



PORTICO
ACADEMY TRUST

opening doors, unlocking potential

Relationships Education and RSE Policy

Date Written/Reviewed: _____ March 2024
Next Review Date: _____ March 2025
Person Responsible: _____ Candy London



Signature of Executive Headteacher: _____ *Cheryl Hoyle*
Date _____
Signature of Trustee: _____ *Claire Smith*
Date _____ 27.04.24

Introduction

This policy is a statement by the trustees on Relationships and Sex Education (RSE) at West Leigh Junior School. The trustees at West Leigh Junior School believe that a programme of RSE within the school is an essential part of the curriculum. We aim to create an environment of trust and confidence in which we can:

- **Teach more than just the biological functions of sex. We see sex education as part of children developing a positive sense of self-worth and respect for others, where their understanding of relationships with others is an important aspect of the work.**
- **Deliver RSE in a way that allows all pupils to be able to ask questions and discuss issues that concern them.**

RSE Legislation and guidance

All schools are required to provide RSE through the National Curriculum for Science (Education Act 1996).

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools.

In line with the guidance given by the DfE, we deliver RSE within our high quality PSHE curriculum.

What is Relationship and Sex Education? (RSE)

It is the lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity. (DfES 2000).

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

By the end of primary school, children will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

Health Education

Within the PSHE curriculum, we also cover the statutory 'health' education. This includes teaching children about the changing adolescent body.

Pupils should know:

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- about menstrual wellbeing including the key facts about the menstrual cycle

Teaching and the Curriculum

As part of the Relationship and Sex Education programme, the Science National Curriculum Statutory requirements (2014 Curriculum) are as follows:

- describe the life process of reproduction in some plants and animals. (Upper KS2)
- describe the changes as humans develop to old age. (Upper KS2)

Within the PSHE curriculum, we use a variety of resources to deliver our RSE lessons, but primarily use lesson plans and resources provided by Medway Public Health.

This means children will:

- **develop confidence in talking, listening and thinking about feelings and relationships;**
- **be able to name parts of the body and describe how their bodies work;**
- **be able to protect themselves and ask for help and support;**
- **be prepared for puberty; and**
- **know how a baby is conceived and born.**

The programme will facilitate the study of animals, including humans in all year groups, and plants in lower key stage two through science, whilst also covering the issues that arise in different relationships through PSHE planning. We are aware that there will often be occasions for discussion when questions will arise from children about animal, plant and human reproduction. We will aim to answer these individual questions appropriately using the correct vocabulary. The delivery of RSE through PSHE lessons will ensure that RSE is not taught in isolation, and is firmly rooted within our frameworks for both science and PSHE.

In lower key stage two, the focus is primarily on friendships, bullying and the building of self-esteem, whilst also learning the correct scientific names for sexual body parts. We also revise the NSPCC 'PANTS' materials in lower school (also covered in KS1), teaching children that their private parts are private. The material will be delivered by teachers, with whom the children feel at ease, and support of health professionals will be sought as appropriate. We recognise that boys and girls will have different needs at this age, but feel that each group needs to be aware, respectful and sensitive to the other's differences, therefore, the same presentations and similar activities will be carried out by both the boys and girls. However, where it is felt appropriate, we will teach some lessons with boys and girls separately.

The long term planning overview can be viewed in the appendix of this policy.

Monitoring and evaluation

The provision of RSE at West Leigh is monitored closely by the senior leadership team and trustees. The effectiveness of the RSE programme will be evaluated by assessing children's learning and implementing change if required. Staff are briefed fully on the content of the lessons and best approaches for delivery, and the option to team teach with the RSE lead is always offered if staff are lacking in confidence. Teacher knowledge sheets are also provided with possible questions that children may ask, example answers and definitions of vocabulary.

Use of Materials

All materials used within lessons are carefully vetted by the PSHE lead and the majority are approved by the PSHE Association. All resources and materials are also shared with parents prior to the lessons taking place at the annual information session.

Partnerships

The school will provide an annual opportunity for parents to visit and view the teaching materials used in RSE and they will be able to ask questions and discuss the programme. A letter will be sent out each

year, reminding parents of the content of our RSE programme. Our policy and programme is available on the school website. Resources are also then shared on the school website for parents to view, and parents are able to come into school at any time to view further materials or discuss these with the RSE lead. Trustees were involved in the creation of this policy.

Rights of withdrawal

Parents cannot withdraw their child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe. Parents wishing to withdraw their child should initially meet with the headteacher to discuss their concerns.

As a school, we have made the choice to teach Sex Education. If a parent does not want their child to take part in some or all of the lessons on Sex Education, they can ask that they are withdrawn. At primary level, the head teacher must grant this request. However, aspects of RSE which are part of the Science curriculum are also statutory and children may not be withdrawn.

Equality

Staff and trustees at West Leigh Junior School are committed to removing barriers to learning and raising educational achievement for all children at the school. They are committed to equality of opportunity for all members of the school community regardless of special educational need, socio-economic background, gender, race, religion and sexual orientation. Members of staff are sensitive to the needs of children and their families and endeavour to preventing stereotyping that may promote sexism, racism and homophobia. The RSE lead meets with parents of children who may find the topics difficult, whether that be due to a protected characteristic or SEND, and we tailor the curriculum provision accordingly for individual children. All lessons are adapted to meet the needs of learners.

Safeguarding

When delivering such a sensitive topic consideration should be given to the safeguarding of every child and staff member in the school. Any disclosures made to a member of staff should be managed within the guidelines set out in the safeguarding policy. When delivering RSE to any group, staff members should be sensitive to the pupils' background and current circumstances ensuring the pupils feel safe when dealing with sensitive topics.

Key:	Relationships and Feelings		Living in the Wider World		Health and Wellbeing	
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p>Why are friendships important?</p> <ul style="list-style-type: none"> • 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. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • 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. 		<p>Why is family life important?</p> <ul style="list-style-type: none"> • 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 families are important for children growing up because they can give love, security and stability. • 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. <p>Protected characteristics:</p> <ul style="list-style-type: none"> • marriage and civil partnership 	<p>How can we keep our bodies healthy?</p> <ul style="list-style-type: none"> • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. 	<p>How can I show respect?</p> <ul style="list-style-type: none"> • 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. • 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. <p>Protected characteristics:</p> <ul style="list-style-type: none"> • age • disability • race • religion or belief 	<p>What jobs would we like?</p> <p>Protected characteristics:</p> <ul style="list-style-type: none"> • age • sex • disability
Year 4	<p>How can I eat well?</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). 	<p>What is bullying and what can we do about it?</p> <ul style="list-style-type: none"> • 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. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. <p>Protected characteristics:</p> <ul style="list-style-type: none"> • age 	<p>What is the same and different about us?</p> <ul style="list-style-type: none"> • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • 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. 	<p>How can I look after my body? (RSE)</p> <ul style="list-style-type: none"> • that each person's body belongs to them, and the differences between appropriate and inappropriate and unsafe physical, and other, contact. • 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 	<p>How can I describe and manage my emotions?</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are 	<p>How can I manage my money?</p>

		<ul style="list-style-type: none"> • disability • race • religion or belief 	Protected characteristics: <ul style="list-style-type: none"> • age • disability • race • religion or belief • sex 	and confidence needed to do so. <ul style="list-style-type: none"> • where to get advice e.g. family, school and/or other sources. 	behaving is appropriate and proportionate.	
Year 5	What does discrimination mean? <ul style="list-style-type: none"> • what a stereotype is, and how stereotypes can be unfair, negative or destructive. Protected characteristics: <ul style="list-style-type: none"> • age • disability • race • religion or belief • sex • sexual orientation • gender reassignment 	How can I make decisions to keep myself and others safe? <ul style="list-style-type: none"> • how information and data is shared and used online. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • 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. 	How should I respond in an emergency? <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	How do we grow and change? (RSE) <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle. 	Who runs our country?	Which choices affect my health? <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
Year 6	How can we manage risk?	What do I need to know about drugs, alcohol and tobacco? <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. 	How can we look after and improve our mental wellbeing? <ul style="list-style-type: none"> • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. 	What are my rights and responsibilities?	What makes a healthy and happy relationship? (RSE) <ul style="list-style-type: none"> • practical steps they can take in a range of different contexts to improve or support respectful relationships. • 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 • 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. • 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. • 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. • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). Protected characteristics: <ul style="list-style-type: none"> • marriage and civil partnership • pregnancy and maternity • sexual orientation • gender reassignment 	

			<p>For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</p> <ul style="list-style-type: none"> • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. 		
<p>Underlying objectives – Thriving Online</p>	<ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • that people sometimes behave differently online, including by pretending to be someone they are not. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • why social media, some computer games and online gaming, for example, are age restricted. • where and how to report concerns and get support with issues online. 				