

# West Bridgford Junior School

## Relationships and sex education policy



Approved by:

Date:

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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

### 2. Statutory requirements

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

However, 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](#).

At West Bridgford 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 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 and any interested parties were invited to respond in writing to the head teacher about the policy
4. 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, healthy lifestyles, diversity and personal identity.

## 5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

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).

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

Sex Education focuses on

- Physical development of their bodies, puberty and
- How humans reproduce

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, LGBTQ+ 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: children looked after or young carers).

## 7. Roles and responsibilities

### 7.1 The governing board

The governing board will approve the RSE policy, and hold the Executive head teacher to account for its implementation.

### 7.2 The Executive head teacher

The Executive head teacher 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 head teacher.

PSHE Subject Leader: Katya Aleksic

### 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 head teacher.

Alternative work will be given to pupils who are withdrawn from sex education.

Parents will be informed by letter about upcoming sex education lessons.

## 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 head teacher 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.

## 10. Monitoring arrangements

The delivery of RSE is monitored by Katya Aleksic, PSHE Subject Leader through: learning walks, lesson visits, planning scrutinies and pupil discussions

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

This policy will be reviewed annually. At every review, the policy will be approved by the governing body and Executive head teacher.

## Appendix 1: Curriculum map

At West Bridgford Junior School we aim to promote healthy, independent and responsible members of society, and we strive to build persistence in the face of difficulty. To help us achieve this, we follow the scheme of work provided by Dimensions 3D PSHE, as a whole school approach. We seek to help children build resilience, confidence and self-esteem in order to successfully manage, and cope with their emotions in different situations. We cover three core themes- Health and Wellbeing, Relationships and Living in the Wider World- which progress through the year groups. The PSHE Curriculum prepares children for life in modern Britain. It also helps pupils to develop and apply skills and attitudes to allow them to become full and active citizens in our wider global community.

Core Theme 1 Health and Wellbeing	Core Theme 2 Relationships	Core Theme 3 Living in the Wider World
<p>This area of PSHE teaches children:</p> <ul style="list-style-type: none"> <li>• What is meant by a healthy lifestyle</li> <li>• How to maintain physical, mental and emotional health and wellbeing</li> <li>• How to manage risks to physical and emotional health and wellbeing</li> <li>• Ways of keeping physically and emotionally safe</li> <li>• How to manage change, including puberty, transition and loss</li> <li>• How to make informed choices about health and wellbeing, and where to get help with this</li> <li>• How to respond in an emergency</li> <li>• To identify different influences on health and wellbeing</li> </ul> <p>Pupils will learn things like the importance of personal hygiene; the physical differences between boys and girls; road safety, cycle safety and online safety; people who help us; how to talk about their feelings; and the benefits of physical activity.</p>	<p>This theme includes:</p> <ul style="list-style-type: none"> <li>• How to develop and maintain a variety of relationships, within a range of social and cultural contexts</li> <li>• How to recognise and manage emotions within relationships</li> <li>• How to respond to risky or negative relationships, including <u>bullying</u> and abuse</li> <li>• How to respond to risky or negative relationships and ask for help</li> <li>• How to respect equality and diversity in relationships</li> </ul> <p>Among other things, children will learn to recognise that their behaviour can affect other people; to listen to other people and work and play cooperatively; to identify special people in their lives (parents, siblings, friends) and how they should care for each other; what physical contact is acceptable; and what to do if they're being bullied.</p>	<p>Through this theme, children learn:</p> <ul style="list-style-type: none"> <li>• About respect for themselves and others, and the importance of responsible actions and behaviour</li> <li>• About rights and responsibilities as members of families, other groups and citizens</li> <li>• To respect equality and diversity, and how to be a productive member of a diverse community</li> <li>• About the importance of respecting and protecting the environment</li> <li>• About where money comes from, keeping it safe, and the importance of managing it effectively</li> <li>• A basic understanding of enterprise</li> </ul> <p>Some of the things your child will learn include how to make and follow group, class and school rules; what protects and harms the environment; how to make choices about spending or saving money; ways in which we are all unique and the things we have in common; about basic human rights; and to respect national, regional, religious and ethnic identities.</p>



## Year 3

Core Theme 1 Health and Wellbeing	Core Theme 2 Relationships	Core Theme 3 Living in the Wider World.
<p><b>Physical, emotional and mental wellbeing (Unit 1 L1-3)</b> To understand the difference between physical, emotional and mental To become more self-aware and to set goals.</p> <p><b>Sleep (Unit 2 L4)</b> To know the importance of good quality sleep for health.</p> <p><b>Before puberty (Unit 7 L1-2)</b> To understand the rate at which we grow and show an awareness of the changes that take place.</p> <p><b>How to help- emergency calls (Unit 8 L1-3)</b> To take responsibility for own safety and seek help in an emergency To when and how to make an emergency call To behave safely and responsibly in different situations</p> <p><b>Balanced diet and exercise (Unit 2 L1-3)</b> To understand the word 'healthy'. To know that we need a good balance of nutrition and physical exercise to be healthy.</p> <p><b>Loss/ separation (Unit 5 L1-2)</b> To listen and show consideration for other people's views. To empathise with another viewpoint.</p>	<p><b>Friendship (Unit 5 L1-4)</b> To understand the features of a good friend. To work co-operatively, showing fairness and consideration to others. To know how to communicate their opinions in a group setting To know that most friendships have their ups and downs and that these can be worked through and repaired. To understand why it is important to be positive in relationships with others.</p> <p><b>Clear messages/listening (Unit 1 L1-2)</b> To understand the need to communicate clearly. To understand why it is important to listen to others.</p> <p><b>Working together and shared goals (Unit 2 L1-3)</b> To work co-operatively, showing fairness and consideration to others. To understand why it is important to work collaboratively. To take the lead, prioritise actions and work independently and collaboratively towards goals. To know how to spot problems and find ways of dealing with them.</p>	<p><b>Rules (Unit 1 L1-3)</b> To understand why rules are needed in different situations To recognise that rules might need to be changed. To understand why it is important to plan ahead and think of potential consequences as a result of their actions. To recognise that actions, have consequences.</p> <p><b>Different communities (Unit 2 L1-2)</b> To understand why it is important to be part of a community.</p>

### SRE (linked with Science and PSHE)

- To explore the differences between males and females and to name body parts
- To consider touch and know that a person has the right to say what they like and dislike
- To explore different types of families and who to go to for help and support



# Year 4

Core Theme 1 Health and Wellbeing	Core Theme 2 Relationships	Core Theme 3 Living in the Wider World.
<p><b>Feelings- overreacting and self-respect (Unit 5 L5-6)</b> To understand own feelings and behaviour To learn about the importance of self-respect and how this links to own happiness.</p> <p><b>Balanced diet and food (Unit 3 L1-4)</b> To know where different foods come from To know and understand the function of different food groups for a balanced diet To identify the range of jobs carried out by the people they know To learn to prepare and cook a variety of dishes</p> <p><b>Loss/ Separation and Family Changes (Unit 5 L3-4)</b> To develop strategies for managing and controlling strong feelings and emotions. To understand that family units can be different and can sometimes change.</p> <p><b>Identifying strengths and setting goals (Unit 4 L1-4)</b> To understand that everyone has different strengths and weaknesses and how to improve To know how to set realistic targets and self-assess To understand how to break down the steps to achieve a goal</p>	<p><b>Reactions, self-worth and resilience (Unit 3 L1-3)</b> To know what bullying is To understand what self-esteem is and why it is important To understand persistence and resilience</p> <p><b>Responding to others/ Expressing opinions (Unit 1 L3-4)</b> To talk about their views on issues that affect themselves To know how to communicate their opinions to a group.</p> <p><b>Family links, religious views and diversity (Unit 4 L2-4)</b> To know and understand that the make- up of family units can differ To understand and appreciate the range of different cultures and religions represented within school To learn about the need for tolerance for those of different faiths and beliefs</p> <p><b>Forming relationships (Separate unit lesson 1)</b> To know and understand why close relationships are formed, especially during adolescence To know why friendship is important in the establishment of close relationships.</p>	<p><b>Gender Stereotypes (Unit 3 L1)</b> To know and understand the terms 'discrimination' and 'stereotype' To challenge stereotypes in relation to gender and work</p> <p><b>Money choices/ Managing money (Unit 4 L1-2)</b> To learn about and reflect on their own spending habits/ choices To know why financial management and planning is important from a young age</p>

<b>SRE (linked with Science and PSHE)</b>	<p>To explore the human life cycle To identify some basic facts about puberty, reproduction and pregnancy To learn about the physical changes associated with puberty</p>
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## Year 5

Core Theme 1 Health and Wellbeing	Core Theme 2 Relationships	Core Theme 3 Living in the Wider World.
<p><b>Death and grief, managing conflict (Unit 4 L1-3)</b> To manage changing emotions and deal with negative pressures.</p> <p><b>Physical, emotional and mental (Unit 1 L1)</b> To know about the basic synergy between physical, emotional and mental health</p> <p><b>What's puberty (Unit 1 L2)</b> To know the changes that occur during puberty</p> <p><b>Healthy Lifestyles (Unit 1 L3)</b> To know the importance of adopting a healthy lifestyle</p> <p><b>Food choices (Unit 2 L1-3)</b> To develop an awareness for their own dietary needs To know how to cook and apply the basic principles of nutrition and healthy eating To use a variety of ingredients and techniques.</p> <p><b>Basic First Aid (Unit 5 L5)</b> To know the concepts of basic first aid e.g. common injuries</p>	<p><b>Online relationships (Unit 4 L5)</b> To know that the principles of face to face relationships apply to online relationships, including respect for others To know how to critically consider their online relationships How information is shared and used online</p> <p><b>Confidentiality (Unit 1 L1)</b> To understand the need for confidentiality in certain situations.</p> <p><b>Responding and effective communication (Unit 1 L2-3)</b> To understand the role of the listener in any relationship</p> <p><b>Physical contact (Unit 4 L1)</b> To know about and understand the importance of touch in a range of contexts To know the difference between appropriate and inappropriate touches</p> <p><b>Responding, shared goals and community spirit (Unit 2 L1-3)</b> To understand the need to develop team work skills To understand the need to collaborate in a group situation To recognise that there are many roles within a community</p>	<p><b>Law and Order/ Our rights (Unit 1 L1-3)</b> To understand why structure is needed in different situations To understand the term 'anarchy' To know and understand the terms: democracy, sovereignty, dictatorship, government, monarchy To learn about organisations such as the United Nations To understand the importance and significance of equal rights</p> <p><b>Community- diversity (Unit 2 L1)</b> To understand the benefits of living in a diverse community and learn to celebrate diversity</p> <p><b>Extremism and radicalisation (Separate unit L1-2)</b> To understand the meaning and importance of resilience and courage To know how to deal with and recognise situations involving peer pressure. To recognise the features of extremism To identify how and why people are recruited into extremist activity To identify some of the stereotypes related to extremism</p>
<p><b>SRE (linked with Science and PSHE)</b></p>	<p>To explore the emotional and physical changes during puberty To understand male and female puberty changes in more detail To explore the impact of puberty on the body and the importance of physical hygiene To explore ways to get support during puberty</p>	

## Year 6

Core Theme 1 Health and Wellbeing	Core Theme 2 Relationships	Core Theme 3 Living in the Wider World.
<p><b>Identifying strengths and setting goals (Unit 3 L1-4)</b> To identify and talk about own and others strengths and weaknesses and how to improve To be able to reflect on past achievements To begin to set personal goals To identify the skills, they need to develop to make their contribution in the working world in the future.</p> <p><b>Physical illness and immunisation (Unit 1 L4-6)</b> To know how to recognise early stages of illness To know the facts and science relating to allergies, immunisation and vaccination</p> <p><b>Healthy minds (Unit 1 L5)</b> To know that it is common for people to experience mental ill health and that for many the problems can be resolved with the right support</p> <p><b>Substance related abuse (Separate unit)</b> To understand the term 'risk' and how it leads to consequence To understand the term 'addiction' and how it can take many forms To become familiar with the names of most common drugs To understand how advertising can influence choices</p> <p><b>Drugs/ Tobacco/ Alcohol (Unit 5 L1-4)</b> To make responsible and informed decisions relating to medicines, alcohol, tobacco and other drugs To identify different kinds of risks associated with the use and misuse of a range of substances</p>	<p><b>Race and ethnicity, culture (Unit 3 L1-3)</b> To learn about racial discrimination and its impact on societies, past and present To learn about gender discrimination and its impact To learn about the importance of family in different cultures</p> <p><b>Support and care (Unit 4 L2)</b> To know that relationships can change as a result of growing up</p> <p><b>Marriage (Unit 4 L3)</b> To know that marriage (and civil partnerships) represents a formal and legally recognised commitment between two people.</p> <p><b>Mental wellbeing (Unit 4 L4)</b> To know that bullying has a negative and often long lasting effect on mental wellbeing</p> <p><b>Sexual relationships/ Conception/ Pregnancy (use Teaching SRE with Confidence support materials)</b></p>	<p><b>Budgeting and consumer sense (Unit 3 L1-3)</b> To learn about budgeting and what it means to budget To know and understand financial terms such as loan, interest, tax and discount To show initiative and take responsibility for activities that develop enterprise capability</p> <p><b>Generating income (Unit 4 L1-2)</b> To know and understand the principles of enterprise To understand profit and loss To know and understand the principles of charity work</p> <p><b>Extremism and radicalisation (Separate unit L3-5)</b> To identify and challenge stereotypes, including LGBT and other minority groups Recognise extremism and radicalisation To identify why and how people are recruited into radicalised activity To identify some of the stereotypes relevant to radicalisation To identify the risks faced in relation to extremist activity</p>

**SRE (linked with Science and PSHE)**

To understand why the body changes during puberty in preparation for reproduction  
To consider reproduction in the context of relationships  
To explain how babies are made

To discuss different types of adult relationships with confidence  
To explore the process of conception and pregnancy  
To understand the decisions that have to be made before having a baby

## Appendix 2: By the end of primary school pupils should know

	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>

	PUPILS SHOULD KNOW
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

### 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	