Year Six children will learn

Boys and girls will learn together but can be split up afterwards for separate follow-up discussion with the class teacher or School Nurse. We shall deal with questions in a sensitive, open, frank and matter of fact way. Questions concerning homosexuality, sexually transmitted diseases and contraception will be answered if raised.

Inclusion and equalities

We ensure that we do our best to meet the needs of all pupils taking account of the Equality Act 2010 and the need to be mindful and inclusive of the following :-

Sexuality / sexual orientation (avoiding heteronormative assumptions and attitudes)

- Gender identity
- Home background (e.g. different family make-up)
- Ethnicity
- Gender
- Special educational needs and disability

We work with the Local Authority, Stonewall, the PSHE Association and SARI to select appropriate approaches and resources.

Impact

Assessment & Evaluation

We monitor pupils' knowledge, skills and understanding by various means including :-

- Self assessment
- Peer assessment
- Teacher observations
- Quizzes and questionnaires
- The LA Health and Well-being Survey (SHEU)

How this policy has been developed and shared

The policy has been developed and agreed in consultation with pupils, parents/carers, teaching and support staff, governors, school health staff and other relevant agencies.

This policy is on the school website for parental access.

Links with other policies include

PSHE & Citizenship

Equal Opportunities

Child Protection / Safeguarding

Confidentiality

Behaviour

Anti Bullying

Written June 2020

Agreed by Staff

Agreed by Governors

Next Review June 2023