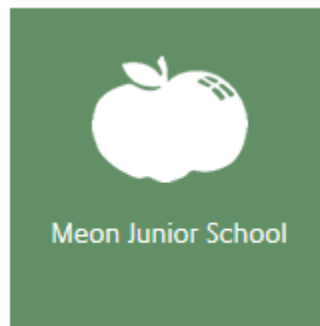


Relationships and Sex Education Policy

Meon Junior School



Approved by: Laura Roberts **Date:** 24/11/2020

Last reviewed on: 3/5/23

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1. 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
- Support our Vision that 'Every child should have the opportunity to learn long term knowledge and skills which challenge them to find their place in the world.

2. Statutory requirements

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

We follow the National Curriculum and are expected to offer all pupils a curriculum that requires us to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

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

3. Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance. At Meon Junior School this consists of the PSHE Lead and the Executive Headteacher.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend virtual meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. 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, 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.

5. Curriculum

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.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

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, and other aspects are included in religious education (RE).

As a school, we use the scheme JIGSAW to support our learners and deliver our PSHE and RSE. This is programme of work which explores all areas of PSHE as well as the RSE curriculum.

Throughout each year the children will learn through set units of work which are based around:

- Being Me in my World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

The content and implementation of the programme is based on a number of different strategies for learning. Lessons are planned in a sequence of weekly sessions which are driven by clear learning objectives and key vocabulary. There is an aspect of mindfulness which is a key thread throughout the curriculum.

Children are taught the 'Jigsaw Charter' which sets out the expectations for learning particularly in this subject. They are:

- ✓ We take turns to speak
- ✓ We use kind and positive words
- ✓ We listen to each other
- ✓ We have the right to pass
- ✓ We only use names when giving compliments or when being positive
- ✓ We respect each other's privacy (confidentiality)

Pupils also receive stand-alone sex education sessions in the upper Key Stage 2 years.

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 explicitly link with the jigsaw curriculum and each characteristic of positive relationships is explored in an age appropriate manner.

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).

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 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 the 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.

All of Meon Junior's school staff will be trained in delivering RSE.

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

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 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 headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

9. 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 when this is possible and safe.

10. Monitoring arrangements

The delivery of RSE is monitored by Laura Roberts, the Leader of PSHE through:

- Learning walks to observe lessons
- Book Looks at the children's work and progress made
- Pupil Interviews

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

This policy will be reviewed by Laura Roberts annually. At every review, the policy will be approved by the Governing Board.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

Key: Science statutory Curriculum

Relationship statutory curriculum

Sex Education

YEAR GROUP	AUT 1	AUT 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
3	Seeing things from other perspectives Responsible choices Rewards and consequences Rules, Rights and Responsibilities, Positivity in challenges Self identity and worth Setting Personal Goals	Families and their differences Giving and Receiving compliments Family conflict Witnessing bullying and how to solve it Words can be hurtful	Dreams and ambitions Difficult challenges and achieving success Motivation and Enthusiasm Managing Feelings Simple budgeting Recognising and trying to overcome barriers	Fitness challenges Healthy and safe choices Respect for myself and others Attitudes towards medicines Keeping safe online Respect for myself and others	Awareness of how other children have different lives Friendship and negotiation Keeping safe online and getting help Expressing appreciation for family and friends Family roles and responsibilities	Family stereotypes Challenging my ideas Preparing for transition Understanding a baby's needs Outside body changes

YEAR GROUP	AUT 1	AUT 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
4	<p>BUILD ON TEACHING POINTS ABOVE and:</p> <ul style="list-style-type: none"> Being part of a class team Being a school citizen Democracy Group Decision making Having a Voice Motivating Behaviour 	<p>BUILD ON TEACHING POINTS ABOVE and:</p> <ul style="list-style-type: none"> Judging by appearance Challenging assumptions Accepting Self and others Influences Problem solving First Impressions Being unique 	<p>BUILD ON TEACHING POINTS ABOVE and:</p> <ul style="list-style-type: none"> Hopes and Dreams Dissapointment Positive attitudes Resilience Working in a group Celebrating contributions Creating new, realistic dreams 	<p>BUILD ON TEACHING POINTS ABOVE and:</p> <ul style="list-style-type: none"> Celebrating inner strength Peer pressure Assertiveness Alcohol Smoking Group Dynamics Healthier friendships 	<p>BUILD ON TEACHING POINTS ABOVE and:</p> <ul style="list-style-type: none"> Jealousy Memories of loved ones Girlfriends and Boyfriends Getting on and Falling out Showing appreciation to people and animals 	<p>BUILD ON TEACHING POINTS ABOVE and:</p> <ul style="list-style-type: none"> Confidence in change Environmental change Puberty in girls (girls only) Puberty in boys (boys only) Accepting Change Being unique

YEAR GROUP	AUT 1	AUT 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
5	<p>BUILD ON TEACHING POINTS ABOVE and:</p> <p>How behaviour affects groups</p> <p>Planning the forthcoming year</p>	<p>BUILD ON TEACHING POINTS ABOVE and:</p> <p>Types of bullying</p> <p>Material wealth and happiness</p> <p>Enjoying and respecting other cultures</p> <p>Racism</p> <p>Rumours and name calling</p>	<p>BUILD ON TEACHING POINTS ABOVE and:</p> <p>Jobs and Careers</p> <p>Importance of money</p> <p>Future Dreams</p> <p>Goals in different cultures</p> <p>Supporting others</p>	<p>BUILD ON TEACHING POINTS ABOVE and:</p> <p>Emergency Aid</p> <p>Body Image</p> <p>Relationship with food</p> <p>Healthy choices</p> <p>Managing Stress</p> <p>Motivation and behaviour</p> <p>Alcohol and anti-social behaviour</p> <p>Smoking and vaping</p>	<p>BUILD ON TEACHING POINTS ABOVE and:</p> <p>Building self-esteem</p> <p>Safer online communities</p> <p>Rights and responsibilities online</p> <p>Online gaming and gambling</p> <p>Online grooming</p> <p>Reducing screentime</p> <p>SMARRT internet safety rules</p>	<p>BUILD ON TEACHING POINTS ABOVE and:</p> <p>Influence of online and media on body image</p> <p>Puberty for girls and boys</p> <p>Self and body image</p> <p>Coping with change</p> <p>Preparing for transition</p>

YEAR GROUP	AUT 1	AUT 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
6	<p>BUILD ON TEACHING POINTS ABOVE and:</p> <p>Identifying Goals Global citizen Children's universal rights Feeling welcome and valued Group Dynamics Role modelling</p>	<p>BUILD ON TEACHING POINTS ABOVE and:</p> <p>Empathy Differences as conflict Perceptions of normality Power struggles Exclusion/inclusion Difference as celebration</p>	<p>BUILD ON TEACHING POINTS ABOVE and:</p> <p>Emotions in success Making a difference in the world Compliments Recognising Achievements</p>	<p>BUILD ON TEACHING POINTS ABOVE and:</p> <p>Emotional and Mental Health How substances affect the body Taking personal responsibility Exploitation, County Lines and Gang Culture.</p>	<p>BUILD ON TEACHING POINTS ABOVE and:</p> <p>Mental Health Love and Loss Power and Control Assertiveness Identifying mental health worries Technology Safety</p>	<p>BUILD ON TEACHING POINTS ABOVE and:</p> <p>Boyfriends/Girlfriends Respect and consent Sexting Puberty and feelings Reflections about change Physical reflection Conception to birth (including IVF) How babies grow</p>

Appendix 2: By the end of primary school pupils should know: (statutory objectives)

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

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	