**Church Crookham Junior School**

**Relationships and Sex Education Policy**

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| **Name of School** | Church Crookham Junior School |
| **Date of Policy Issue/Review** | July 2020, reviewed June 2021 |
| **Name of Headteacher** | Pam Meek |

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| Aims | |
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The aims of Relationships and Sex Education (RSE) at our school are to:

➢ help pupils develop feelings of self-respect and empathy, foster self-esteem and self-awareness, promote a sense of moral responsibility
➢ create a positive culture around issues of diversity and healthy relationships
➢ prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
➢ teach pupils the correct vocabulary to describe themselves and their bodies
➢ provide a framework in which sensitive discussions can take place
➢ enable children to be safe

Throughout the learning journey, we will make specific links to our school values, with a particular emphasis on kindness, respect and reflectiveness.

| Statutory Requirements | |
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As a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

Although the sex education aspects of the curriculum are not statutory in primary schools, the Department for Education 'continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils'.  At Church Crookham Junior School, we believe that age appropriate sex education is an important part of the primary curriculum and we teach Relationship and Sex Education (RSE) as set out in this policy

| Policy Development | |
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This policy has been developed in consultation with staff and parents.  Pupil consultation has been included, where appropriate.   The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance

2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy

4. Pupil consultation – we investigated what exactly pupils want from their RSE

5.    Ratification – once amendments were made, the policy was shared with governors and ratified

| Definition | |
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RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, personal identity, change, reproduction, healthy lifestyles, diversity and respect.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

| Curriculum | |
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Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

*Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:*

-    Families and people who care for me
-    Caring friendships
-    Respectful relationships
-    Online relationships
-    Being safe

*Primary sex education will focus on:*

-    Preparing boys and girls for the changes that adolescence brings
-    How a baby is conceived and born
-    For more information about our curriculum, see our curriculum map in Appendix 1.

| Delivery of RSE | |
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RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are also taught within the science curriculum.

For more information about our RSE curriculum, see Appendices 1 and 2.

RSE learning is taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances, along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

A number of strategies will be used to ensure that pupils feel comfortable and confident in accessing the learning. These include:

-    Setting ground rules for discussion which ensure that children feel able to talk and ask questions, whilst feeling listened to and respected.

- Having an anonymised question box/'Ask-it Basket' so that children feel they can ask questions and teachers have a chance to prepare appropriate answers.
- Using distancing to promote dialogue and questioning, i.e. Distancing means thinking and talking about sensitive issues as an observer or in the third person, rather than in the first person and using personal examples.

| Roles and Responsibilities | |
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**The governing body**

The governing body will approve the RSE policy, and hold the headteacher to account for its implementation.

**The headteacher**

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 8).

**Staff**

Staff are responsible for:
- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE
- Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

**Pupils**

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

| Parents' right to withdraw | |
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Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE.

Requests for withdrawal should be put in writing and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education at school.  The child should attend school.

| Training | |
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Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

| **Monitoring Arrangements** | |
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The delivery of RSE is monitored by Amy Bateman [Deputy Headteacher] through:
- Planning support and monitoring
- Feedback from staff, parents and pupils

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Amy Bateman [Deputy Headteacher] on an annual basis. At every review, the policy will be approved by the governing body.

**Appendix 1: Curriculum map**

## Personal, Social and Health Education (PSHE) and Relationships and Sex Education (RSE) Curriculum Map

Our RSE Coverage fits in holistically and progressively with our CCJS PSHE Curriculum Coverage Map. This map is based on six core themes which are covered throughout Years 3 – 6. The PSHE Map included below has the RSE elements highlighted in yellow and green- yellow is Relationships Education, green is Sex Education (most of which is statutory through the Science and Health curriculums).

| CCJS Core themes | Identity and diversity | Feelings and relationships | Keeping healthy | Safety and risk | Resilience and managing change |
|---|---|---|---|---|---|
| Year 3 | • All about me <br> • What is the same and different about us? <br> • The importance of respecting others, even when they are different from them (e.g. physically, personality or background etc) <br> • Our community- (Who is part of our community and what rights, responsibilities, duties and relationships do we have in our community?) <br> • That in school and wider society they can expect to be treated with respect by others, and in turn, they should show respect for others | • Recognising how important friendships are in making us feel happy and secure. <br> • Recognising positive friendships: choosing and making friends; maintaining friendships <br> • Feelings: Describing feelings; conflicting feelings and how to manage feelings <br> • Recognising bullying & saying no to bullying - including the role of the bystander. <br> • The conventions of courtesy and manners | • Good food choices: What makes a balanced diet; opportunities for making own choices with food- portion control; what influences food choices; <br> • Keeping teeth and bodies clean <br> • Keeping our mind healthy- Recognising that mental wellbeing is a normal part of daily life, the same as physical health. <br> • How hobbies and interests are beneficial for health and wellbeing (Link to school/extra-curricular opportunities). | • Road safety- link to walk to school <br> • Rule of law- Why do we have rules how do they protect us and keep us safe? (link to class charter) <br> • How to ask for advice for themselves or others and keep trying until they are heard <br><br> **E-safety:** <br> - Passwords <br> - Safe use of search engines- benefits of the internet <br> - The Smart Crew | • Goals and looking forward. <br> • Transition to year 4- worries and fears and how to overcome them. <br><br> **Growth mind-set:** <br> • What is growth mind-set? <br> • Changing your mind-set and applying it to school <br> • Recognising what they are good at <br> • Learning pit- how to turn it around when you are struggling, overcoming barriers. |

| CCJS Core themes | Identity and diversity | Feelings and relationships | Keeping healthy | Safety and risk | Resilience and managing change |
|---|---|---|---|---|---|
| Year 4 | • Families: families are important as they give love, security and stability; that others' families, either in school or in the wider world sometimes look different to their family but they should respect those differences and know that they are also characterised by love and care<br>• That marriage/civil partnerships represents a formal and legal commitment of two people to each other which is intended to be lifelong<br>• Identifying and appreciating difference and diversity in the UK and around the world- focus on religions, customs and traditions<br>• listen and respond effectively to people; share points of view- **this could be taught as part of the above as part of circle time**<br>• What are Stereotypes? (link to English) | • The characteristics of healthy family life, care for family members and the importance of spending time together<br>• Characteristics of friendships, including mutual respect, truthfulness, loyalty, sharing interests etc<br>• Recognising that friendships have ups and downs and these can often be worked through, and that resorting to violence is never right. Repairing friendships and solving disputes among peers<br>• Recognising feelings in others; responding to how others are feeling.<br>• Bullying and discrimination- how does bullying make you feel? Strategies to change bullying behaviours. | • Changes in you; changes at puberty; introduction to sex, personal hygiene.<br>• Health: what makes a balanced lifestyle and making healthy life choices- sugar swaps; opportunities to plan and prepare healthy meals?<br>• Drugs- what does the word drugs mean, common to everyday life including caffeine and medicine introduce concept of addiction; hygiene and germs. | • That each person's body belongs to them, and the differences between appropriate and inappropriate physical and other contact; the right to privacy<br>• The importance of permission seeking and giving in relationships with friends, peers and adults<br>• Democracy: rules and laws- link to school councillor elections and debating in English? | • Changes that happen in life (linked to changes in you) and feelings associated with change- how to manage them.<br>• Steps to success setting a goal and what steps do you need to take to be successful? |
| | | | | **E-Safety:**<br>- Personal information<br>- How information and data is shared and used online<br>- That people sometimes behave differently online, sometimes pretending to be someone they're not<br>- Be a smart gamer<br>- Don't lie about your age<br>- Online and offline behaviour- link to bullying/ cyber-bullying. | **Growth mind-set:**<br>• Resilience- applying growth mind-set to their work, making mistakes and making the right choices.<br>• How fixed/ growth mind-set affects learning. |

| CCJS Core themes | Identity and diversity | Feelings and relationships | Keeping healthy | Safety and risk | Resilience and managing change |
|---|---|---|---|---|---|
| Year 5 | • What is prejudice and who may face it? (link briefly to Equality act)<br>• How do we deal with prejudices?<br>• Respect & tolerance: respecting and resolving differences and diversity.<br>• Community: anti-social behaviour | • Getting on and falling out: teamwork; negotiations and compromise; giving feedback.<br>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable<br>• Intensity of feelings; managing complex feelings.<br>• Bereavement and grief<br>• Bullying; keeping something secret; when to break confidence; recognise and manage dares | • Why do we need to have good mental health?<br>• Food / exercises: what positively and negatively affects health and wellbeing both physically and mentally; making informed choices; benefits of a healthy lifestyle and risks of an inactive lifestyle.<br>• Changes in you- changes at puberty; introduction to sex; personal hygiene. | • Risks - what risks might you take in life, which are good which are bad? Consequences of taking those risks, are all risks bad?<br>• Smoking and alcohol- risk, impact and affects- reintroduce addiction.<br>• Road safety: personal safety in the local environment- how to behave on scooters, bikes walking to/from school alone. | • Transition into year 6 SATs worries- Coping with change and transition (strategies) |
| | | | | **E-Safety:**<br>- Evaluating websites (including hoax sites)<br>- How to critically consider their online friendships and sources of information, including awareness of risks associated with people they have never met<br>- What sort of boundaries are appropriate in friendships with peers and others, including in a digital context<br>- Cyberbullying, chat danger- impact of online content on their own mental well being | **Growth mind-set:**<br>• Understanding how the brain works (neurons) linked to growth mind-set.<br>• Is a calculator better than a brain- link to growth mindset. |

| CCJS Core themes | Identity and diversity | Feelings and relationships | Keeping healthy | Safety and risk | Resilience and managing change |
|---|---|---|---|---|---|
| Year 6 | • Racism – why and where can it be a problem?<br>• **Listening to others, raise concerns and challenge- taught through circle time linked to the above.**<br>• Recognising and challenging stereotypes.<br>• Equality and human rights;<br>• The rights of a child- link to refugees. | • Friendships: listening to others and compromise<br>• How to manage conflict with peers and when to seek advice from others, if needed<br>• Stable, caring relationships, which may be of different types, are at the heart of happy families; maintaining healthy relationships; recognising unhealthy relationships; how to recognise if family relationships are making them feel unhappy or unsafe<br>• Bullying: actions have consequences | • Human reproduction, puberty- changes that will happen during adolescence including physical and emotional changes; roles and responsibilities of children and parents<br>• Personal/mental wellbeing- how to keep mentally well and de-stress- link to SATs and exams.<br>• Drugs education; risk and affects | • What is peer pressure and how to resist it- link to anti-social behaviour, smoking alcohol and drugs.<br>• Who is responsible for their health and safety; where to get help and advice.<br>• How to recognise and report feelings of being unsafe or uncomfortable (NSPCC workshops)<br>• How to seek help or advice if needed<br>• How to respond safely and appropriately to adults they may encounter (in all contexts) whom they do not know (Keep Safe)<br>• Road safety- how to cycle safely on the road- link to Bikeability.<br>• British law- what happens to people who do not follow the rules and laws in Britain? - use court video and re-enact scenes. | • Transition to secondary<br>• Independence; increased responsibility- how your responsibilities/roles have changed. |
| | | | | **E-Safety:**<br>- Keeping personal information personal & chat danger.<br>- Digital footprints and plagiarism<br>- The same principles apply to online relationships as face-to-face relationships, including the importance of respect for others online even when we are anonymous<br>- Big Brother is watching you! Is the internet and technology positive or negative? | **Growth mind-set:**<br>• Aspirations- setting a goal for your future self- what steps to success will you need what challenges might you face and how will you overcome them? |

**Appendix 2: By the end of primary school pupils should know**

| TOPIC | PUPILS SHOULD KNOW |
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| Families and people who care about me | • That families are important for children growing up because they can give love, security and stability<br><br>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives<br><br>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care<br><br>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up<br><br>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong<br><br>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed |
| Caring friendships | • How important friendships are in making us feel happy and secure, and how people choose and make friends<br><br>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties<br><br>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded<br><br>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right<br><br>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed |

| TOPIC | PUPILS SHOULD KNOW |
|---|---|
| Respectful relationships | • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs<br><br>• Practical steps they can take in a range of different contexts to improve or support respectful relationships<br><br>• The conventions of courtesy and manners<br><br>• The importance of self-respect and how this links to their own happiness<br><br>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority<br><br>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help<br><br>• What a stereotype is, and how stereotypes can be unfair, negative or destructive<br><br>• The importance of permission-seeking and giving in relationships with friends, peers and adults |
| Online relationships | • That people sometimes behave differently online, including by pretending to be someone they are not<br><br>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous<br><br>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them<br><br>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met<br><br>• How information and data is shared and used online |
| Being safe | • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)<br><br>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe<br><br>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact<br><br>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know<br><br>• How to recognise and report feelings of being unsafe or feeling bad about any adult<br><br>• How to ask for advice or help for themselves or others, and to keep trying until they are heard<br><br>• How to report concerns or abuse, and the vocabulary and confidence needed to do so<br><br>• Where to get advice e.g. family, school and/or other sources |

# Church Crookham Junior School

| TO BE COMPLETED BY PARENTS | | | |
|---|---|---|---|
| Name of child | | Class | |
| Name of parent | | Date | |
| Reason for withdrawing from sex education within relationships and sex education | | | |
| | | | |
| Any other information you would like the school to consider | | | |
| | | | |
| Parent signature | | | |

| TO BE COMPLETED BY THE SCHOOL | |
|---|---|
| Agreed actions from discussion with parents | |

**Appendix 4: Ground Rules**

## Openness

We will be open and honest, but not discuss directly our own or others' personal/private lives. We will discuss general situations as examples but will not use names or descriptions which could identify anyone. We will not put anyone 'on the spot'.

## Keep the conversation in the room

We feel safe discussing general issues relating to our learning, and we know
that our teacher will not repeat what is said in the classroom unless they are concerned we are
at risk, in which case they will follow our school's safeguarding policy.

## Right to pass

Taking part is important. However, we have the right to pass on answering a question or participating in an activity.

## Listen to others

We will listen to the point of view of others and expect to be listened to in return.

## Using language

We will use the correct terms for the things we will be discussing rather than the slang terms, as they
can be offensive. If we are not sure what the correct term is, we will ask our teacher.

## Asking questions

We will think about the questions that we ask and when to ask them. We do not ask
questions to deliberately try to embarrass anyone else.
There is a question box for anonymous questions.

## Seeking help and advice

If we need further help or advice, we know how and where to seek it confidentially, both in
school and in the community. We will encourage friends to seek help if we think they need it.