Jubilee Primary School RSE Policy 

**Introduction**

Jubilee Primary is a two form entry school with 357 children on roll from Nursery to Year 6. We aim to make school an experience that is stimulating and challenging for our children. We expect high standards and strive to achieve the development of each child’s potential. We provide equality of learning opportunities for all children in school regardless of gender, race, sexuality, age or disability. From September 2020 there is a government requirement to teach Relationships an Sex education in schools.

**Rationale**

Here at Jubilee, Relationships and Sex Education (RSE) will embrace the challenges of creating a happy and successful adult life by teaching pupils the knowledge that they will need to enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy in th future.

We want our children to have the factual knowledge to understand these changes that they will experience and to be able to deal with these changes with confidence, maturity and responsibility. Relationships and Sex Education at Jubilee Primary School is an important element of our Personal, Social, Health Education and Citizenship curriculum and filters into our ethos as a Rights Respecting School.

**Responsibilities**

Primary Schools in England and Wales have a legal responsibility to provide a compulsory *Relationship education programme and depending of the emotional maturity of the children a Sex education programme.’* (Department for Education and Skills guidance on RSE).

We have committed to a retain parents’ right to withdraw their child from sex education within RSE, which is onyl taught in Year 6 (other than sex education in the National Curriculum as part of science),but not from relationships education or the biological elements within the Science curriculum. This is because we feel parents should have the right to teach this themselves in a way which is consistent with their values

**Moral Framework and Values**

We encourage pupils to acknowledge the following Rights Respecting values that we follow within our school:

* Respect for self;
* Respect for others;
* Responsibility for their own actions;
* Responsibility for their family, friends, schools and wider community.

**Aims**

RSE at Jubilee Primary School aims to provide pupils with a foundation on which they will be able to develop caring, supportive and fulfilling relationships with the knowledge and understanding they need to lead confident, healthy and independent lives.

By the end of primary

**Families and people who care for me**

Pupils should know:

* 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

Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

### Caring friendships

Pupils should know:

* 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.

Respectful relationships

Pupils should know:

* 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

Pupils should know:

* 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

Pupils should know:

* 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, for example family, school or other sources

We aim to deliver RSE with integrity and sensitivity and encourage pupils to build their self esteem so that they are able to confidently contribute to the RSE curriculum.

**Equal Opportunities and Inclusion**

Jubilee Primary is committed to providing a curriculum that is underpinned with equal opportunities to educate the ‘whole’ child regardless of their ability, ethnicity, gender and social circumstances. We endeavor to ensure that all information disseminated through RSE is accessible to all children.

**How is RSE taught?**

Before beginning RSE teachers establish ‘ground rules’ with their class to ensure a safe and comfortable teaching environment. In order to best engage pupils the curriculum has been carefully considered to meet pupils’ needs and enable them to develop confidence in talking, listening and thinking about issues surrounding the subject.

We use active and participatory teaching methods allowing for both small and large group discussion and time for the pupils to reflect on what they have learnt. The majority of the RSE curriculum is delivered to classes in mixed settings. On occasion single sex settings will be used to discuss more sensitive issues, for example menstruation for girls and wet dreams for boys.

In Year 5 and Year 6 a ‘question box’ is used to enable pupils to ask confidential questions on pieces of paper. The teacher at the end of the programme, drawing on pupils’ learning throughout, answers these. Teachers will need to consider the age and maturity of the pupils when answering questions and consider how they relate to the intended learning for that class. There are a number of options on how to respond to a question:

* Answer to the whole class if it is age appropriate and relates to the learning intentions for that class
* Answer to an individual child following the lesson
* Refer the question to be answered at home

Teachers will need to ensure that children are aware that while most issues can be kept confidential their teacher may need to pass on some information if they consider the child to be at risk.

Teachers need to be mindful that if discussions raise issues of concern for a particular child they should follow the school’s child protection procedures.

* Skills

As part of the curriculum for RSE, pupils will be taught key skills and confidence to manage their lives as they encounter different relationships and move through puberty towards adulthood.

* Knowledge

As part of the curriculum for RSE, pupils will learn about the physical and emotional changes that take place as they grow. They will learn the main stages of the human cycle and understand the variety of ways that parents and carers meet the needs of babies and children.

* Attitudes and Values

As part of the curriculum for RSE, pupils will be taught about relationships within the context of having healthy, caring, loving relationships. Pupils will be encouraged to explore feelings and to develop relationships by respecting and caring for themselves and others.

**Confidentiality and Child Protection**

We aim to respect and support a child’s trust, however if a member of staff contributing to RSE is concerned for the safety and welfare of a child, then they should follow the School’s Child Protection Procedures.

**Sensitive Issues**

RSE is a whole school concern and there should be a consensus and continuity to its delivery. Staff are aware that views around RSE related issues are varied. All those contributing to the delivery of RSE must be careful to ensure that their own personal beliefs and attitudes do not influence the teaching of RSE. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.

**Dealing with questions**

Both formal and informal RSE arising from pupils’ questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Coordinator if they are concerned.

**Parental involvement**

Parents and carers have the right to withdraw their child from Sex Education lessons if they wish, apart from lessons covered in the Science curriculum. A letter will be sent home informing them of designated Sex Education lessons will take place and they are invited to view the materials prior to the lessons. If they wish to withdraw their child from these lessons, they are asked to notify the Headteacher in writing.

We strive to work in partnership with parents and carers and aim to keep them informed and continually encourage consultation. We believe that the best RSE can be achieved when school and home work together.