



MAYHILL JUNIOR SCHOOL

RELATIONSHIP AND SEX EDUCATION (RSE) POLICY

Policy content

This policy deals with:

- the RSE education programme
- the management of 'right to withdraw' from SRE

What is relationship and sex education?

It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, healthy friendships, respect, love and care. RSE is one of three themes that make up our PSHE curriculum. It is taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents and carers while always with the aim of providing pupils with the knowledge they need of the law.

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Revised Department for Education Statutory Guidelines State that from September 2020, all schools must deliver relationships education in primary schools. Sex education is not compulsory in primary schools other than that covered in the KS2 Science Curriculum.

The DfE states that: 'In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.'

How RSE is underpinned by our values, context, habits, vision and ethos of Mayhill Junior School.

As with all our teaching at Mayhill, RSE is informed by our vision statement and our 6 core habits. At Mayhill we strive to ensure every child gets the best in life, develops a love for learning and is supported in their questioning of the world around them. Our 6 Mayhill Habits are: Independence, Critical Thinking, Collaboration, Resilience, Communication and Respect. All of which promote our school vision and embed the values that lie in the teaching of both RSE and PSHE. Our 3 core values are:

Making Memories, Growing Together, Loving Learning

What is discussed or taught in relationships education?

An overview of the objectives discussed and taught are outlined below:

Attitudes and values

- learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
- learning the value of friendships; exploring, considering and understanding moral dilemmas;
- Developing critical thinking as part of decision-making to help children to safeguard themselves

Personal and social skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices based on an understanding of difference and with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- Managing conflict and learning how to recognise and avoid exploitation and abuse.

What is discussed or taught in sex education?

Knowledge and understanding

- learning and understanding physical development at appropriate stages.

By the very nature of the content matter, the non-statutory teaching of sex education will have objectives that cross-over with the statutory KS2 Science national curriculum and the DfE guidance for Relationships and Sex Education.

Teaching of Sex Education

Parents and carers have a right to withdraw their children from the teaching of sex education for objectives that are not covered by statutory guidance. We strongly encourage the

This table sets out our curriculum intentions and which objectives parents and carers will have a right to withdraw their children from.

Yr Group	Objective	Right to withdraw?
4	Naming parts of the body e.g. penis, vagina, testicles, breasts Puberty, including an introduction to menstruation	No. The National Curriculum requires us to ensure children can ' <i>name the main parts of the body</i> '. The DfE RSE guidance states that children ' <i>must be able to report concerns or abuse and the vocabulary and confidence to do so</i> '. No. DfE guidance on RSE expects children ' <i>are prepared for the changes adolescence brings</i> '. National Science curriculum requires children to ' <i>learn about the body from birth to old age</i> '.
5	Puberty, including menstruation	No. DfE guidance on RSE expects children ' <i>are prepared for the changes adolescence brings</i> '. National Science curriculum requires children to ' <i>learn about the body from birth to old age</i> '.
6	Conception	Yes. This refers to sexual intercourse before a sperm meets an egg. Children would also discuss IVF. This is

		covered in the lesson/s called 'Making Babies'.
	Reproduction	No. The NC requires us to ensure children can: <i>'describe the life process of reproduction in some plants and animals'</i> . Note: reproduction refers to the sperm meeting an egg, not how it happens. Birth is covered as part of learning about a life cycle.
	Birth	

Commonly asked questions are below.:

Do you teach or discuss about:	Notes	Right to withdraw?
Masturbation	No. If pupils ask about this, we will refer them to parents and carers for further information.	N/A
LGBT	Yes. This is set out in our PSHE curriculum in Year 5 and refers to different types of relationships. In Y6 children learn that marriage and civil partnerships form a legal way of committing to one another and that forced marriage is a crime. See below for further details.	No.
Homophobia, Racism, sexism	Yes. This is covered in Y5 and fits in with our 'Fight for Freedom' unit of work.	No.

Year Group	Vocabulary taught
4	<i>Penis, vagina, scrotum, testicles, foreskin, anus, pubic hair, vulva, clitoris, urinary opening, labia</i>
5	<i>As above plus: periods, sexual orientation, gender identity, gay, civil partnership, marriage, heterosexual, pride, all parts of the male and female anatomy, stereotype</i>
6	<i>As above plus: sex, equality, dilemma, forced marriage, consent, reproduction, ejaculate,</i>

In Years 5 and 6, parents and carers will receive a letter containing an overview of the teaching content and will be invited to see any educational resources. At this stage they will be able to raise any concerns with the Headteacher or the class teachers. It is hoped that any anxieties will be allayed through discussion.

Teaching of LGBT identities

The Relationships Education, Relationships and Sex Education and Health Education statutory guidance (2019) states that:

"Schools should ensure that all of their teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their 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 delivered as a standalone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum" (section 37).

Example lessons include:

Year	Lesson Title – check these	Context
3	Family and Friends	Learning point: Same sex couples create families too.
	Looking after our special people	Children may contribute to the lesson by suggesting people in their lives who are LGBT.
	Relationship Tree	Children may contribute to the lesson by suggesting people in their lives who are LGBT. Recognise who they have positive healthy relationships with.
	Safe or unsafe?	Identify situations which are safe or unsafe. Identify people who can help if a situation is unsafe.
4	Together	Understand that marriage is a commitment to be entered into freely and not against someone's will; Recognise that marriage includes same sex and opposite sex partners. Know the legal age of marriage in England.
	Ok, or not ok?	Explain what we mean by a 'positive, healthy relationship'. Recognise that there are times when they might need to say 'no' to a friend.
	Secret or surprise?	Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; Recognise how different surprises and secrets might make them feel; Know who they could ask for help if a secret made them feel uncomfortable or unsafe.
5	Is it true?	Understand and explain the difference between sex, gender identity, gender expression and sexual orientation.
	The land of the Red People	Recognise that some people can get bullied because of the way they express their gender or due to their sexual orientation or are discriminated against. To understand the need for self-respect and respect for others.
	Changing Bodies and feelings	Some young people who identify as transgender may have difficult feelings about puberty and it is important that they talk to someone about how they are feeling.
	Decision Dilemmas	Understanding consent and peer pressure. Learning about independence and responsibility.
6	We have more in common than not	Children are encouraged to think about what makes us diverse; including gender identity and sexual orientation. They are also taught to challenge gender stereotypes and have a sound awareness of equality for all.
	Don't force me	Know that same sex couples can have a civil partnership or get married. Know the importance of permission seeking and giving in relationships with friends, peers and

		adults (consent).
	Is this normal?	Know where someone could get support if they were concerned about their own or another person's safety. Understand what FGM is and that it is an illegal practice in this country.

Delivery

RSE will be delivered through the school's PSHE framework. Lessons will be taught in a sensitive way by the class teacher. The school adopts an age-appropriate programme so that, for example, children in Year 3 will be taught about feelings and health whilst children from Year 4 onwards will cover puberty (including menstruation) and Year 6 pupils will explore these issues further and learn about human reproduction. A progression of learning is available from the school on request or via the school website.

Resources used may include DVDs, quizzes or other activities followed by opportunities for discussion. All relevant staff will have an opportunity to look at and discuss the materials prior to using them. Teaching methods will take account of the developmental differences of pupils and the potential for discussion on a small group or one-to-one basis. Teachers will endeavour to answer pupils' questions in an honest and sensitive manner. However, there may be some questions which are inappropriate for the teacher to deal with and the child will be directed to ask these at home or contact will be made with parents and carers to bring these to their attention.

People in the wider community have much to offer at all levels of planning and delivering RSE, bringing a new perspective and offering specialised knowledge, experience and resources. Such people may include health professionals, social workers, childrens' charities e.g. NSPCC. Single Gender groupings will be used where appropriate

Lessons ensure that they are made accessible to all pupils, including those with SEND and are taught in line with DfE guidance, which states:
'High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.'

Confidentiality (adapted from Hampshire County Council's Guidelines)

Whereas the general discussion in the lessons should remain confidential to the lesson, all teachers must make it clear to pupils that they cannot be offered unconditional confidentiality if a pupil begins to talk about something where confidentiality may become an issue. Unconditional confidentiality cannot be offered if there is a child protection issue or if the pupil discloses significant illegal activities.

In these situations, teachers are under a duty to inform the school's Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL) who may have to involve other agencies. Teachers should deal with this sensitively and need to explain to the pupil that they must inform the appropriate people who can help. They must also stress that only those members of staff who need to be informed will be and that the pupil's best interests will be maintained.

Safeguarding, reports of abuse and confidentiality

Good practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children will be made aware of how to raise any concerns and how any report would be handled. This should include processes when they have a concern about a friend or peer. If we invite an external agency in (e.g. NSPCC, E-Safety), we will agree in advance how a safeguarding report will be handled and all matters will be passed on to the DSL/DDSL.

Monitoring and Review

The policy will be monitored and evaluated by: The PSHE Leader / Senior Leadership Team (SLT) & Governors. The policy and/or procedures will, where necessary, be revised in light of these evaluations.

This policy should be read in conjunction with all other school policies, and taking account of the Single Equality Scheme (and the Equality Act 2010 – departmental advice).