Relationship and Sex Education Policy

Rationale and Ethos

This policy is a working document, which provides guidance and information on all aspects of RSE in the school for staff, parents/carers and governors.

Relationship and Sex education (RSE) 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.

At Moat Farm Junior School, Relationship and Sex Education is taught within a broader, carefully planned Personal, Social, Health and Relationship Education curriculum (PSHE), it aims to gradually and appropriately prepare children for adult life, and ensuring the development of the personal skills needed by pupils if they are to establish and maintain relationships both now and in their future. The curriculum is designed to ensure that young people can make responsible and informed decisions about their own health and wellbeing. The biological aspects of RSE are taught within the Science curriculum, where there is no parental right to withdraw, and other aspects are supported through assemblies.

RSE at Moat Farm Junior School, lays the foundations for factual knowledge required by young people in later years. Effective RSE, set with PSHE lessons, encourages children to reflect upon and to develop their own values, attitudes, personal and social skills including awareness of the values of their own community and others, whilst understanding the beliefs and ideas of their peers and increase their knowledge and understanding, so that they are able to make informed decisions and life choices both now and in the future. This includes the positive benefits of loving, rewarding, safe and responsible relationships, emotional and physical changes to their bodies (including puberty), developing positive mental health and emotional well-being and develop the skills to be digitally safe.

Moat Farm Junior School recognises that effective RSE is dependent upon partnerships at many levels; this includes between ourselves and parents, carers and guardians; children; the local authority including Public Health and health professionals and local faith communities.

All those who teach aspects of RSE within school, including visitors, are expected to be guided by the following values framework, which represents the values held in common by the whole school community.

The outcomes, intentions and values underpinning Relationship and Sex Education are;

- To provide the knowledge, information and skills (at an age-appropriate time) to which all pupils are entitled to ensure that they able to make informed decisions grounded in self-respect, confidence and empathy towards others.
- To clarify/reinforce existing knowledge and where arising, to dispel myths and misinformation by providing factually accurate and age-appropriate knowledge.
- To provide students with the opportunity to ask questions (in a way that they are comfortable doing), express emotions and opinions and discuss issues openly and without embarrassment. This includes developing empathy to other's ideas and listen sensitively to other's opinions and ideas.
- To raise pupils' self- esteem, mental health and emotional wellbeing, including self-confidence and resilience, especially in their relationships with others; to learn to manage emotions and relationships in a confident and sensitive manner.

- To help pupils' develop skills (including language development associated with RSE at an age appropriate time, decision making, choice, assertiveness) and making the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others for who they are, not for what they have or what they can do.
- To help gain access to reliable and accurate information and support, including within the school, family, wider community and online.
- To develop skills for a healthy, safer lifestyle including the role of the family, stable and loving relationships, love, honesty, respect and care.
- To develop and use communication and assertiveness skills to cope and make informed decisions and recognising the influences of their peers, the media including the internet and other influences.
- To value and respect difference and commonly held beliefs, in people's religion, culture, sexual orientation, physical and mental ability and social background whilst being mindful of the influences of the media, stereotypes and discrimination and being sensitive to the needs of culture, religion and British Values.
- To respect and care for their bodies including body autonomy and the importance of consent.
- To be prepared for puberty and adulthood including learning and understanding of physical development, sexuality, reproduction and associated emotional changes in an age appropriate manner.
- Able to make good academic progress, as children who feel safe and supported are more likely to achieve higher standards.

The personal beliefs and attitudes of staff delivering RSE will not influence the teaching of sex and relationships education in this school. Staff receive regular training in dealing with emotional and sensitive issues, including developing an emotionally safe environment.

Equal Opportunities Statement

The school is committed to the provision of RSE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where children with Special Educational Needs are given extra support.

Roles and Responsibilities

Those involved in the development of this policy include:

The Headteacher	Remains responsible for the oversight of the curriculum and policies; dealing with issues concerning parental right to withdrawal their child from the curriculum.
Governing Body	Fulfilling the legal obligations on the part of the school, ensure pupils are making progress and the overall quality of the provision offered in the school.
Designated Safeguarding Lead	Checking policy for safeguarding compliance and dealing with safeguarding matters as and when they arise.
PSHE Co-ordinator / Lead teacher	The development of the curriculum, delivering training and resources to key members of staff, monitor the teaching of the subject and work with partners including safeguarding lead, external partner groups and individuals.

Teaching and support staff	The delivery of lessons and key RSE messages, identifying and working with PSHE leads to address gaps in their knowledge.
Parents / carers / guardians	To work in partnership with the school including being aware of school policies, ensuring schools are aware of issues arising around the wellbeing of their child and supporting learning within the home environment.
Pupils (where appropriate).	Express the wishes of their peers and contribute ideas into the school curriculum.

Legislation including Statutory Regulations and Guidance

Documents which inform the school's RSE policy include:-

- The Education Act (1996)
- Learning and Skills Act (2000)
- Equality Act (2010)
- The PSHE Association supplementary guidance SRE for the 21st Century (2014)
- Keeping Children Safe in Education: Statutory Safeguarding Guidance (2016)
- 'PSHE Education Programme of Study Key stages 1-5' (PSHE Association, 2017)
- The National Curriculum for Science (2015)
- Sex and Relationships Education Guidance DfE (2000)
- Children and Social Work Act (2017)
- Subject specific research: Ofsted.

Moat Farm Junior School is aware of the proposed changes to Relationship and Health Education set out in the draft statutory guidance "Relationships Education, Relationships and Sex Education (RSE) and Health Education" (published February 2019). Moat Farm Junior School, along with all schools are being actively encouraged by the Department for Education to start the process of reviewing our provision to ensure that the curriculum is embedded in the school for September 2020. As part of this, Moat Farm Junior School will work in partnership with the Sandwell Metropolitan Borough Council and other local schools to ensure that best practise is implemented. As part of this process and when the final guidance is published, we will consult with parents, young people and the wider local community regarding how we propose to implement this. This includes the development of a new RSE policy.

Related school policies include:

- School Curriculum
- Safeguarding guidance including Keeping Children Safe in Education guidance
- Behaviour Policy
- Inclusion Policy
- Anti-Bullying
- Health and Safety
- External Visitors Policy
- Equality Policy
- E-Safety Policy
- Extremism and Radicalisation in Schools Policy

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Curriculum Design

Our RSE programme is an integral part of our whole school PSHE provision and supported by the statutory requirements as set out in the National Curriculum for Science. Further detail of our curriculum can be viewed via our school curriculum planning on the school website or available on request.

JIGSAW

Jigsaw is a comprehensive PSHE Education programme for the whole primary school from Years F1 and 2 through to Year 6 (ages 3-11).

Jigsaw brings together PSHE Education, emotional literacy, mindfulness, social skills and spiritual development. A variety of teaching strategies are used and are mindful of each child's preferred learning style. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike. There is a Weekly Celebration that highlights a theme from that week's lesson across the school, and encourages children to reflect that learning in their behaviour and attitudes.

There are six Puzzles (half-term units of work) each with six Pieces (lessons). Every year group studies the same Puzzle at the same time (sequentially ordered from September to July), allowing for whole school themes and the end of Puzzle product, for example, a display or exhibition (like the Garden of Dreams and Goals) to be shared and celebrated by the whole school. Each year group is taught one lesson per week and all lessons are delivered in an age- and stage-appropriate way so that they meet children's needs.

The Puzzles and what children learn:

Being Me In My World covers a wide range of topics, including a sense of belonging, welcoming others and being part of a school community, a wider community, and a global community; it also looks at children's rights and responsibilities, working and socialising with others, and pupil voice.

Celebrating Difference focuses on similarities and differences and teaches about diversity, such as disability, racism, power, friendships, and conflict; children learn to accept everyone's right to 'difference', and most year groups explore the concept of 'normal'; bullying – what it is and what it isn't, including cyber and homophobic bullying – is an important aspect of this Puzzle.

Dreams and Goals aims to help children think about their hopes and dreams, their goals for success, what personal strengths are, and how to overcome challenges, via team work skills and tasks. There is also a focus on enterprise and fundraising. Children learn about experiencing and managing feelings of pride, ambition, disappointment, success; and they get to share their aspirations, the dreams and goals of others in different cultures/countries, and their dreams for the world.

Healthy Me covers two main areas of health: Emotional health (relaxation, being safe, friendships, mental health skills, body image, relationships with food, managing stress) and Physical health (eating a balanced diet, physical activity, rest and relaxation, keeping clean, drugs and alcohol, being safe, first aid) in order for children to learn that health is a very broad topic. Relationships has a wide focus, looking at diverse topics such as families, friendships, pets and animals, and love and loss. A vital part of this Puzzle is about safeguarding and keeping children safe; this links to cyber safety and social networking, as well as attraction and assertiveness; children learn how to deal with conflict, their own strengths and self-esteem. They have the chance to explore roles and responsibilities in families, and

look at stereotypes. All Jigsaw lessons are delivered in an age- and stage-appropriate way so that they meet children's needs.

Changing Me deals with change of many types, from growing from young to old, becoming a teenager, assertiveness, self-respect and safeguarding. Self and body image, puberty (this is taught by the Sandwell School Nursing Team), attraction and accepting change are diverse subjects for children to explore. Each year group thinks about looking ahead, moving year groups or the transition to secondary school. Life cycles and how babies are made and grow are treated sensitively and are designed to meet children's needs. All year groups learn about how people and bodies change. This Puzzle links with the Science curriculum when teaching children about life cycles, babies and puberty, which is statutory.

As part of our overall Safeguarding programme, on occasions lessons and assemblies will be taught to address local safeguarding concerns and issues to ensure our pupils remain safe. Wherever possible, this information will be shared with parents.

Safe and Effective Practice including Answering Sensitive Questions

We will ensure a safe learning environment by following school policies. Staff will be trained in relation to developing a safe learning environment which includes safeguarding training, dealing with sensitive issues, confidentiality, agreed ground rules for a safe classroom environment shaped by students and by the use of distancing techniques from the personal experience of the student. All staff are supported by pre-prepared resources, training in the delivery of resources and supported by internal and external staff including, but not limited to the PSHE Lead, Safeguarding Lead, SLT, LA Advisor, Public Health funded projects and resources.

During PSHE lessons and discussions, staff will establish clear ground rules in-conjunction with pupils to ensure pupils feel safe, supported and listened to. Wherever possible, lessons will be taught as a class with both male and female pupils present, although some lessons may be taught into split gender groups where appropriate.

Teaching staff will endeavour to answer questions as openly as possible, but if faced with a question that they do not feel comfortable answering within the classroom, provision would be made to meet the individual's child/young person's needs. This could involve referring the child/young person to their parent/carer, School Nurse Service, the child/young person's doctor or to an established external organisation; it important for the child to make a choice that is correct for them without prejudice. The teacher may make a referral or to seek advice from the PSHE Coordinator, Headteacher or Safeguarding Team wherever appropriate in the circumstances.

Safeguarding

All staff will be trained in safeguarding. Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. In this situation staff should follow internal safeguarding policies including informing the Safeguarding Lead. Prior to teaching, teachers will consult with the designated Safeguarding Lead to ensure that issues can be addressed prior to the teaching of the subject and appropriate differentiation can be made.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors (such as school nursing team) from outside school will be invited to contribute to the delivery of RSE in school. We

actively work with Sandwell Metropolitan Borough Council approved providers to supplement the teaching of the subject.

All visitors will be familiar with and understand the school's RSE policy and work within it as they will be sent a copy as part of the teaching agreement.

As per Safeguarding policy, visitors are supervised/supported by a member of staff.

The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

There may be times when a child wishes to confide in a teacher. It is the school policy that information may need to be passed on the Headteacher or designated Safeguarding Lead if there is a risk of harm to the child. Children are informed that teachers cannot guarantee absolute confidentiality. The Headteacher/Designated Safeguarding Lead will decide what action to take to protect the best interest of the child, enabling action to be taken by other professionals if deemed necessary. The school nurse follows a separate code of practice linked with their professional regulations.

The school is committed to working towards equality, promoting positive approaches to difference, and fostering respect for people of all cultural and social backgrounds whatever their age, sexuality, faith, ethnicity, gender, disability or additional educational need. Developing positive relationships between pupils of all backgrounds is an essential aspect of the work of the school. We will ensure that all young people receive Relationships and Sex education, and we will offer provision appropriate to the particular needs of all our students.

Engaging Stakeholders (including parents/carers/guardians and pupils)

The school recognises that the parents are key figures in helping their children to cope with the emotional and physical aspects of growing up. Moat Farm Junior School believe in the importance of partnerships between all stakeholders to ensure that children grow up confident and cared for.

Parents are key partners in supporting the school to:

- Maintain the culture and ethos of the family.
- Teach their children about Relationships and Sex.
- Help their children cope with the emotional and physical aspects of growing up and being a part of modern Britain.
- Identify issues.

Parents are encouraged to support the school's RSE and have access to this policy.

Parental Right to Withdraw

Between now and 31st August 2020, parents continue to have the right to withdraw their child from Sex and Relationship education apart from content covered in the National Curriculum for Science. Where a parent wishes to withdraw their child, this should be communicated with the school. Moat Farm Junior School would encourage parents wishing to do this, to contact the school to discuss this further. Where a child has been withdrawn from the curriculum, they will be taught elsewhere in the school.

Parents are unable to withdraw from lessons written and delivered as part of the National Curriculum for Science.

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Student Voice in Determining Curriculum

Throughout RSE and PSHE lessons, students can contribute to class discussions and to reflect upon their own ideas and opinions.

As part of the PSHE curriculum, pupils will be given the opportunity to voice concerns that they may have over the modern world and the implications in relation to this concerning relationships and modern technology. The curriculum will reflect and be adapted where relevant to ensure concerns raised can be addressed as and when they voice concerns.

Monitoring and Evaluation

In the first instance, the lead teacher for PSHE and RSE will be responsible for monitoring and evaluating the subject who will monitor the impact of the policy on children's learning, subject development, report to SLT and assist the Headteacher to report to the Governing Body. All monitoring in the subject will be in accordance with school policy.

Policy Review Date

This policy will be reviewed in February 2020 to ensure compliance with new statutory guidance, Department for Education advice and guidance, and to ensure it continues to meet the need of pupils, staff, parents and the wider community.

Signed by:

PSHE Lead:

Headteacher:

Governing body representative: