

# **NEW MILTON JUNIOR SCHOOL**

## **Relationship, Sex Education Policy and Health Education**



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## Controlled Document

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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, and cultivate positive characteristics such as kindness and integrity
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Our school promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and in wider society. This involves equipping pupils with a sound understanding of risk and with the knowledge and skills necessary, to make safe and informed decisions. The curriculum prepares all pupils for the opportunities, responsibilities and experiences of later life. It encourages our children to develop and maintain worthwhile relationships throughout their lives. We ensure relationship and sex education, RSE, is inclusive and meets the needs of all our pupils including those with SEND by ensuring the curriculum is fully accessible for individuals' needs.

At New Milton Junior School, we teach RSE as set out in this policy.

## 2. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

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

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996.
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

### **3. Policy development**

This policy has been developed in consultation with staff, parents/carers. 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
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to comment on the policy

### **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.

### **5. Curriculum**

#### **Curriculum design**

At New Milton Junior School aspects of RSE are taught within the School's CPSHE curriculum throughout Years 3-6.

The Relationships education covers

- Families
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Sex education outside of Science

Our Year 6 program contains some non-statutory content. Building on their previous knowledge of the human lifecycle with the National curriculum for science, children learn about how a baby is conceived and born. This includes recognise the characteristics and positive aspects of healthy one-to-one intimate relationships including consent.

- If a parent/carer wishes to withdraw their child from this content they should discuss it with the Headteacher in the first instance. Requests should be put in writing and addresses to the headteacher.

The Health education covers

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drug, alcohol and tobacco
- Health and prevention
- Basic first aid
- The changing adolescent body (Puberty)

Teaching children about Physical health and Mental wellbeing and giving them information that they need to make good decisions about their own health and wellbeing.

We have developed the curriculum in consultation with parents and carers, and staff, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

## **6. Delivery of Relationship and Sex Education**

- › 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).

The school will make sure that:

- › Core knowledge is sectioned into units of manageable size
- › The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- › Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations
- ›

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, kind relationships
- › Online safety and awareness
- › Being safe

Primary sex education will focus on:

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

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The program will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance and share any relevant materials on request.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

## 6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
  
- During lessons, makes pupils feel:
  - Safe and supported
  - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
  - A whole-class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Digital formats
- Give careful consideration to the level of differentiation needed

## 6.2 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

We will make sure that when we consult parents/carers we provide examples of the resources that the school plans to use.

## 7. Use of external organisations and materials

We will make sure that any agency and any materials used are accurate, age and stage appropriate and unbiased and in line with our legal duties around political impartiality.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
  - Are age-appropriate
  - Are in line with pupils' developmental stage
  - Comply with:
    - This policy
    - The [Teachers' Standards](#)
    - The [Equality Act 2010](#)
    - The [Human Rights Act 1998](#)
    - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses

## 8. Roles and responsibilities

### 8.1 The governing board

The governing board will approve the RSE policy and hold the headteacher to account for its implementation.

#### **Roles and responsibilities** (engaging stakeholders)

- We work closely with parents to ensure that they are fully aware of what is being taught and provide opportunities for parents to view the materials and resources that will be used in class.
- The Year team curriculum letter sent home each term to parents or career, will inform in advance, teaching of RSE. This will include details of what is to be taught together with a reassurance that personal attitudes and beliefs of teachers will not influence the teaching.
- Teachers should send a booklet of the children's work to parents/carers to aid discussion at home with a feedback slip for comments.
- Teachers must request and be given support or training to deliver the program effectively.
- Teachers need to be sensitive to differing levels of maturity in their class as well as considering cultural differences and SEND.
- We work with the local secondary school to ensure our spiral approach links to their PSHE approach and program

As part of effective RSE provision, the RSE policy should be reviewed at least every 1/2 years to ensure that it continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education advice and guidance.

## **8.2 The Headteacher**

The headteacher is responsible for making sure that RSE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw pupils from components of RSE (see section 9).

## **8.3 Staff**

Teachers are aware that effective RSE, which brings understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers will consult with the designated safeguarding lead and in their absence their deputy.

Staff are responsible for:

- Delivering RSE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from components of RSE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL)

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.

## **8.4 Pupils**

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

### **Safe and effective practice**

- We will ensure a safe learning environment by establishing ground rules for all members of the group to follow.
- Pupils' questions will be answered by providing accurate information appropriate to the age and maturity of the children to develop their knowledge and skills.
- We will encourage children to develop confidence in talking, listening and thinking about feelings and relationships.

- Sensitive issues will be handled by using a question box, bag or basket so children can anonymously ask for further clarification.

## **9. Parents' right to withdraw**

Parents/carers do not have the right to withdraw their child from relationships education.

Parents/carers have the right to withdraw their child from the non-statutory components of sex education within RSE.

Requests for withdrawal should be made via the school office.

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

## **10. 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.

## **11. Monitoring arrangements**

The delivery of RSE is monitored by through RSE the School's normal monitoring and evaluating process. i.e. planning scrutinises, learning walks etc. Pupils and teachers will have opportunities to review and reflect on their learning and teaching during and following lessons. Pupil voice will be influential in adapting and amending planned learning activities.

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

