



# Relationships and Sex Education Policy (RSE)

Last updated June 2024

## STATEMENT OF INTENT

At NCJPS, we will provide age-appropriate relationships and health education (RHE) to all pupils as part of the school's statutory curriculum. Our school aims to assure parents and pupils that all aspects of RHE will be delivered in a safe space, allowing time and compassion for questions at a level that every pupil understands. Sensitive topics relating to RHE will be delivered in a sensitive manner as part of a whole-school approach where parents and teachers work in partnership.

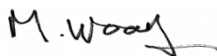
RHE is compulsory in all primary schools in England. The key topics applicable for all key stages have been carefully planned in consultation with responses from parents, young people, schools and experts. Parents are given the opportunity to discuss this policy at any time and staff will be provided with accurate training and further resources to deliver lessons to pupils.

We understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships education, which is required to be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and ensures can talk to a trusted adult if there is anything worrying them. Health education focusses on equipping pupils with the knowledge they need to make informed decisions about their own health and ensures they receive factual information about the changes they will experience emotionally and physically during puberty.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health education (RSHE) for all our pupils. This policy sets out the framework for our RSHE curriculum, providing clarity on how it is informed, organised and delivered. Any sex education included within the curriculum consists of age-appropriate content which covers how babies are conceived and how they are born. Sex education does not go above and beyond the focus of reproduction. State-funded primary schools are also required to teach health education.

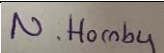
Signed by:



Headteacher

17/6/24

Date:



Chair of governors

17/6/24

Date:

## **Legal framework**

This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Equality Act 2010
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- DfE (2013) 'Science programmes of study: key stages 1 and 2'
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2021) 'Teaching about relationships, sex and health'
- DfE (2023) 'Keeping children safe in education 2023'

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- SEND Policy
- Inclusion Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Staff Equality, Equity, Diversity and Inclusion Policy
- Pupil Confidentiality Policy
- Anti-bullying Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Online Safety Policy
- Visitor Policy
- School Improvement Plan (SIP)

## **Roles and responsibilities**

The governing board is responsible for:

- Playing an active role in monitoring, developing and reviewing the policy and its implementation in school.
- Appointing a link governor for RHE who supports the school and monitors any aspects of RHE included within the SIP Ensuring all pupils make progress in achieving the expected educational outcomes.
  - Ensuring the curriculum is well led, effectively managed and well planned.
  - Evaluating the quality of provision through regular and effective self-evaluation.
  - Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
  - Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
  - Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
  - Ensuring the Jewish Orthodox ethos of the school is maintained and developed through the subjects.
  - Ensuring that all staff receive ongoing training on issues relating to PSHE and RHE and how to deliver lessons on such issues.
  - Ensuring that all staff are up to date with policy changes, and familiar with school policy and guidance relating to RHE.

The headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring adequate time on school timetable to deliver RHE as a statutory curriculum subject.
- Providing support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of RHE to pupils; for example, if staff do not feel that their training has been adequate or that aspects of the curriculum conflict with their religious beliefs.
- Ensuring that parents are fully informed of this policy and the RHE resources are available to parents beforehand.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

The PSHE subject leader is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring that staff values and attitudes will not prevent them from providing a balanced RHE in school.
- Providing the agreed vocabulary to be used during the lessons to ensure a consistent approach.
- Ensuring the subjects are age-appropriate and high-quality and up-to-date.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships, and health curriculum.
- Ensuring the relationships and health curriculum, as well as any optional sex education, is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Liaising and working in partnership with parents and carers to support further conversations at home and to share the resources ahead of teaching upon request.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

The appropriate teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships, sex and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and health education.
- Responding to any safeguarding concerns in line with the Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- Working with the Health and Wellbeing subject leader to evaluate the quality of provision

The SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.
- Ensuring that the needs of vulnerable pupils are taken into consideration in designing and teaching these subjects.

Parents are responsible for:

- Enabling their children to grow and mature and to form healthy relationships.
- Supporting their children through their personal development and the emotional and physical aspects of growing up.
- Ensuring that they are aware of aspects of the curriculum, including when it is going to be delivered and the content.
- Supporting their children's personal, social and emotional development, by working with the school to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school PSHE.
- Seeking additional support in this from the school where they feel it is needed.

### **Organisation of the Curriculum**

Every primary school is required to deliver statutory relationships education and health education. For the purpose of this policy, "relationships and sex education" is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality. For the purpose of this policy, "health education" is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.

The delivery of the relationships education and health education coincide with one another and will be delivered as part of the school's PSHE curriculum which has been organised in line with the statutory requirements outlined in the DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education' guidance. The relationships and health curriculum takes into account the views of teachers, pupils and parents/carers. We are dedicated to ensuring our curriculum meets the needs of the whole-school community.

When appropriate, we will consult with parents/ carers, pupils and staff in the following ways:

- Questionnaires and surveys
- Focus groups
- Meetings
- Newsletters and letters

Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by:

- Arranging a meeting with the head teacher.
- Emailing [headteacher@northcheshire.stockport.sch.uk](mailto:headteacher@northcheshire.stockport.sch.uk).
- Contacting the governing body of the school that has overall accountability for the implementation of the statutory curriculum.

The school has organised a curriculum that is age-appropriate for pupils within each year group. When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

### **Consultations with Parents/ Carers**

The school understands the important role parents play in enhancing their children's understanding of relationships and health and how important parents' views are in shaping the curriculum. The school will provide parents with frequent opportunities to understand and ask questions about the school's approach to RHE.

The school will consult closely with parents when reviewing the content of the school's RHE curriculum and will give them regular opportunities to voice their opinions. The school will use the views of parents to inform decisions made about the curriculum content and delivery; however, parents will not be granted a 'veto' on curriculum content, and all final decisions will be made by school. The school will permit parents access to all curriculum materials and the school will not enter into contracts with outside providers that seek to prevent parents from seeing materials.

Parents will be provided with the following information:

- The content of the relationships and health curriculum
- The delivery of the relationships and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum

The school will work closely with parents in reviewing the sex education curriculum and will consult with them with regard to what is covered.

The school aims to build positive relationships with parents by inviting them into school to discuss what will be taught, address any concerns, and help parents in managing conversations with their children on the issues covered by the curriculum. Parents will also be consulted in the review of this policy and encouraged to provide their views at any time.

### **Defining Comprehensive Relationship Education**

1. The Department for Education defines relationships education as, teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults.
2. However, we believe comprehensive relationship education is designed to help children to develop the skills to recognise and manage healthy relationships both online and in the real world. It is designed to build self-esteem and to explore personal identity.
3. It is about helping children understand and make sense of the world they are growing up in; to recognise the differences and similarities between their peers and their families; to understand the fact every human being is unique and has the right to be respected. There are many different family structures and all children have the right to feel safe.
4. Comprehensive relationship education has been shown to help keep children safe by allowing them to understand appropriate and inappropriate touching, to realise that their body is fantastic and belongs to them. It is about building the foundations of an understanding of consent and personal boundaries; in that no one has the right to touch you in a way you don't like but also the difference between public and private behaviours.

5. It is important for children to know the names and functions of their body and to be reassured it is natural to be curious about them. Indeed, by teaching children the correct terms for their private parts (Y2), children are proven to be safer from abuse.

In addition, we believe comprehensive relationship education helps children to develop their vocabulary and emotional literacy to enable them to talk about and manage their feelings. It helps children build their own support networks and the confidence to ask for help when they feel unsafe. This is a required element of the Health Education Guidance.

### **Defining Sex Education at Primary School**

Although it is not statutory to deliver sex education outside of the science curriculum (which is statutory) at primary level, the DfE recommends that all primary schools should have a sex education programme in place. At NCJPS, we do teach pupils sex education beyond what is required of the science curriculum – the content is tailored to the age, and physical and emotional maturity of pupils, and ensures that children are prepared for the changes that adolescence brings, drawing on knowledge of the human life cycle.

We recognise that some parents may be uncomfortable with the thought of their children receiving sex education in primary school. Equally, we recognise it is completely natural for children to have questions about sex, their bodies and to be curious about where they came from. In the age of information where children in primary school have access to the internet through mobile technology we believe it is better that children receive age appropriate answers from us than it being left to their peers or the internet.

At NCJPS, sex education is an opportunity to answer children's questions about where they came from, an opportunity to explore their own stories and to be clear about how a baby is conceived and formed as set out in learning about the human life cycle in the national curriculum for science. Furthermore, it should ensure that all children are prepared for both the physical and emotional changes of puberty including menstruation. Children need to understand how their bodies function and change as they grow into adults.

We believe that sex education should allow children a safe space to ask the questions they may have without shame or judgement. Evidence states that a graduated, age-appropriate, spiral curriculum is the best way of preventing the topic of sex, reproduction and private body parts of becoming taboo and children from becoming embarrassed by the topic.

We believe it is the duty of our school to give our young people the learning that will enable them to live safe, fulfilled and healthy lives. This includes ensuring that they have the skills to keep themselves safe from harm and develop positive and healthy relationships, free from exploitation, pressure or abuse.

### **Delivery of the curriculum**

The school will ensure that keeping children safe and preventative education remain at the heart of PSHE subjects.

The relationships, sex and health curriculum will be delivered as part of our PSHE curriculum and we ensure we meet the learning objectives as set out in the [DfE's Relationships education, relationships and sex education \(RSE\) and health education Guidance 2019](#).

Through effective organisation and delivery of the subject, we will ensure that:

- Core knowledge is sectioned into units of manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.

- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.
- The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children’s physical, emotional and sexual development.
- Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.
- At the point we consider it appropriate to teach pupils about LGBT+, we will ensure that this content is fully integrated into the relationships, sex and health curriculum, rather than delivered as a standalone unit or lesson.
- Pupils will be taught about LGBT+ as well as the 9 protected characteristics. The school ensures that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.
- Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils’ needs.
- Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.
- Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils.
- Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school’s E-safety Policy.
- Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly.
- Teachers will ensure that pupils’ views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriate to the pupil’s age.
- The programme will be designed to ensure all activities will be planned to ensure all children are actively involved.
- Teachers will talk about and celebrate healthy relationships and different family units including: marriage, single parent, co-parenting, step families, LGBT+ families, adoptive parents etc. Sensitivity will always be given as to not stigmatise pupils based on their home circumstances.
- Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work.
- Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.
- Any resources or materials used to support learning will be formally assessed by the headteacher and/or SLT Team before use to ensure they are appropriate for the age and maturity of pupils, and sensitive to their needs.
- In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.
- At all points of delivery of this programme, parents will be consulted, and their views will be valued.
- What will be taught and how, will be planned in conjunction with parents.
- Whilst there are no formal examinations for the relationships, sex and health curriculum, the school will undertake informal assessments to determine pupil progress – these include the following:

## Working with external experts

The school may invite guest speakers into school to talk on issues related to RHE, e.g. an expert or experienced health professional who can challenge pupil's perceptions. A teacher will be present throughout these lessons.

Visitors will be given a copy of this policy and expected to comply with the guidelines outlined within it. All resources used by guest speakers will be available to parents to view prior to lesson delivery.

Before delivering the session, the school will:

- Ensure the lesson the external expert has planned fits with the school's planned curriculum and this policy.
- Ensure the expert's credentials are checked before they are able to participate in delivery of the curriculum, in line with the Visitor Policy.
- Discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.
- Ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND.
- Agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy.

## Curriculum organisation

Pupils will receive their entitlement for learning PSHE through a spiral curriculum which demonstrates progression.

The school uses the Kapow scheme of work to teach all aspects of PSHE including RSE, together with units from Medway Public Health Directorate. EYFS use a combination of Kapow and Think Equal.

All objectives and lessons are planned around the DFE guidance and statutory requirements and have been checked and PSHE Association Quality Assured.

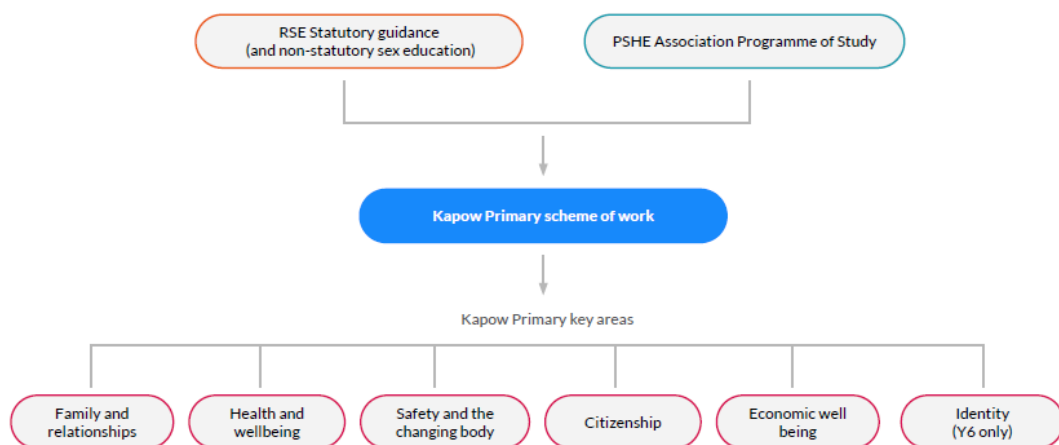
Across Key Stages One and Two, the following topics are covered:

The 5 areas of learning in Key Stage 1 and 2:

- Families and relationships
- Health and wellbeing
- Safety and the changing body
- Citizenship
- Economic wellbeing

Year 6:

- Identity



Each area is revisited to allow children to build on prior learning. The lessons also provide a progressive programme.

By using Kapow as the basis for our scheme of work, we can ensure that they are fulfilling the aims for learning stated in the National Curriculum.

### Family and relationships

Learning how to: form respectful relationships with others, deal with conflict and bullying and the importance of challenging stereotypes.

### Health and wellbeing

Learning strategies for looking after their mental and physical health, including: healthy eating, relaxation techniques, sun safety, immunisation facts and the benefits of sleep.

### Safety and the changing body

Learning: how to administer first aid in a variety of situations and about safety around medicines, online and road safety and the changes which occur during puberty,

### Citizenship

Learning about: human rights and the rights of the child, democracy, diversity and community and protecting the environment.

### Economic wellbeing

Learning how to make decisions when it comes to spending, budgeting and saving money and exploring different career choices.

Year 6 only:

### Identity

Considering what makes us who we are whilst learning about body image.



## Long Term Mapping:

EYFS: Reception	Self-regulation	Building relationships		Managing self
My feelings: <a href="#">1.1 Identifying my feelings</a> <a href="#">1.3 Coping strategies</a> <a href="#">1.4 Emotional adjectives</a> <a href="#">1.5 Facial expressions</a>		Special relationships: <a href="#">1.2 Special people</a> <a href="#">1.3 Sharing</a> <a href="#">1.4 I am unique</a> <a href="#">1.6 Similarities and differences</a>	My family and friends: <a href="#">1.1 Festivals</a> <a href="#">1.2 Sharing</a> <a href="#">1.3 What makes a good friend</a> <a href="#">1.4 Being a good friend</a>	Taking on challenges: <a href="#">1.1 Why do we have rules?</a> <a href="#">1.2 Building towers</a> <a href="#">1.5 Team races</a>  My wellbeing: <a href="#">1.1 What is exercise?</a> <a href="#">1.4 Being a safe pedestrian</a> <a href="#">1.5 Eating healthily</a>

	Introductory lesson	Family and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Year 1	<a href="#">Setting ground rules for RSE and PSHE lessons</a>	<a href="#">1.1 What is family?</a> <a href="#">1.2 What are friendships?</a> <a href="#">1.5 Friendship problems</a> <a href="#">1.6 Healthy friendships</a> <a href="#">1.7 Gender stereotypes</a>	<a href="#">1.1 Understanding my emotions</a> <a href="#">1.3 Ready for bed</a> <a href="#">1.5 Handwashing &amp; personal hygiene</a> <a href="#">1.6 Sun safety</a> <a href="#">1.7 Allergies</a>	<a href="#">1.1 Adults in school</a> <a href="#">1.2 Adults outside school</a> <a href="#">1.4 Making an emergency phone call</a> <a href="#">1.5 Appropriate contact</a> <a href="#">1.6 Safety with substances</a>	<a href="#">1.1 Rules</a> <a href="#">1.4 Similar, yet different</a>	<a href="#">1.1 Introduction to money</a> <a href="#">1.4 Saving and spending</a>
Year 2	<a href="#">Setting ground rules for RSE and PSHE</a>	<a href="#">1.2 Families are all different</a> <a href="#">1.4 Unhappy friendships</a> <a href="#">1.5 Introduction to manners and courtesy</a> <a href="#">1.6 Change and loss</a> <a href="#">1.7 Gender stereotypes, Careers and jobs</a>	<a href="#">1.1 Experiencing different emotions</a> <a href="#">1.5 Developing a growth mindset</a> <a href="#">1.6 Healthy diet</a> <a href="#">1.7 Looking after our teeth</a>	<a href="#">1.2 Communicating online</a> <a href="#">1.3 Secrets and surprises</a> <a href="#">1.4 Appropriate contact: My private parts</a> <a href="#">1.5 Appropriate contact: My private parts are private</a> <a href="#">1.8 Staying safe with medicine</a>	<a href="#">1.1 Rules beyond school</a> <a href="#">1.5 Similar yet different - my local community</a> <a href="#">1.7 Giving my opinion</a>	<a href="#">1.3 Wants and needs</a> <a href="#">1.4 Looking after money</a>
Year 3	<a href="#">Setting ground rules and signposting</a>	<a href="#">1.1 Healthy families</a> <a href="#">1.2 Friendship conflicts</a> <a href="#">1.3 Friendship conflict vs bullying</a> <a href="#">1.5 Learning who to trust</a> <a href="#">1.6 Respecting differences in others</a> <a href="#">1.7 Stereotyping gender</a>	<a href="#">1.1 My healthy diary</a> <a href="#">1.3 Health and wellbeing</a> <a href="#">1.5 Resilience: breaking down barriers</a> <a href="#">1.6 Diet and dental health</a>	<a href="#">1.1 First Aid: emergencies and calling for help</a> <a href="#">1.4 Cyberbullying</a> <a href="#">1.7 Influences</a> <a href="#">1.8 Keeping safe out and about</a>	<a href="#">1.1 Rights of the child</a> <a href="#">1.5 Charity</a> <a href="#">1.6 Local democracy</a>	<a href="#">1.1 Ways of saving</a> <a href="#">1.5 Jobs and careers</a>

	Introductory lesson	Family and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Year 4	<a href="#">Setting ground rules and signposting</a>	<a href="#">L1 Respect and manners</a> <a href="#">L2 Healthy friendship</a> <a href="#">L4 Bullying</a> <a href="#">L6 Stereotypes: Disability</a> <a href="#">L8 Change and loss</a>	<a href="#">L1 Looking after our teeth</a> <a href="#">L3 Celebrating mistakes</a> <a href="#">L5 My happiness</a> <a href="#">L6 Emotions</a> <a href="#">L7 Mental health</a>	<a href="#">L1 Internet safety: Age restrictions</a> <a href="#">L2 Share aware</a> <a href="#">L4 Privacy and security</a> <a href="#">L7 Introducing puberty</a> <a href="#">L8 Tobacco</a>	<a href="#">L1 What are human rights?</a> <a href="#">L5 Diverse communities</a>	<a href="#">L2 Keeping track of money</a> <a href="#">L4 Influences on career choices</a>
Year 5	<a href="#">Setting rules and signposting</a>	<a href="#">L2 Friendship skills</a> <a href="#">L3 Marriage</a> <a href="#">L4 Respecting myself</a> <a href="#">L5 Family life</a> <a href="#">L6 Bullying</a> <a href="#">L8 Stereotypes: Race and religion</a>	<a href="#">L2 The importance of rest</a> <a href="#">L5 Taking responsibility for my feelings</a> <a href="#">L6 Healthy meals</a> <a href="#">L7 Sun safety</a>	<a href="#">L1 Online friendships</a> <a href="#">L2 Staying safe online</a> <a href="#">L3 Puberty</a> <a href="#">L4 Menstruation</a> <a href="#">L6 First Aid: Bleeding</a> <a href="#">L7 Alcohol, drugs and tobacco: Making decisions</a>	<a href="#">L1 Breaking the law</a> <a href="#">L6 Parliament</a>	<a href="#">L3 Risks with money</a>
Year 6	<a href="#">Setting ground rules for RSE and PSHE</a>	<a href="#">L1 Respect</a> <a href="#">L2 Respectful relationships</a> <a href="#">L4 Challenging stereotypes</a> <a href="#">L5 Resolving conflict</a> <a href="#">L6 Change and loss</a>	<a href="#">L3 Taking responsibility for my health</a> <a href="#">L4 The impact of technology on health</a> <a href="#">L5 Resilience toolkit</a> <a href="#">L6 Immunisation</a> <a href="#">L8 Physical Health concerns</a>	<a href="#">L1 Alcohol</a> <a href="#">L3 Social media</a> <a href="#">L4 Physical and emotional changes of puberty</a> <a href="#">L8 First Aid: Basic life support</a>	<a href="#">L1 Human rights</a> <a href="#">L4 Prejudice and discrimination</a> <a href="#">L6 National democracy</a>	<a href="#">L4 What jobs are available</a>  <b>Identity</b>  <a href="#">L2 Identity and body image</a>

## Recording children's work

- The majority of children's work is collated into a Floor book. This will act as evidence of the work the children have been involved in and document their learning experiences. Resources from Medway Public Health Directorate and Kapow will also be used to record children's work.
- We believe that pupil voice and reflection is essential in assessing learning and we believe this reflection is essential to build personal identity and self-esteem. This will also be evidenced within the Floor book.
- The Kapow assessment tool can be used for teacher's summative and formative assessment against the statutory guidelines.
- The person responsible for RSE in schools will monitor progress and evaluate the effectiveness of lessons and programmes of study regularly, using evidence from workbooks, discussions with staff and pupils as a basis for teaching guidelines in accordance with DFE guidelines.

## Monitoring quality

- The relationships, sex and health education subject leader is responsible for monitoring the quality of teaching and learning for the subjects.

- The relationships, sex and health education subject leader will conduct subject assessments on a termly basis, which will include a mixture of the following:
- Self-evaluations
- Book looks
- Lesson observations
- Topic feedback forms
- Learning walks
- Work scrutiny
- Lesson planning scrutiny

The relationships, sex and health education subject leader will work regularly and consistently with the headteacher and RSE link governor, e.g. through monthly review meetings, to evaluate the effectiveness of the subjects and implement any changes.

### **Equality and Accessibility**

The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their protected characteristics, namely:

- Age
- Disability
- Gender reassignment and identity
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

NCJPS is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum.

- The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships, sex and health education, and the programme will be designed to be inclusive of all pupils.
- Teachers understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs.
- Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. For example, we could consider taking positive action to support a child if there was evidence that they were being disproportionately subjected to sexual violence or sexual harassment.
- When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.
- In order to foster healthy and respectful peer-to-peer communication and behaviour between children, the school implements a robust Behavioural Policy, as well as a Safeguarding Policy, which set out expectations of pupils.

## Answering Children's Questions:

1. We are aware that children are likely to have many questions that may occur at any time. Children tend to ask whatever is on their mind. We see this as a positive point and a sign that we have created a safe environment where children feel empowered to feed their natural curiosity and learn about themselves, their bodies and the world around them. However, we acknowledge that some parents may feel uncomfortable about how particular questions may be dealt with in class.
2. We believe children are better off receiving honest, open answers from safe adults in their lives, rather than it being left to the internet or older children with a smartphone. In the age of information, where children in primary have access to tablets, smartphones and the internet (often unsupervised) it is essential that we help children to recognise they are able to ask questions without judgement rather than searching for answers on the internet.
3. By tackling the topic in a matter of fact manner, without embarrassment means that we take the mystic allure out of the topic, making sex no longer the secret taboo. For children these questions are not rude, they are simply signs of a healthy and natural curiosity.
4. We believe that if children ask a question they deserve an answer. If ignored they merely build unnecessary barriers, making children think they have done something wrong; they are unlikely to ask again, and are instead left to seek their answers from less reliable or child friendly sources, due to shame. However uncomfortable the question may be, the thought is already in their head. It is much better we, as safe adults, take responsibility and tackle the question safely and age appropriately.
5. Staff will answer children's questions age appropriately. This will be done consistently across the school as follows:
  - Children will be praised for asking questions. We wish to encourage children to seek answers from safe adults.
  - If a question is relevant to the whole class, we will answer it to the whole group.
  - However, as with any other subject, there may occasionally, be the need to differentiate depending on children's knowledge and experience. Some children may need additional information or support compared to others.
  - If a child asks a question that is not necessarily suitable for the entire class, we will respond, by saying: *"that is fantastic question, hold that thought, I am going to set everyone some work and I will come and talk to you and answer your question in a minute when everyone else is working,"* or something of a similar manner.
  - If the member of staff doesn't have an answer or doesn't know, they will say so. There is no shame in not knowing the answer but the member of staff should make an effort to help the child to find the answer later.
  - If the member of staff is not sure how best to answer a particularly tricky question, our suggested response is: *"That is a brilliant question, I would like to give you an equally brilliant answer, so let me have a think about it and once I know the best way to explain it clearly I will come back to you."*
  - This will allow teaching staff time to think, seek help, advice or support from colleagues, or to speak to senior management.

- If a child asks a question we know parents may be uncomfortable with, staff may choose to delay answering the question (as above) until they have spoken to the parent/carer if possible and talk through their response.
- Teachers will answer questions, openly, honestly, scientifically and factually without relying on their own personal beliefs. Teachers will not be expected to answer personal questions about themselves or to ask direct personal questions of their students that could make either parties vulnerable.

### **Policy on Menstruation:**

1. We recognise that the onset of menstruation can be a confusing or distressing time for children if they are not prepared. As a school, we acknowledge we have a responsibility to prepare children, who are assigned female at birth for menstruation and make adequate and sensitive arrangements to help children manage their period. Especially children whose family may not be able to afford or will not provide sanitary products.
2. We recognise that period poverty exists in the UK and that some children are forced to avoid attending school if they are on their period, when they are unable to manage it sensitively. We do not want that to be the case in our school and will make every reasonable effort to support children to access their education and enjoy school.
3. Puberty is occurring earlier than ever before, and it is now not uncommon for children to start their periods whilst in primary school even in year 4. For this reason we may give puberty lessons to all children starting from year 4, 5 & 6.
4. As part of these lessons all children will be told about menstruation and there will be discussion of what periods are, explanation of other symptoms associated with periods, how they can be managed hygienically, and sensitively.
5. During lessons where puberty and menstruation are discussed, we will take the opportunity to highlight the location of sanitary bins available in school, and how these are to be used.
6. In school we have a menstruation kit available which contains sanitary products. Children will be made aware of where these are kept and how they can be accessed through designated members of staff, including lunchtime supervisors.

### **Curriculum Links**

The school seeks opportunities to draw links between relationships, sex and health education and other curriculum subjects wherever possible to enhance pupils' learning. Relationships, sex and health education will be linked to the following subjects in particular:

- Science – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- Computing and ICT – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- PE – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- PSHE – pupils learn about respect and difference, values and characteristics of individuals.

## **Parents and parental rights to withdraw**

We believe that successful teaching around RSE can only take place when parents and school work together. Especially, considering we both want children to grow up safe and happy in healthy relationships, with the ability to manage their emotions and speak up when they feel unsafe. Therefore, we are committed to working together with parents.

Relationships and health education are statutory at primary and parents/carers do not have the right to withdraw their child from the subjects. As sex education is not statutory at primary level (other than what must be taught as part of the science curriculum), parents / carers have the right to request to withdraw their child from all or part of the sex education curriculum.

- The head teacher will automatically grant withdrawal requests however, the headteacher will discuss the request with the parent and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.
- The head teacher will discuss with the parent, the benefits of receiving this important education and any adverse effects that withdrawal may have on the pupil – this could include, for example, social and emotional effects of being excluded.
- The head teacher will keep a record of the discussion between themselves, the pupil and the parent.
- The head teacher will grant a parent's request to withdraw their child from sex education, other than the content that must be taught as part of the science curriculum.
- The parent will be informed in writing of the head teacher's decision.
- Where a pupil is withdrawn from sex education, the head teacher will ensure that the pupil receives appropriate alternative education.

## **Behaviour**

The school has a zero-tolerance approach to bullying. We aim to foster a culture based on mutual respect and understanding for one another. Any bullying incidents caused as a result of the relationships, sex and health education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school in line with the school's Behaviour Policy. The head teacher will decide whether it is appropriate to notify the police or an anti-social behaviour coordinator in their LA of the action taken against a pupil.

## **Confidentiality**

- Confidentiality within the classroom is an important component of relationships, sex and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible.
- Teachers will, however, alert the head teacher about any suspicions of inappropriate behaviour or potential abuse as per the school's Safeguarding Policy.
- Pupils will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure.
- Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the DSL and handled in accordance with the Safeguarding Policy.

## **Safeguarding Children:**

1. When teaching any sensitive topic, such as RSE which deals with family life, safe and appropriate touching, personal body parts and healthy relationships, we recognise the potential to uncover incidents of abuse through children's disclosures.
2. All members of staff who deliver any of our Relationship or Sex Education Programme, have statutory training around safeguarding children and are all aware of our school's safeguarding policy and procedures in the case of a disclosure or suspicion of a safeguarding concern.
3. It is our practice to review safeguarding procedures in team meetings before the programme is delivered. Furthermore, if relevant, there may be conversations around protecting and supporting children for whom some of this work may make them vulnerable due to previous safeguarding concerns, past child protection investigations, ongoing concerns or changes in family or living situations if these may be triggered by scenarios or topics in their planned lessons.
4. We recognise that for children who may be vulnerable due to past or present abuse or changes in family situations, this type of work, whilst it may be sensitive, there may be needs to adapt the programme or offer additional support. It is also a protective factor in preventing further abuse, to help them make sense of their experiences and essential to help them develop skills and resilience to keep them safe in future.

## **Monitoring and review**

- This policy will be reviewed every 24 months by the relationships, sex and health education subject leader and headteacher.
- The next scheduled review date for this policy is September 2025.
- This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.
- The governing board is responsible for approving this policy.
- Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.