



Believe. Achieve. Succeed Together.

Iver Village Junior School
Relationships and Sex Education (RSE)
Policy 2021 - 2022

Article 17 – The right to get information
Article 19 – The right to be protected

Review Date	Reviewed by	Changes
May 2020	SCA / JD	Updated to meet the new requirements in 2020
May 2021	SCA / JD	Made it clearer when the Sex education Year 6 topic is taught for parents who would like to opt out.
September 2021	SCA	Updated coverage section

Relationship and Sex (RSE) Policy

"Relationships and Sex Education is lifelong learning about physical, moral and emotional development. It is about understanding 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." (DFE July 2000)

Our children learn about relationships and sex from the very youngest age, even if we don't talk with them. Some of the things they learn are incorrect, confusing and frightening. In a world where sex is used to sell things from food to fast cars, and celebrities' lives become everyone's business, we should talk to our children to help them make sense of it all.

Parents and carers are the key people for their child's learning about sex and relationships and schools should always work in partnership with home. Parents and carers need to know that the school's RSE programme will complement their role and support them in the education of their child regarding sex and relationships. Iver Village Junior School will ensure that parents' and carers' views are heard and that taught RSE is culturally appropriate and inclusive of all of our children.

RSE is an entitlement for all young people. Difference and diversity must be considered when delivering RSE, Special Educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background, all affect access to RSE.

RSE is most effective when provided in the wider context of social and emotional development, at Iver Village Junior School we deliver it as part of our PSHE curriculum as well as through our Science Curriculum.

Entitlements:

Children are entitled to:

- Accurate, up-to-date, useful and appropriate information delivered in a way that meets their individual needs

- A well-planned, well-delivered RSE programme, which is flexible to cater for their changing needs over time
- Know where and how to access information, support and local services
- Be informed about issues of confidentiality and how it affects them
- Have their views and ideas received in a respectful and non-judgemental manner
- Be involved in developing and evaluating the content and delivery of their RSE programme.

Adults working with children are entitled to:

- Access to high quality, up-to-date, accurate information, resources and training
- Mutual understanding of roles and responsibilities in relation to the planning and delivery of RSE
- Contribute their views and ideas in support of the development of RSE for children
- Professional guidance and support
- Opportunities to share good practice
- Be informed about issues of confidentiality and procedures to be followed.

Parents, carers and other adults in the community are entitled to:

- Accessible, accurate, up-to-date, information delivered in a way which meets their needs
- A safe and supportive environment for their children
- Information on how and when RSE is taught
- Understand their rights and responsibilities in relation to RSE policy and curriculum
- Be informed about issues of confidentiality and how it affects them and their children
- Have their views and ideas received in a respectful, non-judgemental manner.

RSE is part of the wider agenda of promoting positive relationships and sexual health for children and young people.

Our RSE Policy contributes to meeting local and national priorities as described in strategies such as:

- Every Child Matters
- Sexual Health Strategies

- Looked After Children
- Children and Young People's Plan
- HIV and Sexual Health Strategy
- Safeguarding and Child Protection

This policy is consistent with current national legislation (Education Act 1996 and Learning and Skills Act 2000). It is also consistent with current national guidance 'Sex and Relationship Education Guidance' (DfEE 2000). Our Policy reflects the view of RSE contained within the Schools White Paper 'The Importance of Teaching' (Nov 2010), that children need high quality RSE, so they can make wise and informed choices. Our Policy also reflects recommendations from OfSTED and the Sex Education Forum

Aims and Objectives

There are three main elements to our RSE programme:

- Gaining knowledge and understanding
- Developing positive attitudes and values
- Extending personal and social skills

At Iver Village Junior School, we have a commitment to ensure that our programme is relevant to all pupils and is taught in a way that is age and stage appropriate.

The objectives of Relationships and Sex Education at Iver Village Junior School are:

- Develop effective interpersonal and communication skills
- Develop positive values and a moral framework that will guide their decisions and behaviour
- Develop understanding of the value of marriage, stable relationships and family life as a positive environment for bringing up children
- Respect themselves and others, their views, backgrounds, cultures and experiences
- Develop loving, caring relationships based on mutual respect
- Be able to name the parts of the body and understand the process of human reproduction
- Understand the reasons for and benefits of delaying sexual activity
- Be prepared for puberty and the emotional and physical effects of body changes

- Understand the attitudes and skills needed to maintain their sexual health
- Recognise and avoid exploitative relationships
- Value, care for and respect their bodies
- Access additional advice and support
- To enable our pupils to make responsible, informed and healthy decisions about their lives, both now and in the future.
- To teach our pupils to respect themselves and others so they can move confidently from childhood through to adolescence and into adulthood.
- To provide a supportive learning environment in which pupils can develop their feelings of self-worth and confidence, especially in relationship to others.

Teaching and learning styles

RSE is taught within PSHE framework supported by the PSHE association.

- Teaching methods take into account the developmental differences of children
- There is opportunity for discussion in whole class or small groups.
- Teaching will focus on both boys and girls. Sessions will be taught in single sex groups
- Each class will establish a set of ground rules that create a safe environment in which no-one feels anxious or embarrassed
- Teachers can protect pupils' privacy by using distancing techniques i.e. depersonalising discussions
- Ground rules should reduce the chances of unexpected questions but in the event of inappropriate questions the teacher should return to it later
- Techniques used in other subjects are effective in RSE e.g. pre-assessment (what do we already know) what we want to find out, role play, discussion and reflection.

Visitors e.g. the school nurse can play a part in the delivery of RSE and will be included where it is felt necessary.

RSE is delivered by class teachers as part of the PSHE curriculum

Confidentiality

Teachers must reassure children that their best interests will be maintained but must ensure that children know that they cannot offer unconditional confidentiality, in line with our Child Protection Policy.

Expectations of RSE:

RSE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected.

Specific ground rules will be established at the beginning of any RSE work, in addition to those already used in the classroom. They will cover the following areas:

- Appropriate language
- The asking and answering of personal questions
- Strategies for checking or accessing information

Answering questions

We acknowledge that sensitive and potentially difficult issues will arise in RSE as children will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for RSE. As a first principle we will answer questions relating to the taught planned curriculum for that age group to the whole class. We will answer questions relating to areas beyond the taught planned curriculum for that age group, in a sensitive and age appropriate way only to the child or children who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it they will seek guidance from a member of the Senior Leadership Team. When answering questions, we shall ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, teachers will pass this information to the designated person for child protection (DSL) in line with school policy.

Distancing Techniques:

In order to protect children's privacy, we will employ teaching and learning strategies which enable them to discuss issues without disclosing personal experience. For example, we will use fiction, puppets, case studies, role-play, videos

to enable children to share ideas and opinions and to practise their decision-making skills in a safe learning environment.

Inclusion

We understand the importance of ensuring that all children in our school receive their entitlement to RSE. We will carefully consider special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background when planning and delivering RSE. In relation to nationality, sexual orientation, religion and cultural diversity, we value the different backgrounds of our pupils and, in addressing different views and beliefs, seek to promote tolerance and understanding.

In order to ensure the RSE Curriculum meets the needs of all:

- We will not promote one particular lifestyle over another.
- We will not seek to gain consensus, but will accept and celebrate difference.
- We will encourage respect and discourage abuse and exploitation.
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

In relation to those with special educational needs or disability, we will review our RSE programme to ensure that provision is made for those with additional needs.

We will consider:

- Their level of vulnerability
- Their need to learn and demonstrate appropriate behaviour
- Their need to develop self-esteem and positive body image
- Their need to involve all staff, including ancillary staff and carers, in policy development, planning and training
- The management of personal care
- Clarity about sources of support for pupils.

Working with Parents

The school will seek to work in partnership with parents when planning and delivering RSE. The school's RSE programme is designed to complement and support the role that parents play. Parents must be reassured that teachers' personal beliefs and attitudes won't influence teaching of RSE.

RSE is supported by the schools' wider policy on PSHE to ensure sex education is received in wider context of relationships.

RSE contributes to the Spiritual, Moral, Social and Cultural Development (SMSC) of the pupils.

Safeguarding and Child Protection:

We recognise that because effective RSE may alert children to what is appropriate and inappropriate sexual behaviour, there is an increased possibility that a disclosure relating to abuse may be made. All staff are aware of the Safeguarding and Child Protection procedures and will report the disclosure to the designated person for child protection immediately.

Sexually Active Pupils:

There are extremely rare occasions when a primary-aged child, who is sexually active or contemplating sexual activity, approaches an adult. If this occurs in our school, it will be viewed as a child protection issue. The designated member of staff will follow Safeguarding and Child Protection Procedures and seek advice from the relevant agency i.e. Police, First Response or ESAS.

Coverage

Year 3 and 4:

- Personal hygiene
- Naming body parts including external genitalia and reproductive organs
- Difference between secrets and surprises
- Touching rules
- Physical, mental and emotional health
- Challenging Gender Stereotypes
- Feelings
- United Nations Declaration of the Rights of the child

Year 5:

- Puberty and menstruation
- Healthy Relationships
- Keeping myself safe
- Sexual reproduction in both plants and animals
- Life cycles
- How information is presented in social media

Year 6:

- Sexual Intercourse
- Conception
- Puberty and menstruation
- Pregnancy and Birth
- Healthy Relationships and healthy bodies
- Making good choices without the influence of peers, alcohol, drugs
- The impact of drugs, alcohol and smoking on the human body
- Building resilience and critical thinking
- Risks of social media and youth produced sexual imagery (sexting)

Working with Parents/Carers and Children to refine and review our policy and practise:**Pupil Participation:**

- We will involve children in the evaluation and development of their RSE in ways appropriate to their age.
- We will refer to local/countywide/national data
- We will engage the children in assessment activities to establish their development needs, for example 'Draw and Write' activities
- We will encourage children to ask questions as they arise and allow them to do this anonymously if they wish
- We will ask children to reflect on their learning and set goals for future learning.

Consulting Parents

Materials which will be used in the school's RSE Programme can be seen by parents in school on request to Paul Clifford (Deputy Head Teacher) who is the designated teacher with responsibility for coordinating Relationships and Sex Education. The school informs parents when aspects of the sex and relationship programme are taught and provides opportunities for parents to discuss the content of the lessons and to view the videos and resources being used. Parents have the right to withdraw their children from those aspects of Sex and Relationships Education not included in the National Curriculum Science Orders - alternative work will be set.

Sex and Relationships Education – Policy and Practice

- A designated teacher (Mr Paul Clifford) will have overall responsibility for the provision of the programme, for monitoring developments within sex education and for recommending to governors any amendments that he feels necessary and appropriate.
- Parents will receive prior notification of the RSE Programme to enable them to discuss issues with staff or their own children.
- Materials used in the RSE Programme will be available to parents on request.
- Parents may withdraw their children from all or part of the school's RSE Programme if they wish.
- The RSE Programme will cover aspects of personal hygiene, puberty, menstruation, pregnancy and birth.
- The children will be taught in both single and mixed gender groups as appropriate.
- If questions are asked by children outside the RSE Programme, the designated sex education teacher will use her discretion in answering them in an appropriate manner and at an appropriate and suitable time.
- Every child - including those with protected characteristics (see Equality Policy) is entitled to receive RSE.
- It is our intention all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development with differentiated provision if required.
- The school's RSE Policy is subject to annual review.

Parents:

RSE is part of our PSHE curriculum. Topics covered in each year group will be shared with parents via our school website.

Letters will be sent home in Years 5 and 6, usually in the summer term, to remind parents of the topics covered.

Parents are free to withdraw their children from the sex education aspect of RSE (in the Summer term of Year 6) if they wish to do so. The only exceptions

to this are the biological aspects of human growth and reproduction that are essential elements of National Curriculum Science.

<https://www.gov.uk/government/publications/national-curriculum-in-england-scienceprogrammes-of-study/national-curriculum-in-england-science-programmes-of-study>

Any parent or carer who wishes to withdraw their child should, in the first instance, contact the Class Teacher to discuss the matter. The RSE plans will be used to guide the discussion to explain clearly which areas of RSE are statutory and which are non-statutory. Parents or carers will be asked to reconfirm their decision to withdraw each time RSE is planned for their child's class/year group. We would like to send home the resources used in school to support parents when having these conversations, if the decision is made to withdraw a child from these lessons.

Parents can receive a copy of this policy upon request.

Assessment

Appropriate learning objectives and outcomes should be identified for all activities and assessment made against these.

Monitoring and Evaluation

The PSHE co-ordinator, the Head teacher and the Governing Body are responsible for monitoring the delivery of RSE>

Controversial and Sensitive Issues

Sex Education cannot be left to chance, it requires a pro-active approach, rather than simply reacting to questions or situations. It is important that as children look to staff as role models, teachers must present information impartially. At Iver Village Junior School we aim to create a supportive atmosphere and environment for our children to ask questions and receive an age appropriate sex education curriculum. Children's questions need to be answered honestly.

Teachers and other significant adults may feel apprehensive about teaching sexual matters because of the very sensitive issues that may arise. Through our programme we aim to develop a sound and healthy attitude to growing up.

This section aims to clarify what is considered to be appropriate responses and information for our children.

Abortion

Natural abortion, i.e. miscarriage, may be explained as and when necessary. Staff and pupils may have strong or extreme views on this topic because of personal experiences or religious beliefs, therefore a more balanced and objective view is an appropriate educational response, should it be raised by children.

Condoms

It may be that as a natural progression from discussion about reproduction and sexual intercourse that children may ask about condoms. They will be informed that some people use condoms to prevent a pregnancy. Some simple discussion of other forms of contraception may also be introduced, e.g. the pill. This is so that children's' questions are answered honestly.

HIV / Aids

As HIV/Aids is often mentioned in the media children at times will ask questions. These questions will be answered factually by teachers as needed. The SLT will be available for information and advice as needed.

Homosexuality

This is an issue often covered by the media. A homosexual relationship is understood to be a partnership between two adults of the same gender. It is acknowledged that men and women can find friendship and love with those of the same gender. Children should be encouraged to tolerate and respect all relationships.

Sexual Behaviour

We do not expect to teach about intimate sexual behaviours in any detail. If a child asks a question about any form of sexual behaviour, the teacher should deflect the question and deal with it on an individual basis. A possible starting point will be to ask the child, "What made you ask about that?" It is important that we avoid making any statements, which will contribute to sexual stereotyping. Questions about any sexual behaviour will be dealt with sensitivity according to the circumstances.

Teachers will emphasise:

- the need for consent in any sexual behaviour between people;
- the legal aspects;

- the right of every person to refuse / say no to anything they do not want to do.

Sexual Language

The correct language will be used at all times although familiar terms will be acknowledged. Staff will refer to an ovum, not an egg, womb not stomach and penis rather than any of the other colloquial alternatives. Inaccurate language can lead to anxieties, misconceptions and confusion so where these occur they will be corrected. Since much colloquial sexual language is demeaning and used inappropriately this will be discouraged by the teacher using the correct terminology without making the child feel uncomfortable.

Links with other policies

This policy is linked with the following policies:
Equality, Child Protection, Behaviour, Anti-Bullying