

MENGHAM JUNIOR SCHOOL



POLICY FOR RELATIONSHIPS AND SEX EDUCATION (RSE)

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POLICY FOR RELATIONSHIPS AND SEX EDUCATION (RSE)

This policy covers our school's approach to relationships and sex education only. It has been produced in consultation with staff, parents and pupils.

We define relationships and sex education (hereafter referred to as RSE) as the learning about bodies, reproduction and puberty in the contexts of emotions, relationships and healthy choices. It should lay the foundations for positive relationships and future learning. This then helps prepare children for adulthood; contributing to their emotional and social development.

AIMS

At Mengham Junior School, RSE aims to ensure that all pupils:

- Develop confidence in talking, listening and thinking about feelings and relationships
- Are able to correctly name parts of the body and describe how their bodies work
- Are prepared for puberty
- Know who to ask for help and support
- Know how to manage problems in friendships and other relationships
- Know how to manage emotions and relationships confidently and sensitively in order to develop positive self-esteem and enjoy positive, effective interpersonal relationships.
- Know how to keep themselves safe
- The above includes online safety and relationships

We ensure RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by ensuring children are able to access the resources provided. If not, then these resources will be adapted where possible. Children with Education, Health Care Plans may also have their needs discussed during their annual reviews in year 4 and 5. Children with SEND may also be taught RSE in smaller groups.

Carers will also have the opportunity to discuss a child in their care's needs prior to year 5 with the Designated Teacher for Looked after Children during their termly PEPs.

Mengham Junior School is committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We will also ensure RSE fosters gender equality and LGBT+ equality by challenging all forms of discrimination and bullying. We aim to give pupils the opportunity to reflect on values and influences that may shape the attitudes towards relationships and nurture respect for different views.

The RSE curriculum aims to cater equally for the different needs of boys and girls.

Roles and responsibilities

RSE will be taught within the framework of Mengham Junior School's Personal Development Learning (PDL) curriculum. The RSE programme will be led by the school's PDL subject lead. The material covered year-on-year allows for appropriate continuity and progression in the subject, whilst also taking account of the age-related needs of the children. What is covered in each year is recapped and built upon in the years that follow.

Year 3:

- To know who to speak to and where to go for help to keep themselves safe

Year 4:

- To recognise if a relationship is making them feel unhappy or unsafe
- To develop an understanding of and respect for different types of relationships and families

Year 5:

- To know how the body changes during puberty
- To understand the menstruation cycle and know how to deal with periods in school
- To understand the impact of puberty on their emotions and relationships

Year 6:

- To know how a baby is conceived and born

These may be taught or supported through the SENSE resources and are planned from the document 'Supporting Personal Development Learning – Guidelines for Schools – Hampshire Inspection and Advisory Service'.

Class teachers will normally be responsible for teaching RSE in their own class. However, it is usual for some sessions to be run as single-sex groups in order to facilitate the discussion of subjects of particular relevance and importance for boys or girls.

Where visiting speakers are invited into school, they will be accompanied and supported by class teachers and parents will be informed of the specific purpose of the visit. Any visiting speakers and resources need to be approved by governors before they are shown/given to the children.

Legislation (statutory regulations and guidance)

Current regulations and guidance from the Department for Education state that relationships education is compulsory for all pupils receiving primary education.

Documents that inform the school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)

- Supplementary Guidance SRE for the 21st century (2014)
- Keeping Children Safe in Education – Statutory safeguarding guidance (2022)
- Children and Social Work Act (2017)
- Teaching online safety in school (updated 2023)

Safe and Effective Practice

This section of the policy outlines the key principles that will be used when teaching RSE. This is to ensure a high-quality delivery of lessons which are safe and effective.

Staff will receive training and support in order to ensure that they have the knowledge, confidence and sensitivity to teach RSE effectively. In the event that a class teacher feels unable to teach RSE, alternative arrangements will be made.

At the start of each unit of work, teachers will provide pupils with opportunities to indicate what they already believe and know about it, what they want to find out and what misconceptions they hold. Planning and teaching will be adjusted, based upon the findings from this exercise, and will therefore, as far as possible, be personalised to meet the needs of each group of children.

Teachers and children will work together to create and agree a set of ground rules for when discussing sensitive topics that are appropriate for the children's age. This may include but should not be limited to: showing respect to one another; no personal questions; it's okay to pass; use the correct terms; questions are welcome.

Children will be encouraged to ask questions and raise issues honestly and without embarrassment. Pupils will be given the opportunity to ask questions anonymously if they wish through the use of a question box. During teaching and when answering questions, only the correct names of body parts will be used: meanings of unfamiliar words will be explained in a sensible and factual way.

Teachers will explain if necessary, that complete confidentiality cannot be assured. If there are indications that the child may be in physical or moral danger, the school's Designated Safeguarding Lead (DSL) will be informed. When participating in open discussions with pupils, teachers will exercise discretion and judgement if sensitive and explicit issues are raised by an individual pupil. Arrangements will be made for pupils to discuss questions on a 1:1 basis if, and when, appropriate. Should a teacher be approached individually by a pupil for advice on an aspect of sexual behaviour (e.g. contraception) the teacher will, wherever possible, encourage the pupil to seek advice from his/her parents.

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. Should this occur, teachers should follow the school's safeguarding procedures and consult with the Designated Safeguarding Lead. Teachers cannot assure complete confidentiality if there are any concerns of this nature.

Visitors which support the delivery of RSE will be accompanied and supported by class teachers and parents will be informed of the specific purpose of the visit. Any visiting speakers and resources need to be approved by governors before they are shown/given to the children.

Engaging stakeholders

We are committed to working with parents and carers and value their contribution. Parents will be informed about the policy and will have an opportunity to share their views once it is convenient to do so. The policy will then be available to parents via the school's website.

We work closely with parents to ensure that they are fully aware of what is being taught by holding an annual session for the parents of children in years 5 and 6. During this informative session parents will be able to discuss the upper school's programme for relationships and sex education, view the resources used and discuss any issues of concern.

Parents and carers of children with Education, Health Care Plans will have an opportunity to discuss their needs discussed during their annual reviews in year 4 and 5. Carers will also have the opportunity to discuss a child in their care's needs prior to year 5 with the Designated Teacher for Looked after Children during their termly PEPs.

Parents have the right to withdraw their child from the sex education delivered as part of the RSE curriculum. There is no right to withdraw from the statutory relationships education, health education or any part of the Science Programme of Study. Any parent wishing to take up this option should arrange to discuss it with a Headteacher.

The pupils' voice will be gathered through the means of the PDL (Personal Development Learning) champions. This will allow an investigation into what they would like to see in their PDL lessons, including aspects of RSE.

The governing body will be involved in the process of reviewing the RSE policy and will be required to approve it.

Monitoring, reporting and evaluation

Monitoring will be undertaken by the PDL lead with support from the senior leadership team. They will assess the effectiveness of the aims, content and delivery by discussions with teachers and sharing planning and children's work. Teachers should reflect on their delivery of RSE and are free to discuss any changes to lessons with the PDL lead.

Pupils have the opportunity to discuss their opinions through the means of RE/PDL champions.