



Coppice Junior School

Relationships and Sex Education Policy

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| Area with oversight for this policy: | Teaching and Learning |
| Policy last reviewed by this committee: | June 2019 |
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Headteacher Mark Knowles

Date

Chair of Governors Jo Bromige

Date

COPPICE JUNIOR SCHOOL

RELATIONSHIPS AND SEX EDUCATION AT COPPICE JUNIOR SCHOOL

The purpose of Relationships and Sex Education (RSE) at Coppice Junior School is to give children the knowledge, skills and understanding to enable them to make informed choices about relationships – throughout their life and the effect these decisions have in their future lives.

For pupils to further their knowledge, understanding, skills, values and attitudes around relationships, their Relationships and Sex Education is an aspect of their personal, physical and social development.

RSE must sit within a broad and balanced approach to Personal, Social and Health Education (PSHE) and Citizenship and is a key aspect of a pupil's personal, physical and social development.

The Department for Education and Skills Sex and Relationship Education Guidance July 2000 states that:-

“Effective Sex and Relationship Education is essential if young people are to make responsible and well informed decisions about their lives. It must not be taught in isolation.”

WHAT IS RELATIONSHIPS AND SEX EDUCATION?

It is lifelong learning about physical, moral and emotional development. It is about the understanding of marriage and stable loving relationships/partnerships for family life. It is also about understanding human sexuality, reproduction, emotions, relationships and personal hygiene.

The overall aim of PSHE and Citizenship is to prepare all pupils for the opportunities, responsibilities and experiences of life.

WHO HAS BEEN INVOLVED IN THE FORMULATION AND REVIEW OF THE POLICY?

This policy has been written in conjunction with governors, parents, staff, children and members of the wider community including an advisory teacher for PSHE with responsibility for Relationships and Sex Education.

STATEMENT OF VALUES FOR RSE

RSE will reflect the values of the PSHE programme that is in evidence in the school's Mission Statement. The values identified below are felt to be of particular relevance in the teaching of RSE. Alongside them are examples of what these values look like in action.

CORE VALUES

All adults within the school community are expected to work within these CORE VALUES which underpin the teaching of RSE.

- LOVE** – a commitment within family life, marriage or stable loving relationships/partnerships where people care for one another.

- KNOWLEDGE** – to give children accurate information appropriate to their age and needs, answering questions honestly but with due regard to age, needs and development.

- RESPONSIBILITY** – to take responsibility in delivering a broad and unbiased view in all issues relative to this subject, thus enabling children to take responsibility for themselves in making informed choices and being aware of possible consequences of any inappropriate decisions.

- RESPECT** – to value themselves and others both physically and emotionally. to show awareness of and consideration for diversity within different types of gender identities, relationships and family groupings.

AIMS OF TEACHING RSE AT COPPICE

- To learn the value of family life, marriage and stable loving relationships/partnerships.

- To develop self respect and an empathy for others.

- To give knowledge dependent on age and maturity of the child at the appropriate stages.

- To develop confidence/self esteem to deal with peer pressure.

- To challenge stereotypes.

- To develop a conscience and morals.

- To provide opportunities for children to explore their values and attitudes.

- To improve skills of listening, speaking, confidence building and negotiation – particularly through circle time and class/school councils.

- To empower children to keep themselves safe by having strategies to cope with situations that they may encounter including how to keep their own body safe by using correct vocabulary.

- To know how, when and where to seek advice and support.

- To prepare pupils for the onset of puberty and adolescence.

ROLES AND RESPONSIBILITIES

The Head Teacher:-

- Overseeing that the policy is implemented with the support of the Leadership Team.
- Enable the PSHE Subject Leader to fulfil their role by releasing time for relevant courses, planning and monitoring.
- To facilitate staff training and meetings.
- Designated safeguarding lead.

PSHE SUBJECT LEADER :-

- Ensuring that the PSHE units of learning are being taught within the established values framework.
- Supports the identification of staff development's needs.
- Managing the PSHE elements of the thematic curriculum and resources.
- Implementing and updating policies and planning.
- Consulting children and parents/guardians through questionnaires on needs and views.
- To be aware of the Parental Right of Withdrawal.

Teachers :-

- To work within the agreed core values framework.
- To deliver high quality RSE lessons within the planned provision.
- To bring any child protection issues to the attention of the Designated Safeguarding Leads.
- To attend staff training relating to RSE.

Non Teaching Staff:-

- To work within the agreed core values framework.
- To bring any child protection issues to the attention of the Designated Safeguarding Leads.

Governors:-

- To have the overall responsibility for school policies.
- To have a designated governor for child protection.

Parents/Carers:-

- To have a legal right to view the policy and to be aware of how the policy relates to them, their children and the whole school.
- To take the opportunity to attend subject specific parents' evenings, view resources and to discuss any issues with staff.
- To take the opportunity through questionnaires to give their opinions relating to RSE.
- Parents may approach the Head Teacher and PSHE subject leader to discuss their concerns.

Pupils

- To work within the agreed core values framework of the school.
- To have the opportunity to seek advice from adults within the school.

Monitoring, Evaluation and Review responsibility:-

- The policy to be reviewed by stakeholders every three years.
- The PSHE taught to be monitored by PSHE Co-ordinator, in line with other curriculum areas.
- Evaluation by staff and pupils at the end of each unit of learning.
- Information gained from the bi-annual Health Related Behaviour Questionnaire.
- Any changes that need to be made will be discussed and agreed by staff, governors and other stakeholders.

Complaints

In the first instance complaints, where appropriate, should be discussed with the class teacher. If this does not lead to a satisfactory resolution please refer to the School's Complaints Procedure <http://www.coppicejuniorschool.co.uk/#!/policies-and-reports/c70d6>

TAUGHT RSE PROGRAMME

The class teacher throughout Key Stage 2 teaches aspects of RSE as an integral part of the school's PSHE provision.

Long Term Plan

Through an audit of the school curriculum, a long term plan was devised for the delivery of PSHE. Each term is divided into two units so that each year group teaches six units covering health, relationships, citizenship, self esteem (confidence.)

For details of the PSHE Overview Plan see *Appendix 1*.

Through the Statutory Science Curriculum

'It is compulsory for all maintained schools to teach some parts of sex education i.e. the biological aspects of puberty, reproduction and the spread of viruses. These topics are statutory parts of the National Curriculum Science which must be taught to all pupils of primary and secondary age.'

(Education Act 1996 and Learning and Skills Act 2000).

PARENTAL RIGHT TO WITHDRAWAL

Parents have the right to withdraw their children from all or part of RSE (excluding withdrawal from sex education in National Curriculum Science as detailed above). Should a parent be considering exercising this right, we would request that they discuss their concerns first with class teacher/ PSHE lead/ head teacher.

SENSITIVE ISSUES

The following issues have been identified as being sensitive. Whilst not all of these issues are explicitly taught through the curriculum they will be addressed appropriately should they arise according to the age, needs and maturity of the child. For example:

Birth of a baby

Naming sexual body parts

Loss and change, e.g. bereavement and divorce

Sexual Stereotyping and gender identity

Different types of relationships, including marriage

Diversity within family life, including adoption and fostering

Sharing images using mobile devices

Menstruation

Conception

Sexual Intercourse

When delivering RSE if any of the above issues arise staff are advised to answer honestly but with due regard to the age, needs and development of the child. Guided by the school's values framework.

Sensitive/ explicit questions do not have to be answered directly but could be answered individually later with honesty and due regard for the maturity of the child.

Staff may seek advice from colleagues or Head Teacher.

Staff cannot assure a child of total confidentiality as they are ultimately responsible for their safety and welfare. Where staff have concerns they must raise the issue with a Designated Safeguarding Lead and log the concern following the procedures in our Child Protection policy.

CONFIDENTIALITY

Outside speakers will be familiar with and work within the school's core values framework, whilst also following their own professional code of conduct.

To ensure the respect of a child's opinion, and that all contributions are valued by peers the class teacher will establish a safe learning environment through the development of specific ground rules, which should include the following principles:

1. Ensure that there are no derisive comments within a class discussion.
2. In discussion names of people are not mentioned - anonymity.
3. All contributions are listened to and children show respect even if they do not always agree with the comments others are making.
4. Children are encouraged to contribute but equally to understand that they have the choice whether or not to comment/give an opinion.
5. Agreed use of vocabulary.
6. If a child has issues which they would prefer to discuss in confidence with a teacher/adult they should be encouraged to do so. However, if it is a sensitive issue the child will be advised that it may not be possible for that person to keep the information to themselves and that they may have to seek advice. The child will then be given the choice whether or not to continue with the discussion. This is in accordance with the Child Protection policy.

EQUAL OPPORTUNITIES

In line with The Equality Act 2010, we will ensure that teaching is accessible to all children, including those who are lesbian, gay, bisexual and transgender (LGBT). All children will be given the opportunity to have their varying needs met through high quality RSE in accordance with our Equal Opportunities Policy. Teachers should never assume that all intimate relationships are between opposite sexes.

Assessment and Evaluation

Assessment in RSE is crucial to the process of learning and helps teachers to understand what has been learned and to identify future learning needs. Assessment will be carried out through various means, e.g. verbal feedback, commenting on work, peer and self-assessment in lessons and end of year reports.

Evaluation is needed to discover the appropriateness of the content of the PSD programme and to reflect on what has been successful and helpful to the pupils, bearing in mind learning objectives and learning outcomes. This will take place at the end of each teaching module by the pupils and staff.

A range of resources will be used including: **Loudmouth Theatre Group** – play on Growing Up and Puberty. **Jigsaw PSHE Ltd**

Christopher Winter Project – Relationships and Sex Education

SEAL (Social and Emotional Aspects of Learning)

NSPCC Underwear Rule

BBC Whiteboard Active SRE Age 9-11

Variety of books, including:

‘Where Willy Went’ by Nicholas Allan

‘How Will I Grow’ by Mick Manning

‘Your Mummy Ate My Football’ by Birmingham Health Service

<http://kidshealth.org/en/teens/menstruation.html>

Our range of resources reflect Coppice Junior School's:-

Values and moral framework

Use appropriate language

Factual accuracy

Meet needs of children

Reflect diversity within gender expressions, relationships and family life

All resources should be approved by the PSD lead prior to use within the classroom.

Important Documents

School Policies:

Safeguarding/Child Protection

Anti-bullying

E-safety

Equal Opportunities

External publications:

DfE Sex and Relationship Education Guidance July 2000

Sex and relationships education (SRE) for the 21st century

| Appendix 1 Changing Me | Year 3 | Year 4 | Year 5 | Year 6 |
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| Lesson 1 | How Babies Grow: Changes between conception and growing up. | Unique Me: Understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm. | Self and Body Image: Aware of my own self-image and how my body image fits into that. | Self and Body Image: Aware of my own self-image and how my body image fits into that. |
| Lesson 2 | Babies: Babies grow in mother's uterus. What babies need to live and grow. | Having a Baby: Correctly label the internal and external parts of male and female bodies that are necessary for making a baby. | Puberty for Girls: Explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally. Understand that puberty is a natural process that happens to everybody and that it will be ok for me. | Puberty: Explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally. |
| Lesson 3 | Outside Body Changes: Boys' and girls' bodies need to change so that when they grow up their bodies can make babies. Identify how boys' and girls' bodies change on the outside during this growing up process. | Girls and Puberty: Describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this. | Puberty for Boys: Describe how boys' and girls' bodies change during puberty. | Girl Talk/ Boy Talk: Ask the questions I need answered about changes during puberty. |

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| <p>Lesson 4</p> | <p>Inside Body Changes: Identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</p> | <p>Circles of Change: Know how the circle of change works and can apply it to changes I want to make in my life.</p> | <p>Conception: Identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</p> | <p>Babies - Know how the circle of change works and can apply it to changes I want to make in my life.</p> |
| <p>Lesson 5</p> | <p>Family Stereotypes: Recognise stereotypical ideas I might have about parenting and family roles.</p> | <p>Accepting Change: Identify changes that have been and may continue to be outside of my control that I learnt to accept.</p> | <p>Looking Ahead: Identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent).</p> | <p>Attraction: Understand how being physically attracted to someone changes the nature of the relationship.</p> |
| <p>Lesson 6</p> | <p>Looking Ahead: Identify what I am looking forward to when I am in Year 4.</p> | <p>Looking Ahead: Identify what I am looking forward to when I am in Year 5.</p> | <p>Looking Ahead to Year 6: Identify what I am looking forward to when I am in Year 6.</p> | <p>Transition to Secondary School: Identify what I am looking forward to and what worries me about the transition to secondary</p> |