



## **Croydon High School GDST Junior School Relationships & Sex Education Policy**

**Responsibility:** Assistant Head of Juniors (Pastoral)

**Last Review:** September 2021

**Next Review:** September 2022

**This policy relates to the Junior School.**

### **Rationale and Ethos**

This policy covers the Junior School approach to the teaching of Relationships and Sex Education (“RSE”). It was produced by the subject leaders for Personal, Social and Health Education (“PSHE”) in consultation with the Junior Leadership Team and parents.

Our School defines RSE as learning about the emotional, social, and physical aspects of growing up, relationships, sex, human sexuality and sexual health.

Our School’s overarching aims for the teaching of RSE are to ensure that our pupils:

- learn how to be safe, happy and healthy as they grow up and in their future lives; and
- understand how to manage their academic, social and personal lives in a positive way.

We believe that the teaching and learning of RSE is essential for our pupils in order to equip them with the knowledge and skills they need to be able to make informed decisions about their wellbeing, health and relationships in today’s increasingly complex world.

We will differentiate our teaching as required by any special educational need. In teaching RSE at our School, we will ensure that the needs of all our pupils are appropriately met, and that all our pupils understand the importance of equality and respect. All RSE teaching will be planned and delivered at an age-appropriate level.

We acknowledge and respect the fact that parents have the most significant influence in enabling their children to grow and mature and to form healthy relationships. As a result, the partnership between

home and school is a vital one in this context. The content of our RSE teaching will be available to parents through our published PSHE curriculum and parents will always be welcome to discuss the teaching with their child's class teacher.

Our RSE teaching will be inclusive, and all pupils will have equal access to this part of our curriculum.

The teaching of RSE in our School will complement other areas of the PSHE curriculum, including health education (with an equal focus on physical and mental wellbeing).

The intended outcomes of our RSE programme are:

1. To ensure our pupils understand the values of love, respect and care, and how these contribute to healthy, respectful relationships (focusing on family and friendships) in all contexts, including online.
2. To develop in our pupils an understanding of healthy relationships, acceptable behaviour and the right of everyone to equal treatment.
3. To provide our pupils with accurate, biological information so that they can understand and cope with the physical and emotional changes brought by puberty.<sup>1</sup>
4. To provide our pupils with accurate, biological information so that they can understand the basics of human reproduction and at the same time to provide the opportunity for them to discuss and learn about the relevant physical, emotional. and moral contexts.<sup>2</sup>

### **Roles and Responsibilities**

The RSE programme will be led by the PSHE subject leader. It will be taught by class teachers and delivered through the PSHE curriculum. The teaching of RSE will be supported by the PSHE Subject Leader and the Junior Leadership Team in the form of staff training and ongoing support.

The PSHE subject leader will support class teachers with the planning and delivery of RSE. This will be done through staff training, the provision of appropriate resources and support throughout the School.

### **Legislation (statutory regulations and guidance)**

We are required to teach Relationships Education in our School pursuant to statutory guidance from the Department for Education<sup>3</sup>.

Whilst Sex Education is not compulsory 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

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<sup>1</sup> Years 4 and 5.

<sup>2</sup> Year 6.

<sup>3</sup> The Relationships Education, Relationships and Sex Education and Healthy Education (England) Regulations 2019.

physical and emotional maturity of the pupils. We will continue to deliver Sex Education in Year 6, with the aim of ensuring that our pupils are prepared for the changes that adolescence brings.

As with all our teaching, the delivery of RSE at our School will reflect the law (including the Equality Act 2010) as it applies to relationships, so that our pupils understand what the law allows and does not allow.

### **Curriculum Design**

Our RSE programme is an integral part of our whole school PSHE provision. Our PSHE curriculum follows the thematic model created by the PSHE Association and provides an overview of the learning in each year group. Our PSHE curriculum is broken into three termly topics: relationships, living in the wider world and health and wellbeing. Our RSE programme will be planned and delivered through our PSHE lessons in each of the three core topics. The curriculum ensures that each element of RSE is taught at an appropriate level, depending on the age and developmental stage of the children. RSE teaching and learning will complement lessons in Science and other areas of the PSHE curriculum.

RSE teaching will predominantly take the form of discussion-based lessons in a carefully controlled environment designed to create a safe space. High quality resources will support our RSE provision and will be regularly reviewed by the PSHE subject leader. Selected resources will be used to stimulate discussion and support learning.

Teachers will make formative assessments of pupils' work in PSHE lessons based on their observations. These assessments will be used to plan future lessons with the pupils' current knowledge and understanding in mind. No formal summative assessment of RSE (or other elements of the PSHE curriculum) will be made.

### **Safe and Effective Practice**

To ensure high quality and effective planning and delivery of RSE lessons across all year groups, teachers will follow three key principles.

1. **Ground rules** will be established within each classroom to ensure a safe learning environment for all pupils. These will be negotiated and agreed between teacher and pupils. The aim of these ground rules is to encourage an open ethos whilst promoting mutual respect between pupil and teacher. Each set of ground rules will include safeguarding and confidentiality considerations to ensure pupils understand the responsibility that their teacher has to report any necessary information to the Designated Safeguarding Lead. Once agreed, these ground rules will be reviewed and reaffirmed at the beginning of each lesson.

Example ground rules:

- We will always respect everyone in the group
  - We will be sensitive to everyone's thoughts and ideas
  - We will keep people's names out of our discussions
  - We know that there are no wrong answers – everyone is here to learn
  - We know that we don't have to discuss things we don't want to
  - We know that this lesson is a safe space, free from judgement
  - We will treat others as we wish to be treated
2. **Distancing** techniques will be used to depersonalise the situations under discussion. Being in a role, empathising with a character or speaking in response to the actions of others (real or imaginary) allows pupils to engage objectively and explore their feelings about issues safely, because they are not speaking or acting as themselves. These techniques will ensure pupils do not become embarrassed or re-traumatised, and will prevent public disclosures or sensitive information.
  3. **Handling questions** is an inevitable and integral part of teaching the RSE curriculum. Pupils will be able to raise questions anonymously through an Ask it Basket system. This basket will always be in the classroom, so that pupils can use this method of asking questions at any time. Teachers will allow time ahead of lessons to read and plan answers to any potentially sensitive topics. Teachers will aim to keep responses clear, short and simple.

To ensure best practice when teaching RSE, teachers will avoid using extreme examples or resources that will induce feelings of shock or shame whilst striving to promote positive social norms. All staff teaching RSE will receive support and advice from PSHE subject leader as well as training and provision of appropriate resources.

Teachers will be provided with example lesson plans and resources and a suggested lesson format which will help to ensure continuity of teaching across year groups. In the event that a difficult or sensitive question is asked during a lesson, staff are encouraged to thank the pupil for their question and request time to consider their answer and respond at a later time. If necessary, teachers should then seek advice for an appropriate response from PSHE subject leader and/or members of JLT.

### **Safeguarding**

We are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. In this event, teachers should follow the School's child protection and safeguarding protocols. This member of staff must reassure the pupil that they are being taken seriously and that they will be supported and kept safe and that they have done the right thing by informing an adult. Next, they must explain to the pupil that they have a duty of care and a responsibility to inform a Designated Safeguarding Lead of this disclosure.

The PSHE subject leader, alongside members of JLT, will be in regular contact with class teachers regarding any pupils who are considered at risk or vulnerable. Where possible, all pupils should receive the necessary information. However, it is at the discretion of the class teacher, subject leader and members of JLT to decide whether a pupil could be negatively affected by a topic. In this event, if appropriate, the pupil's parents should be consulted. Following this, a discussion should take place with the pupil.

Visitors and external agencies which may be invited to the School to support the delivery of RSE will be required to follow the procedures and practices set out by the School. It is the responsibility of the teacher to ensure that these procedures are met. As a School, we will look to ensure that the teaching delivered by the visitor fits with our planned programme. Prior to the visit, there must be discussion of the details of how the visitor or organisation will deliver their sessions and ensure that the content is age-appropriate and accessible for the pupils. We will also ask to see the materials that visitors will use as well as a lesson plan so that we can ensure it meets the full range of pupils' needs.

### **Engaging Stakeholders**

Parents will be able to access our RSE policy and scheme of work via Firefly. This will provide information about what is being taught and set out our approach. Parents will also be given the opportunity to attend an RSE event which will allow them to discuss the PSHE and RSE curriculum and ask any questions that they may have.

To empower parents to support RSE teaching at home, we will provide resources and suggested websites on the PSHE page on Firefly.

Under the government's new RSE guidance, the scientific teaching of sex education is mandatory. However, parents have the right to request that their child be withdrawn from the other aspects of sex education delivered as part of statutory RSE. Before granting any such request, we will suggest a meeting to discuss the wishes of the parents and to allow us the opportunity to clarify the nature and purpose of the curriculum and talk through the potentially detrimental effects that withdrawing might have on the pupil. If parents request that their child be removed from any parts of the curriculum, we will ensure that suitable supervision is in place during the relevant lessons. The relevant elements of the science curriculum are as follows:

Year 5 - The National Curriculum states that pupils should be taught to describe the life process of reproduction in some plants and animals. The non-statutory guidance says, "Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals".

Year 5 - The National Curriculum states that pupils should be taught to describe the changes as humans develop to old age. The non-statutory guidance says, "Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty."

As a school, we recognise that the pupil's voice is integral to the development of the PSHE curriculum. Pupils will have regular opportunities to contribute to the design of the RSE curriculum (see Monitoring, Reporting and Evaluation section below).

### **Monitoring, Reporting and Evaluation**

We are conscious of the need to monitor the content and provision of the PSHE and RSE curriculum. The PSHE subject leader will conduct learning walks to monitor the delivery of our PSHE lessons and will take account of pupil voice by conducting interviews with the children. Children will also be surveyed on the content of the curriculum and delivery of teaching, in order to ensure that their needs are being met.

Any changes that are made to the RSE curriculum will be reported to stakeholders to ensure they remain informed. The updated policies will be available on Firefly for parents and governors to access at their convenience.

### **RSE Policy Review Date**

This policy will be reviewed in September 2022 by the PSHE subject leader to ensure that it continues to meet the needs of pupils, staff and parents, and that it is in line with current Department for Education advice and guidance.

## Appendix: PSHE Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Early Years	<p>PSED: Personal, Social and Emotional Development</p> <p><u>ELG: Self-Regulation</u> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> <p><u>ELG: Managing Self</u> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><u>ELG: Building Relationships</u> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others;</li> <li>• Form positive attachments to adults and friendships with peers;</li> <li>• Show sensitivity to their own and to others' needs.</li> </ul>					
Year 1	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; strengths and interests; jobs in the community	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission  How behaviour affects others; being polite and respectful	Keeping healthy; food and exercise; hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong  How rules and age restrictions help us; keeping safe online

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Year 2	Belonging to a group; roles and responsibility; being the same and different in the community	The internet in everyday life; online content and information  What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year  Safety in different environments; risk and safety at home; emergencies	Making friends; feeling lonely and getting help  Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions
Year 3	The value of rules and laws; rights; freedoms and responsibilities	How the internet is used; assessing information online  Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks  Risks and hazards; safety in the local environment and unfamiliar places	What makes a family; features of family life  Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite
Year 4	What makes a community; shared responsibilities	How data is shared and used  Making decisions about money and keeping money safe	Positive friendships, including online  Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing differences sensitively	Maintaining a balanced lifestyle; oral hygiene and dental care  Medicines and household products; drugs common	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
					to everyday life	
Year 5	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact  Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Managing friendships and peer influence Physical contact and feeling safe	Physical contact and feeling safe  Responding respectfully to a wide range of people; recognising prejudice and discrimination	Healthy sleep habits; sun safety; medicine, vaccinations, immunisations and allergies  Personal identity; recognising individuality and different qualities; mental wellbeing	Medicines and household products; drugs common to everyday life
Year 6	Stereotypes, prejudice and discrimination	Evaluating media sources/ sharing things online  Influences and attitudes to money	Attraction to others/ Relationships/ Civil Partnership and marriage  Recognising and managing pressure	Consent in different situations  Expressing opinions and respecting other points of view	What affects mental health and how to take care of it	Human reproduction and birth  Drug use and the law/media