

Charlton Kings Junior School

Relationships and Sex Education Policy



Governor Committee Responsible:	FGB	Staff Lead:	Sue Selwood
Status	Statutory	Review Cycle	Three Years
Last Review	24.03.2023	Next Review Date	March 2026

This RSE policy has been written by the PSHE lead at Charlton Kings Junior School, in consultation with the head teacher, staff, parents and governing body. The children's and families' needs, in the context of local and national issues, were considered and the content of the policy and curriculum are in line with the DfE requirements for Primary Relationships Education, which has been statutory from September 2020.

The policy will be available to read on our school's website and a hard copy will be available, on request, at the school office.

Links to other Policies

School will consider Relationships and Sex Education (RSE) when developing other policies, in particular:

- Accessibility
- Anti-Bullying and Anti-Hate
- Attendance
- Behaviour
- Looked After Children
- Confidentiality
- Drug Education and Incident
- Internet Safety/e-Safety
- Intimate Care
- Safeguarding Statement
- Special Educational Needs Disabilities
- Whistleblowing

WHAT IS RSE?

Relationships and Sex Education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships and health.

RSE aims to equip children and young people with the information, skills and values which they will need to lead safe, fulfilling, enjoyable relationships and which will help them go on, beyond primary school, to take responsibility for their sexual health and wellbeing.

In line with the DfE 2019 Guidance, the focus of RSE at Charlton Kings Junior School will be on teaching the fundamental building blocks and characteristics of positive, healthy, respectful relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults in all contexts, including online. This will sit alongside the essential understanding of how to be healthy and how totally interlinked physical and mental health are.

Please see appendix 1 for further detail of content.

Aims for RSE

The overall aim of the school is to promote pupils spiritual, moral, social and cultural development and to prepare all pupils for the opportunities, responsibilities and experiences of life.

Research has shown that a comprehensive RSE curriculum can help young people to feel more positive about themselves and to understand what a healthy relationship looks like, as well as to delay the age at which they become sexually active. Young people who feel good about themselves are more knowledgeable and confident about relationships, more likely to be more discerning in their relationships and sexual behaviours and also more likely to have healthy, safe and fulfilling relationships.

Keeping Children Safe in Education (KCSIE) sets out that all schools and colleges should ensure children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum, and our RSE curriculum at Charlton Kings Junior School is key to this provision.

This may include covering relevant issues through Relationships Education and through Personal, Social, Health and Economic education (PSHE). At the heart of these subjects there is a focus on keeping children safe, and schools can play an important role in preventative education.

STATUTORY REQUIREMENTS

The Relationships Education, RSE, and Health Education (England) Regulations 2019 made Relationships Education compulsory in all primary schools from September 2020. Sex Education is not compulsory in primary schools however puberty is covered in the Relationships and Health Education content and the Department for Education (DfE) continues to recommend that all primary schools should have a sex education programme tailored to the age and physical and emotional maturity of the pupils. In addition, the National Curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

At Charlton Kings Junior School, we link this work in science to our PSHE curriculum around health and relationships and respond to our children's questions in an age appropriate way. However, if a parent wishes to withdraw their child from sex education beyond the national curriculum for science, we uphold that right and would welcome a discussion around any concerns.

EQUAL OPPORTUNITIES

The law now states that all pupils should have access to Relationships Education and Health Education that is relevant to their particular needs. To achieve this, Charlton Kings Junior School's approach to RSE will take account of:

Ethnic and cultural diversity

Different ethnic and cultural groups may have different attitudes to RSE. The school will take into account pupils and parents/carers views and promote respect for, and understanding of, the views of different ethnic and cultural groups.

Varying home backgrounds

We recognise that our pupils may come from a variety of family situations and home backgrounds. We shall always endeavour to prevent stigmatisation of children based on their home circumstances.

Sexuality

Some of our pupils will go on to define themselves as lesbian, gay, bi-sexual, transgender or questioning (LGBTQ+). Pupils may also have LGBTQ+ parents/carers, brothers or sisters, other family members and/or friends. Our approach to RSE will include sensitive, honest and balanced consideration of sexuality and we shall actively tackle homophobic or sexist bullying.

Special educational needs

We shall take account of the fact that some pupils may have learning, emotional or behavioural difficulties or physical disabilities that result in particular RSE needs.

A WHOLE SCHOOL APPROACH

Teaching staff are all involved in the school's RSE provision; as well as delivering the curriculum, they all play an important pastoral role by offering support to pupils. Teachers will be consulted about the school's approach to RSE and aided in their work by provision of resources, background information, and access to appropriate training, support and advice from experienced members of staff.

Non-teaching staff may be involved in a supportive role in some RSE lessons and also play an important (formal or informal) pastoral support role with pupils. They will have access to information about the RSE programme and be supported in their pastoral role.

Governors have responsibilities for school policies. They will be consulted about the RSE provision and policy.

Parents/carers have a legal right to have information about the school's RSE provision. They may have access at any point to the programme of work and are invited to come into school to discuss the content of the lessons and to view the resources used. The class teacher or PSHE subject leaders would be willing to work with them at any point, however, under the new statutory guidance, parents cannot withdraw their

children from Relationships Education. As stated in section 3 above, they may only withdraw their child from sex education beyond the national curriculum for science. The school will, however, seek and take account of parent/carer views and endeavour to adopt a partnership approach with parents/carers; we will take time to address concerns and allay any fears.

Outside agencies and speakers may be involved in contributing to RSE lessons. The school will only work with agencies and speakers who are appropriate to the pupils' needs.

Pupils have an entitlement to RSE and pastoral support appropriate to their age and circumstance. They will be consulted about their RSE needs and their views will be central to developing the provision.

THE TAUGHT RSE PROGRAMME

Please see Appendix 1 for details of the content and approach to the programme of study for RSE at CKJS.

Ground rules

Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of RSE. To this end, ground rules are agreed upon to provide a common values framework within which to teach. There are clear parameters as to what will be taught in whole class setting and what will be dealt with on an individual basis.

Ground rules will ensure that:

- Pupils are given preparation so that they will know how to minimise any embarrassment they feel.
- No one (teacher nor pupil) should be expected to answer a personal question.
- No one will be forced to take part in a discussion.
- The school's confidentiality/safeguarding policies are adhered to.

Answering difficult questions

When delivering the RSE objectives, teachers will consider how children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods should take account of those developmental differences (including when these are due to specific special educational needs or disabilities) and recognise the potential for discussion on a one-to-one basis or in small groups. Schools should consider what is appropriate and inappropriate in a whole-class setting, as teachers may require support and training in answering questions that are better not dealt with in front of a whole class. On occasion, an individual child will ask an explicit or difficult question in the classroom. Questions do not always have to be answered immediately; it may be more appropriate to address them later. At Charlton Kings Junior School we believe that individual teachers will use their skill and discretion in these situations and could refer to the PSHE subject leader.

Dealing with questions

- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole-class setting.
- Teachers should set the tone by speaking in a matter-of-fact way and ensure that pupils discuss issues in a way which does not encourage giggling and silliness.
- Pupils should be encouraged to write down questions anonymously and post them in a 'problem/worry box'. The teacher will then have time to prepare age-appropriate answers to all

questions before the next session and will choose not to respond to any questions which are inappropriate.

- Teachers should respond to questions where they can, always bearing in mind that pupils who do not have their questions answered may go online to find answers.
- Teachers should not be drawn into providing more information than is appropriate to the age of the child.
- If a verbal question is too personal, the teacher should remind the pupils of the ground rules.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class or raises safeguarding concerns, the teacher should acknowledge the question and promise to attend to it later, on an individual basis.
- Pupils must not be given the impression that teenagers inevitably have sex. The view that sex should be between two people who are mature enough to make informed decisions should be emphasised.
- If a teacher is concerned that a pupil is at risk of sexual abuse the head teacher should be informed and the usual safeguarding/child protection procedures followed.

MONITORING AND EVALUATION

The RSE programme and policy are regularly evaluated and reviewed by the PSHE subject leaders. The views of pupils, parents, staff and governors are used to make changes and improvements to the programme on an ongoing basis.

Ratified: 03 May 2023