

Burlington Junior School

Shaping Positive Futures



Achieving Our Full Potential

Relationship and Sex Education (RSE) Policy

Contact details

Email:- burlington.juniors@eastriding.gov.uk

Telephone:- 01262 674487

Introduction

According to the Department of Education, all schools must deliver a curriculum that:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Relationships and Sex Education (RSE) and Health Education (HE) is a significant component of this. RSE is an opportunity for lifelong learning about physical, moral and emotional development. Effective RSE is essential if young people are to make responsible and well informed choices. It can also make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain healthy, respectful relationships. When approached in a sensitive, informative manner, RSE enables young people to make responsible and informed decisions about their health and well-being.

Policy Objectives

The policy is a working document which provides guidance and information on all aspects of RSE in the school for staff, parents/carers and governors. To be accessible to all of these groups, the document needs to be available on request. This policy should be referred to in line with other related policies and documents, such as the PSHE policy, Anti-Bullying Harassment and Discrimination policy, Child-Friendly Anti-Bullying policy, Safeguarding policy and the Equality policy.

Aims of Relationships and Sex Education and Health Education

The RSE programme at Burlington Junior School is reflective of the school's values; it aims to:

- promote children's moral development;
- develop caring, sensitive and responsible attitudes to others and society as a whole;
- increase children's respect and understanding of their own and other people's bodies;
- develop responsibility in relationships and foster tolerance and awareness of the different aspects of relationships;
- help children to become aware of their own emotions and to manage them appropriately and effectively;
- develop a clear understanding of the human body and the changes which take place from birth to maturity;
- help children to understand human sexuality, reproduction, sexual health, emotions and relationships;
- help children to understand the importance of stable and loving relationships and the value of family life for the nurture of children;
- help children to manage conflict and to learn how to recognise and avoid exploitation and abuse.

Statutory Requirements

As a maintained primary school, we are legally required to deliver Relationships Education to all pupils as per section 34 of the Children and Social work act 2017. This is also applicable to Health Education.

We are not required to provide sex education, except for the elements of sex education contained in the Health Education and Science curriculum.

However, to ensure that pupils are equipped to lead a healthy and safe life, we will be teaching some aspects of sex education. In teaching RSE, we will have regard to national guidance issued and will address any parental concerns that may arise.

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 pupils with Special Educational Needs are given extra support from SEN staff. This is to ensure that these pupils receive a curriculum that is tailored to their needs.

Curriculum Structure

At Burlington Junior School the main RSE content is delivered in PSHE lessons. All classes have a weekly dedicated PSHE slot that lasts approximately forty-five minutes; this is where the main unit content is covered, usually through 'jigsaw' and other relevant materials. These sessions cover Relationships Education and Health Education. It is a statutory expectation that schools deliver this content to an age-appropriate level. The Sex Education component of the curriculum is not compulsory, unless also listed in other curriculum areas (for example, Science). Our RSE and HE curriculum is set out in Appendix 1, although other materials may also be used to compliment this.

RSE is normally delivered by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups. Active learning methods which involve children's full participation are used.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RSE in school. Burlington Junior School has a code of practice for using visitors to support the delivery of PSHE.

We aim to develop in our pupils an understanding of the physical, biological, emotional, social, spiritual, legal and moral aspects of sex and sexuality. We teach RSE within the wider context of building self-esteem, emotional well-being, relationships and healthy lives. Please see Appendix 1 for further details.

Units of Work

Year 3

- How babies grow
- Understanding a baby's needs
- Outside body changes (correct terminology)
- Inside body changes (correct terminology)
- Family stereotypes
- Challenging my ideas
- Preparing for transition

Year 4

- Being unique
- Having a baby
- Girls and puberty (correct terminology)
- Confidence in change
- Accepting change
- Preparing for transition
- Environmental change

Year 5

- Self and body image
- Influence of online and other media on body image
- Puberty for girls (correct terminology)
- Puberty for boys (correct terminology)
- Conception (including IVF)
- Growing Responsibility
- Coping with change
- Preparing for transition

Year 6

- Self image
- Body image
- Influence of online and other media on body image
- Puberty and feelings (correct terminology)
- Conception to birth
- Reflections about change
- Physical attraction
- Respect and consent
- Boyfriends/girlfriends
- Sexting
- Transition

Content

The content can be organised under the following headings:

- Being Me in My World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

At Burlington Junior School RSE is underpinned by the ethos and values of our school. We recognise we need to work as a whole school community to ensure a shared understanding of RSE and the values underpinning it and to deliver an effective programme that meets the needs of our pupils.

Specific Issues within RSE

Confidentiality

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named Designated Safeguarding Lead who may confer with the Headteacher before any decision is made.

The child concerned will be informed if information is going to be shared and the reasons why.

Safeguarding

The school has a separate Safeguarding Policy. Effective RSE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns, following the school's procedures.

Controversial and Sensitive Issues

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.

Dealing with Questions

Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned and require advice.

Assessment, Monitoring and Evaluation

Assessment will take place through questionnaires, discussion, teacher assessment, pupil self-assessment. PSHE, including RSE is monitored through the school's programme of lesson observations, book scrutinies and learning walks. Evaluation needs to meet the changing needs of the young people and reflects the views and values of the school community; this is carried out by both staff and pupils.

Dissemination

All staff members and governors receive a copy of the RSE policy. Training is delivered to staff on the policy content. Up to date copies are available to parents on the school website. Parents are given the opportunity to discuss any queries or concerns with either the class teacher or the PSHE subject leader. The PSHE coordinator facilitates the gathering of policy feedback from parents, staff and governors.

Withdrawal

Relationships education, whereby pupils learn about healthy respectful relationships, is a compulsory part of the new RSE curriculum. This part of the curriculum aims to put in place the building blocks needed for positive and safe relationships of all kinds. This will start with family and friends, how to treat each other with kindness, and recognising the difference between online and offline friendships.

The Health component of this part of the curriculum is also compulsory. This aims to help pupils develop healthy lifestyle choices, as well as considering the effects of food, exercise, drugs and alcohol on the body. This will be addressed in a sensitive manner that suits the needs of the pupils.

The Sex Education component of RSE is not compulsory. Parents do have a right to withdraw their child from these lessons if they feel that this is necessary. However, this part of the curriculum can be introduced in an age and stage appropriate manner in collaboration between staff and parents.