

# Exhall Junior School



## Relationships & Sex Education Policy (PSHRSE)

Adopted by the Governing Board:

Signed:

  
\_\_\_\_\_  
Chair of Governors

  
\_\_\_\_\_  
Head Teacher

Date of this policy: November 2019  
First Review: September 2020  
Second Review: March 2021  
Third Review: October 2021  
Date of Next Review: October 2022

## Introduction:

1. This policy covers our school's approach to Relationship and Sex education, not only in lessons but through the attitude of our staff and students alike, our ethos and approach and commitment to equality both within and outside of the classroom
2. It was produced with guidance from the DFE and through consultation with our staff, board of governors, and most importantly with our pupils and parents.
3. It will be reviewed on a regular basis [a minimum of every two years] to ensure that it reflects the attitudes and beliefs of the school population and remains up to date with both current guidance from Government and the DFE but also remains relevant to the experiences of our pupils.
4. To ensure its use, this policy will be available for staff to refer (each member of staff will each receive their own copy) and to parents through the schools website.
5. This policy reflects our schools overarching aims and objectives for our pupils by ensuring that our pupils are explicitly taught respectfulness, being ready and how to stay and be safe.
6. We recognise that as a school we have a legal responsibility under The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019 (up-dated July 2020), made under sections 34 & 35 of the Children & Social Work Act 2017, to provide comprehensive Relationship Education and Health Education for all pupils receiving primary education.
7. We acknowledge that in order for children to *embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. We understand that high quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils to develop resilience, to know how and when to ask for help.*
8. As part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad-based curriculum which *promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, whilst also preparing pupils for the opportunities, responsibilities and experiences of later life...*
9. We recognise that we have a responsibility under the Equality Act 2010 to ensure the best for all pupils irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion, sexual orientation or whether they are looked after children. As a result RSE needs to be sensitive to the different needs of individual pupils and may need to adapt and change as the pupils of the school change. Not only does the teaching need to be sensitive of these needs, but also to help the pupils realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours or prejudice-based language.
10. Whilst as a school we are aware we need to be mindful of and respectful to a wide variety of faith and cultural beliefs, and we will make every attempt to be appropriately sensitive; equally it is essential that young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals. This must include clear, impartial scientific and factual information on matters such as; naming their body parts, puberty including menstruation, the variety

of family structures, gender identity, gender equality, marriage and hygiene. Furthermore, all teaching should reflect the law as it applies to relationships, marriage, adoption and care.

11. We acknowledge that all young people deserve the right to honest, open and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

### **Defining Comprehensive Relationship Education:**

12. The Department for Education defines relationships education as: *the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online (p4)*
13. However, we believe comprehensive relationship education is designed to help children to develop the skills to recognise and manage healthy relationships both online and in the real world. It is designed to build self-esteem and to explore personal identity.
14. It is about helping children understand and make sense of the world they are growing up in; to recognise the differences and similarities between their peers and their families; to understand the fact every human being is unique and has the right to be respected. There are many different family structures and all children have the right to feel safe.
15. Comprehensive relationship education has been shown to help keep children safe by allowing them to understand appropriate and inappropriate touching, to realise that their body is fantastic and belongs to them. It is about building the foundations of an understanding of consent and personal boundaries; in that no one has the right to touch you in a way you don't like but also the difference between public and private behaviours.
16. It is important for children to know the names and functions of their body and to be reassured it is natural to be curious about them. Indeed, by teaching children the correct terms for their private parts, children are proven to be safer from abuse.
17. In addition, we believe comprehensive relationship education helps children to develop their vocabulary and emotional literacy to enable them to talk about and manage their feelings. It helps children build their own support networks and the confidence to ask for help when they feel unsafe. This is a required element of the Health Education Guidance.

### **Defining Sex Education at Primary School:**

18. Although The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019 (up-dated in July 2020), made Relationship Education compulsory in all primary schools, Sex education is currently **not** compulsory. However, the Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and maturity of the pupils.

19. As set out in the guidance it is up to individual schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. We, like many other schools already choose to teach some aspects of sex education and will continue to do so.
  
20. We recognise that some parents may be uncomfortable with the thought of their children receiving sex education in primary school. Equally, we recognise it is completely natural for children to have questions about sex, their bodies and to be curious about where they came from. In the age of information where children in primary school have access to the internet through mobile technology we believe it is better that children receive age appropriate answers from us than it being left to their peers or the internet. Our curriculum has been positively received by stakeholders based on the content and coverage.
  
21. In our school sex education is an opportunity to answer children's questions about where they came from, an opportunity to explore their own stories and to be clear about how a baby is conceived and formed as set out in human life cycle as set out in the national curriculum for science. Furthermore, it should ensure that all children are prepared for both the physical and emotional changes of puberty including menstruation. Children need to understand how both girl's and boys' bodies function and change as they grow into adults.
  
22. We believe that sex education should allow children a safe space to ask the questions they may have without shame or judgement. Evidence states that a graduated age-appropriate spiral curriculum is the best way of preventing the topic of sex, reproduction and private body parts of becoming taboo and children from becoming embarrassed by the topic.
  
23. We believe it is the duty of our school to give our young people the learning that will enable them to live safe, fulfilled and healthy lives. This includes ensuring that they have the skills to keep themselves safe from harm and develop positive and healthy relationships, free from exploitation pressure or abuse.

### **Subject Content:**

In school we meet the learning objectives as set out in the Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019 for primary schools with a whole school approach. **Across all year groups we deliver both the *Protective Behaviours: Taking Care Programme* as recommended by Warwickshire's Safeguarding Children's board and a progressive RSE curriculum focusing on relationships using the following themes;** Families and people who care for me, caring friendships, respectful relationships, on-line relationships and being safe.

24. Both Protective Behaviours and our RSE curriculum are delivered by the classroom teacher. The local authority deliver ongoing support and training to all staff to ensure they are confident and competent to deliver the materials appropriately and safely. This includes training around safeguarding and answering children's questions age appropriately. We are also members of the PSHE Association who release up-dated guidance, resources and examples of good practice for the RSE curriculum.
  
25. We believe it is important that this material is delivered by the classroom teacher as it highlights to the children that relationship and sex education is something we can all talk about. Our classroom teachers cover all other aspects of the curriculum, we believe it is important that all staff are able to deliver this material to their class. Furthermore, our classroom teachers know our children. This means they are more likely to be aware of any additional needs, or support particularly sensitive topics that may make a child in their class vulnerable due to some of the sensitive nature of the topic. We believe this makes them ideally placed to deliver the material sensitively to all children in their class.

## Protective Behaviours:

26. Protective Behaviours is a practical and down to earth approach to personal safety. It is a process which encourages self-empowerment and brings with it the skills to avoid being victimised. This is achieved by helping children recognise and trust their intuitive feelings (Early Warning Signs) and to develop strategies for self-protection. The Protective Behaviours Process encourages an adventurous approach to life which satisfies the need for fun and excitement without violence and fear.
27. Theme 1: We all have the right to feel safe all the time.
28. Theme 2: we can talk with someone about anything, even if it feels awful or small.
29. Protective Behaviours using a Rights and Responsibility approach, and encourages children to recognise their Early Warning Signs (EWS) and develop their own support networks of safe adults who they can share their worries with.
30. Protective Behaviours is delivered across the entire school from year 3 to year 6 (our infant feeder school also delivers the Protective Behaviours programme ensuring consistency of themes and building upon prior knowledge). There are four lessons in each year group. Lessons are delivered over 4 weeks.
31. As a school, Protective Behaviours is delivered in the Autumn term in its entirety and revisited in the summer term, across all year groups in a summarised format.
32. An overview of the Programme Content for infants is shown below. For more information on the infant curriculum please contact Exhall Cedars Infant school or see their website for more information.

Protective Behaviours - Taking Care Programme Infants: Reception, Year 1 & Year 2				
Reception	<p><b>Feelings:</b> There is no such things as good or bad feelings <b>Theme 1,</b></p>	<p><b>Body Awareness:</b> Naming Private body parts: Penis, Vulva, &amp; anus. mouths are private too</p>	<p><b>EWS/Scary body feelings:</b> identifying children's EWS</p>	<p><b>Telling &amp; Secrets: Theme 2,</b> Children will construct their own support networks hands.</p>
Year 1	<p><b>Feelings:</b> Feelings are feelings, not good or bad, it is how we behave when we have feelings that matters <b>Theme 1.</b></p>	<p><b>Unsafe Feelings &amp; Body Awareness:</b> Our bodies warn us f we feel unsafe - we call these feelings EWS</p>	<p><b>Body Privacy &amp; Secrets:</b> Naming Private body parts: Penis, Vulva, &amp; anus. mouths are private too. Safe &amp; unsafe secrets</p>	<p><b>Telling &amp; Networks: Theme 2,</b> Children will construct their own support networks hands.</p>
Year 2	<p><b>Feelings, Rights &amp; Responsibilities:</b> What are Rights &amp; Responsibilities? <b>Theme 1.</b></p>	<p><b>Unsafe Feelings, Problem Solving:</b> recognising EWS. Is my fun, fun for everyone?</p>	<p><b>Body Awareness &amp; Personal Space:</b> my body belongs to me. No one has the right to touch me in a way I don't like. <b>Theme 2.</b></p>	<p><b>Networks &amp; Using Them:</b> Children will construct their own support networks hands. <b>Theme 2.</b></p>

33. An overview of the Programme Content for Juniors school aged pupils.

Protective Behaviours - Taking Care Programme Juniors: Years 3,4,5,& 6				
Year 3	<p><b>Feelings, Rights &amp; Responsibilities:</b> A feeling is a feeling, not good or bad, right or wrong. What are Rights &amp; Responsibilities? <b>Theme 1.</b></p>	<p><b>Unsafe Feelings:</b> identifying children's EWS. Strategies as to what to do when experiencing their EWS.</p>	<p><b>Body Awareness &amp; Telling:</b> my rules for safety &amp; my body. My body belongs to me.</p>	<p><b>Networks &amp; Using Them:</b> Children will construct their own support networks hands. <b>Theme 2.</b></p>
Year 4	<p><b>Rights &amp; responsibilities, Feelings:</b> exploring children's Rights &amp; responsibilities that come with them. <b>Theme 1.</b></p>	<p><b>Safe &amp; Unsafe Feelings:</b> exploring situations when it feels fun to feel scared. Recognising EWS.</p>	<p><b>Exploring Theme 2, Secrets:</b> safe &amp; unsafe secrets. <b>Theme 2</b></p>	<p><b>Networks &amp; Using Them:</b> Children will construct their own support networks hands. <b>Theme 2.</b></p>
Year 5	<p><b>Rights &amp; responsibilities, Feelings:</b> exploring the Rights of the child. <b>Theme 1.</b></p>	<p><b>Safe feelings, Fun to Feel Scared &amp; EWS:</b> exploring &amp; creating safe places. Situations when it feelings fun to feel scared. Recognising EWS.</p>	<p><b>Theme 2, Secrets &amp; Networks:</b> safe &amp; unsafe secrets. exploring <b>Theme 2</b> and creating support network hands.</p>	<p><b>Using Networks:</b> Network review, Who makes a good network person. Keep telling.</p>
Year 6	<p><b>Rights &amp; responsibilities, Feelings:</b> exploring the Rights of the child. Emotions <b>Theme 1.</b></p>	<p><b>Safe feelings, Fun to Feel Scared &amp; EWS:</b> <b>Theme 1.</b> Is my fun fun for everyone? Recognising EWS.</p>	<p><b>Theme 2, Secrets &amp; Networks:</b> safe &amp; unsafe secrets. exploring <b>Theme 2</b> and creating support network hands.</p>	<p><b>Using Networks:</b> Network review, Who makes a good network person. Keep telling.</p>

SRE:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Protective behaviours Taking Care Scheme + Black History Month	Character Education + Anti Bullying Week	Relationship Education + Safer Internet Day	Character Education + Careers week	Character Education + Mental health awareness week	Growing up & Life Cycles + My Money week + World environment day
Year 4/5	Protective behaviours Taking Care Scheme + Black History Month	Character Education + Anti Bullying Week	Relationship Education + Safer Internet Day	Character Education + Careers week	Character Education + Mental health awareness week	Growing up & Life Cycles + My Money week + World environment day
Year 6	Protective behaviours Taking Care Scheme + Black History Month	Character Education + Anti Bullying Week	Relationship Education + Safer Internet Day	Character Education + Careers week	Character Education + Mental health awareness week	Growing up & Life Cycles + My Money week + World environment day

Our Relationships education runs in the first Spring term straight after Christmas and our Sex education (Growing -up and Life Cycles) runs in the summer term. The table also outlines when other schemes of work for RSE and PSHE take place including: Protective behaviours, Character Education and special events and awareness days.

**Below are the objects for the Relationship Curriculum as set out in the Statutory guidance.**

**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

**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



## **Other programmes:**

34. As a school we support both the Protective Behaviours and RSE in school by delivering complimentary work across the school during E-Safety Week/Anti-bullying Week, Mental Health Awareness Week, Character Education, visitors, Careers Week and assemblies.... etc. These can be found on the table above.

## **Answering Children's Questions:**

35. We are aware that children are likely to have many questions that may occur at any time. Children tend to ask whatever is on their mind. We see this as a positive point and a sign that we have created a safe environment where children feel empowered to feed their natural curiosity and learn about themselves, their bodies and the world around them. However, we acknowledge that some parents may feel uncomfortable about how particular questions may be dealt with in class. Each class also has a question box for those students who would feel uncomfortable asking questions in front of their peers.
36. We believe children are better off receiving honest, open answers from safe adults in their lives, rather than it being left to the internet or older children with a smart phone. In the age of information, where children in primary have access to tablets, smart phones and the internet (often unsupervised) it is essential that we help children to recognise they are able to ask questions without judgement rather than searching for answers on the internet.
37. We believe that if children ask a question they deserve an answer. If ignored they merely build unnecessary barriers, making children think they have done something wrong; they are unlikely to ask again, and are instead left to seek their answers from less reliable or child friendly sources, due to shame. However uncomfortable the question may be, the thought is already in their head. It is much better we as safe adults take responsibility and tackle the question safely and age appropriately.
38. Staff have received training as to how to deal with children's questions age appropriately. This will be done consistently across the school. If an adult in school is unsure of how to answer a specific question they may initially ask other adults in the school or liaise with home as to how they would like the question answering.

## **Parents and parental rights to withdraw:**

39. We believe that successful teaching around RSE can only take place when parents and school work together. Especially, considering we both want children to grow up safe and happy in healthy relationships, with the ability to manage their emotions and speak up when they feel unsafe. Therefore, we are committed to working together with parents.
40. We endeavour to be transparent and give parents information about all the programmes and lessons we deliver around RSE as we recognise it can be a sensitive subject for some families for a number of reasons. In the week leading up to the 'Growing-up and Life Cycles' we place all lesson slides on-line for parents to view so they understand the content that will be delivered and so they can prepare themselves for any questions their children may ask them once back at home.
41. All new parents to our school will be given information about the RSE programmes we run as part of their induction to the school, including information of how they can get a copy of this policy.

42. We recognise under the guidance for Relationship Education, Relationship & Sex education and Health Education (DfE 2019 – up-dated 2020), parents retain the right to request their child is removed from some or all of the elements of sex education which go beyond the national curriculum for science. Maintained schools are required to teach about the main external body parts and changes to the human body as it grows from birth to old age, including puberty. **There is no right to withdraw from the national curriculum or the Relationship lesson that form part of the RSE curriculum.**
43. Should a parent decide that they do not wish their child to take part in any of these lessons, we would ask that they first speak to their classroom teacher to discuss their concerns. Our teachers will happily show parents all the teaching material and context of any of our lessons and explain the reasons why any material is included in the programme. We will also highlight that whilst parents have the right to withdraw their child from these lessons, they do not have the right to withdraw other children from receiving these lessons. We believe it is better for children to hear from safe adults than to hear second hand from their class-mates at break-time.
44. If parents do decide to withdraw their child, they should inform the PSHRSE lead or head who will find other provision for the child to engage in during the lesson. Currently, head teachers must comply with requests to withdraw from any non-statutory lessons in the programme.

#### **Policy on Menstruation:**

45. We recognise that the onset of menstruation can be a confusing or distressing time for children if they are not prepared. As a school we acknowledge we have a responsibility to prepare children for menstruation and make adequate and sensitive arrangements to help children manage their period. Especially children whose family may not be able to afford or will not provide sanitary products.
46. We recognise that period poverty exists in the UK and that some children are forced to avoid attending school if they are on their period, when they are unable to manage it sensitively. We do not want that to be the case in our school and will make every reasonable effort to support children to access their education and enjoy school.
47. In school we have a menstruation kit available which contains sanitary products, spare underwear and plastic bags to wrap up underwear should there have been any accidents. Children will be made aware of where these are kept and how they can be accessed through designated members of staff, including lunchtime supervisors.
48. When school trips or residential visits are arranged for years 3, 4, 5 & 6 provisions to deal with a child's period needs to be considered and planned for.

#### **Monitoring & Evaluation:**

49. We monitor children's learning and evaluate their progress by observation, conversations, taking photographs, evaluating work in their books and by their behaviour in sessions. Where necessary we will look to up-date our RSE curriculum on an annual basis or if new guidance is published by the Department of Education.

### **Safeguarding Children:**

50. When teaching any sensitive topic, such as RSE which deals with family life, safe and appropriate touching, personal body parts and healthy relationships, we recognise the potential to uncover incidents of abuse through children's disclosures.

51. All members of staff who deliver any of our Relationship or Sex Education Programme, have statutory training around safeguarding children and are all aware of our school's safeguarding policy and procedures in the case of a disclosure or suspicion of a safeguarding concern.

52. It is our practice to review safeguarding procedures in team meetings before either programmes are delivered. Furthermore, if relevant, there may be conversations around protecting and supporting children for whom some of this work may make them vulnerable due to previous safeguarding concerns, past child protection investigations, ongoing concerns or changes in family or living situations if these may be triggered by scenarios or topics in their planned lessons.

53. Copy of the Statutory Guidance can be found using the link below  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/908013/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)