

Relationships and Sex Education Policy 2023 – 24

This policy is underpinned by our Maynard Values. These values have been established through consultation with staff, pupils and parents. Our four core values are:

Kindness
Courage
Community
Integrity

1. Aims

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

- Provide a framework in which sensitive discussions can take place
- 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
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships, including the importance of family for the care and support of children and recognising the wide diversity within these aspects
- To promote respect for other people, with particular regard for those with protected characteristics
- Help children to understand the consequences of their actions and behave responsibly within relationships
- To be able to recognise unsafe situations, protect themselves and ask for help and support

The Maynard Junior School considers that Relationships and Sex Education (RSE) is an integral part of the Personal, Social, Health and Economic (PSHE) Education curriculum. We aim to offer pupils a carefully planned programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil. We recognise that the RSE (and PSHE) curriculum may need to adapt and respond to circumstances in society.

These aims complement those of the Science curriculum in KS1 and KS2.

2. Statutory requirements

All schools must provide relationships education to all pupils as per Section 34 of the Children and Social Work Act 2017.

Primary schools are not required to provide sex education but are required to teach the elements of sex education contained in the statutory science curriculum.

In teaching RSE, schools must have regard to guidance issued by the Secretary of State as outlined in Section 403 of the Education Act 1996.

ISI - In line with the Independent Schools' Inspectorate criteria, the regulations specifically require PSHE to encourage respect for other people, with particular regard to the protected characteristics under the Equality Act 2010. It is not sufficient for a school to say that it meets this requirement because its curriculum encourages respect for all pupils in a general way;

that is not paying particular regard to protected characteristics of which pupils must be made aware to the extent considered age-appropriate. However, a school does not necessarily have to address all the characteristics in every year group because, in drawing up its policy, plans and schemes of work relating to the PSHE curriculum, a school is to take account of (amongst other things) the ages of pupils and their learning abilities and deliver the curriculum appropriately. Also, if there were some occurrence or event involving one or more of the protected characteristics which became an issue amongst the pupils, the school will help the children understand the issues, and ensure the children respect all those with those characteristics.

The protected characteristics as listed in section 4 of the Equality Act 2010 are as follows:

- a. Age
- b. Disability
- c. Gender reassignment
- d. Marriage and civil partnership
- e. Pregnancy and maternity
- f. Race
- g. Religion or belief
- h. Sex
- i. Sexual orientation.

The protected characteristics should be referenced in curriculum documentation. See planning, particularly Relationships Target 13.

The ISI standard for Relationships and Sex Education is met if the school:

- (a) ensures that every registered pupil who is provided with primary education at the school is provided with relationships education,
 - (b) ensures that every registered pupil who is provided with secondary education at the school is provided with relationships and sex education, except in so far as the pupil is excused as mentioned in sub-paragraph (2),
 - (c) [relates to Academies – not within ISI's remit]
 - (d) in making arrangements for the purposes of paragraphs (a), (b) or (c), has regard to any guidance under section 80A of the Education Act 2002 that applies in relation to the provision of education by maintained schools,
 - (e) makes and keeps up to date a separate written statement of its policy with regard to the provision of education as required by each of paragraphs (a) and (b),
 - (f) consults parents of registered pupils at the school before making or revising a statement under sub-paragraph (e), and (g) publishes a copy of the statement on a website and provides a copy of the statement free of charge to anyone who asks for one.
- (2) Arrangements made by the proprietor for the purposes of sub-paragraph (1)(b) must ensure that where a pupil's parent requests that the pupil is wholly or partly excused from sex education provided as part of relationships and sex education, the pupil is so excused until

the request is withdrawn, unless or to the extent that the headteacher considers that the pupil should not be so excused.

(3) Sub-paragraph (1)(a) and (c) do not apply to a pupil who is under compulsory school age
At The Maynard Junior School we teach RSE as set out in this policy.

Should you like to see the guidance from the government please visit:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

3. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, consent, healthy lifestyles, diversity and personal identity.

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

RSE is not about the promotion of sexual activity.

4. Curriculum

The Maynard Junior School follows the PSHE programme set out by the PSHE Association.

PSHE is delivered as a discrete curriculum subject with a dedicated weekly lesson. PSHE themes often arise in class conversations, in the playground and in our everyday experiences. Class teachers will explore these incidentally as they arise to meet the needs of the class, for example, through discussion, circle time and drama.

PSHE is also a key part of the assembly programme and certain themes are identified for exploration in this way.

PSHE is also delivered through trips and visits, for example, the NSPCC visits about keeping safe and the Y6 trip to Devon and Cornwall Police Life Skills Day,

Our RSE curriculum is embedded within our PSHE curriculum and is set out as per the progression map and programmes of study, however, this will be adapted when necessary to meet the pupils' incidental needs and to make the most of topical opportunities.

We have developed the curriculum 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 age appropriate manner so they are fully informed and don't seek answers unsupervised online.

Primary sex education will focus on:

- Sexual difference and naming body parts
- Preparing pupils for the changes that adolescence brings
- Exploring the impact of puberty on the body and the importance of physical hygiene
- Understanding that menstruation is a normal part of growing up
- How a baby is conceived and born, considered in the context of relationships
- Answering each other's questions about sex and relationships with confidence and knowing where to find support and advice

For more information about our curriculum, see our curriculum plans.

5. Delivery of RSE

As part of RSE, pupils will be taught about the nature and importance of marriage for family life and bringing up children. They also need to understand that there are strong and mutually supportive relationships outside of marriage.

Either of these can include heterosexual or same-sex relationships. We ensure that no stigma is placed on children based on their home circumstances.

We aim to provide accurate information and to help to develop skills to enable them to understand differences and respect themselves and others. We hope to prevent and remove prejudice.

RSE contributes to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and within society, thus preparing them for the responsibilities and experiences of adult life. We will work towards this aim in partnership with parents and carers.

We carry out the main RSE curriculum in PSHE lessons, however we also teach RSE through other subject areas e.g. Science, PE, ICT and RE, where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

Linked with RE, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

Linked with PE, children learn about healthy lifestyles and the importance of exercise.

Linked with ICT children learn about safe and acceptable online relationships.

Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground and the assembly programme.

It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

EYFS Early Learning Goals and Development Matters

Early Years Foundation Stage children learn about life cycles. Through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others particularly through the Building Relationships strand. Pupils develop a broader understanding of families, diversity, different cultures and religious beliefs through the Understanding the World goal and People, Culture and Communities strand. Stories play a key role in learning for the EYFS.

Science Curriculum

In Key Stage 1 (Yrs 1 – 2) children learn:

- To identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense
- To notice that animals, including humans, have offspring which grow into adults
- To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

In Key Stage 2 (Yrs 3 – 6) children learn:

- To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat (Y3)
- To identify that humans and some other animals have skeletons and muscles for support, protection and movement (Y3)
- To describe the simple functions of the basic parts of the digestive system in humans (Y4)
- To identify the different types of teeth in humans and their simple functions (Y4)
- To describe the life process of reproduction in some plants and animals (Y5)
- To describe the changes as humans develop to old age (Y5)
- To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood (Y6)
- To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function (Y6)
- To describe the way nutrients and water are transported within animals, including humans (Y6)
- To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents (Y6)

Teaching and Learning including delivery of the RSE curriculum

In Key Stage 2 (Years 3 - 6) we acknowledge that many children will begin to experience puberty at this age. We teach the children about the parts of the body and how they work. We also explain what will happen to their bodies during puberty. We encourage the children to ask for help if they need it.

Whilst there is some coverage of puberty in Y4, most is delivered in Y5 and Y6. The school recognises, however, that there are occasionally pupils who mature early and who will need this information. The teachers will bring forward aspects of puberty if this is the case, finding the blend between delivering the information that children need but also understanding that other children may find this daunting. Teachers will liaise with parents if a pupil is showing early signs of maturation.

Class teachers deliver the bulk of the PSHE programme to their classes. Teachers do their best to answer all questions with sensitivity and care.

By the end of Key Stage 2, we ensure that pupils know how babies are born, how their bodies change during puberty, and what menstruation is and how it affects women. We always teach this with due regard for the emotional development of the children.

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

For more information about our RSE curriculum see the programme of study

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Schools are advised in the statutory guidance to be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and to take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours. School pastoral and behaviour policies should support all pupils.

6. Roles and responsibilities

6.1 The governing body

The governing body is legally required to have oversight of this policy and must ensure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn;
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations

6.2 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 components of RSE (see section 7).

The headteacher also:

- Ensures that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity
- Monitors this policy on a regular basis and reports to governors on the effectiveness of the policy
- The headteacher will review, monitor and evaluate this subject with the staff at regular intervals at staff meetings
- This policy is reviewed and approved annually by the headteacher and allocated governor

6.3 Staff

All 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 components of RSE

Class teachers are responsible for teaching RSE at The Maynard Junior School.

Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions.

Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.

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. Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and parents and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.

6.4 Pupils

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

6.5 Parents

The school is well aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and cooperation.

In promoting this objective we:

- Inform parents about the school's RSE policy and practice; this policy will be available from the school website.
- Parents will be informed when sex education is due to be covered in Y5 and Y6.
- Answer any questions that parents may have about the RSE of their child; this includes providing opportunities for parents to view the resources that are used in lessons.
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school.
- Parents have the right to withdraw their children from the non-statutory components of sex education within RSE. However, this rarely happens as, by working in partnership with parents, they recognise the importance of this aspect of their child's education.
- A register of any pupils who are removed from lessons will be kept and distributed to all teachers involved.

Although schools are obliged to consult parents (which includes carers etc) when first preparing and subsequently amending this policy, the means by which this is done are not prescribed and are, therefore, within the discretion of the school. The school's approach is intended to be reasonable and to afford genuine opportunity for parental engagement, for their voices to be heard and to dispel myths. However, effective engagement has an end point at which decisions are made and the policy is put into effect. Schools should be clear from the outset that, although all views are listened to, they do not amount to a power of veto over curriculum content. (ISI)

7. Parents' right to withdraw

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 components of sex education within RSE.

The science curriculum in primary schools also includes content on human development, including reproduction, which there is no right to withdraw from.

Requests for withdrawal should be addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education and that child will go to another class for the duration of the lesson.

8. Confidentiality

Teachers conduct sex education lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as outlined in the Child Protection and Safeguarding Policy.

Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse or exploitation. If the teacher has concerns, they will draw these to the attention of the designated person responsible for child protection or the headteacher as a matter of urgency.

Disclosure of female genital mutilation must be reported to the police (either by the teacher to whom it is disclosed or by the DSL).

Legally, the school cannot offer or guarantee absolute confidentiality. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support. If confidentiality has to be broken, pupils are informed first and then supported by the designated teacher throughout the whole process.

9. Special Educational Needs

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated program will be provided where necessary, to ensure that all pupils gain a full understanding.

The Maynard School is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. Such factors will be taken into consideration in designing and teaching these subjects

10. Equal Opportunities

In line with ISI regulations, Relationships education and RSE must be accessible for all pupils, and schools must take into consideration when designing and teaching these subjects that some pupils are more vulnerable to exploitation, bullying and other issues on account of their SEND.

RSE will be given to ensure equality of access for all pupils regardless of age, sex, race, disability, religion or belief, gender reassignment or sexual orientation (collectively known as the protected characteristics), so giving equal opportunities and avoiding discrimination.

Lesbian, gay, bi-sexual and transgender (LGBT) – The Maynard School will ensure that the needs of all pupils are appropriately met, that pupils understand that sexual orientation and

gender reassignment are amongst the protected characteristics and the importance of equality and respect. All teaching should be sensitive and age-appropriate in approach and content. At the point which schools consider it appropriate to teach pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than a standalone unit or lesson so that all pupils are taught LGBT content as part of the curriculum (ISI)

11. Complaints Procedure

Any complaints or concerns about the Relationships and Sex Education programme should be made to the class teacher in the first instance. Parents can choose to follow the Maynard School complaints procedure if they feel things are not resolved.

12. Monitoring arrangements

This policy has been produced to meet the legal requirements set out in *Relationships Education, Relationships and Sex Education (RSE) and Health Education. Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers* and to accompany the planning produced by the PSHE Association

The delivery of RSE is monitored by SLT through, for example, planning scrutinies, learning walks and lesson observations

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

This policy will be reviewed by the school annually. At every review, the policy will be approved by the staff, governing body and the parents or carers.

This policy must be available on the school website.

14. Further policies

- In conjunction with this policy, please also see:
- PSHE Policy
- Behaviour policy and procedures
- Safeguarding and Child Protection policy
- Anti-bullying policy and procedures
- Mental health and wellbeing policy
- Online safety policy

Please see below a useful document produced by the government, which provides answers to frequently asked questions: <https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-andhealth-education-faqs>

Policy written by	SCS September 2020
Last reviewed by SLT	September 2023
Next review	September 2024
Consultation with parents (initially and thereafter if any changes made)	March 2021

Governor consultation – Mr C Gatherer	November 2020
Consultation with staff	November 2020