

Kenmore Park Junior School Relationship and Sex Education Policy

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Introduction

This is the policy of Kenmore Park Junior School on the approach taken to Relationships and Sex Education (RSE), approved by the school governors on **[date]** following a consultation with parents and carers.

Legal context

The law was changed with effect from September 2020 so that primary schools in England must teach relationships education and health education (The Children and Social Work Act 2017).

- The relationships education part of the new curriculum teaches what children need to learn to build positive and safe relationships with family and friends and online.
- The health education part of the new curriculum covers both physical health and mental wellbeing and teaches children how to make good decisions about their own health and wellbeing; how to recognise issues in themselves and in others; and how to seek support as early as possible when issues arise.

Sex education is not compulsory in primary schools, but:

- The new curriculum for relationships education and health education does include content on puberty.
- The national curriculum for science includes subject content in related areas, such as the main external body parts; the human body as it grows from birth to old age (including puberty); and reproduction in some plants and animals.

Following this change in the law, the Department for Education published Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019). This guidance requires primary schools in England to have a written relationships education policy to cover the following:

- How relationships education is delivered
- What sex education (if any) a school chooses to cover that goes beyond the national curriculum for science and relationships education.

There is no equivalent requirement for a health education policy but, in line with best practice, this RSE policy also covers health education.

This RSE policy also supports legal requirements relating to the following:

- The Equality Act 2010.
- The Education Act 1996.
- Statutory guidance, Keeping Children Safe in Education 2020.

The following policies are also relevant to this Relationships and Health Education policy:

- Safe-guarding
- Managing drug-related incidents
- Spiritual, moral, social and cultural development

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Definition

RSE supports children and young people's personal development including their spiritual, moral, social and cultural development. Its aims are to help children and young people to deal with the real-life issues they face as they grow up and that they will encounter as adults. Their learning will support them both online and offline, to make informed choices about their safety, physical and mental health, enabling them to live positive and fulfilled lives.

RSE is enhanced by a supportive school ethos where everyone is valued, positive relationships are promoted and there is a safe learning environment.

Aims

The aims of Relationship and Sex Education at Kenmore Park Junior School are:

- 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
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Roles and Responsibilities

An effective programme of RSHE requires support from the whole school community and the following people have specific roles and responsibilities:

Governors

Governors will be responsible for ratifying the Relationship and Sex Policy and ensure that it follows national guidelines.

Headteacher

The Headteacher will:

- Oversee the development and delivery of RSE.
- Provide staff with the opportunity to contribute to the development of RSE.
- Provide information to the governors.
- Provide training for the subject leader and staff, as required.
- Support the subject leader to liaise with parents and carers.
- Deal with parents and carers who wish to withdraw a child from sex education.

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Subject Leader

The Subject Leader will:

- Lead the development and delivery of effective RSE.
- Keep up-to-date with the development of RSE.
- Support colleagues as required.
- Monitor and evaluate RSE and provide necessary reports.
- Liaise with parents and carers.
- Keep subject information up-to-date, including on the school website.
- Oversee external visitors and resources used in RSE.

All Teaching Staff

All teaching staff will:

- Understand and implement the policy of RSE.
- Teach RSE in line with the agreed curriculum.
- Assess and monitor the progress of children.
- Respond to the needs of individual children.

Curriculum Organisation

Relationship and Sex Education lessons will be delivered to all year groups in the autumn term ('Family and Relationships') and in the second half of the summer term ('Safety and the Changing Body'). Lessons will be delivered weekly whenever possible and will last for about an hour each.

Teaching and Learning

RSE is delivered in line with the teaching and learning policy. However, as the subject deals with real-life experiences, it is important to establish a safe and positive learning environment using the following approaches:

- Establishing clear ground rules in consultation with children. Ground rules should include confidentiality, respect for others, privacy and boundaries.
- Using distancing techniques including de-personalised discussions and role play.
- Using clear language to avoid misunderstandings.
- Avoiding prejudice and assumptions about children's abilities, desires, background and experiences.
- Dealing sensitively with unexpected questions and comments.
- Assessing and building on existing knowledge and experiences.
- Ensuring that learning is engaging, using a range of activities, including structured discussion and problem-solving.
- Providing a range of opportunities to learn, practise and demonstrate knowledge, skills and attitudes.
- Allowing time for reflection.

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- Providing adaptive learning.
- Using a variety of groupings to enhance learning.

Curriculum Content

The school has chosen to use the Kapow Primary RSE scheme of work, which provides full curriculum coverage, including all the statutory content, for each year group. However, Year 3 still use the Jigsaw planning in order to cover this part of the curriculum.

Resources

Teachers will select any additional resources carefully, and the subject leader will oversee the selection.

Additional resources will be:

- Up-to-date.
- Relevant to children.
- Consistent with the aims and values of the school.

Visitors

Visitors can enhance children's learning. Teachers will select visitors in liaison with the subject leader. The following will be used to guide the use of visitors:

- The school will use visitors to enhance the lessons delivered by the class teacher; and information on where a visitor fits into the long-term plan will be shared with the visitor.
- The school will make visitors aware of the school policy for RSE.
- The school will check the content of sessions delivered by visitors to make sure that it fits with the school's ethos and meets legal requirements.
- A member of staff will be present in sessions delivered by visitors.
- The school will make sure visitors undergo the necessary checks as required by the school safeguarding policies.

Equality

Under the *Equality Act 2010*, the school is under a legal duty to eliminate discrimination, advance equality of opportunity and foster good relationships between those with protected characteristics and those without. The protected characteristics are:

- Age.
- Marriage and Civil partnership.
- Disability.
- Race.
- Religion and belief.
- Sexual orientation.
- Sex.

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- Pregnancy and maternity.
- Gender reassignment.

In addition, the school must consider the needs of those with Special Educational Needs and Disabilities (SEND).

The RSE programme will meet the needs of all children. Lessons will include content that will tackle discrimination and foster good relationships.

The right to withdraw from sex education

A parent or carer cannot legally withdraw their child from any aspect of the statutory relationships education or health education.

A parent or carer does have the right to withdraw their child from sex education unless what is being taught is part of the science national curriculum.

Following a consultation with the whole school community, the following content is deemed to be sex education:

- *Year 6: Safety and the changing body, Lesson 5: Conception*
- *Year 6: Safety and the changing body, Lesson 6: Pregnancy and birth*

However, at Kenmore Park Junior School we believe that this part of the curriculum falls under the remit of the Year 5 science curriculum: Living things and habitats. (It is not taught in Year 5 because we believe that the content is more suitable and age appropriate for Year 6 children.)

Should any parent wish to discuss this part of the Relationship and Sex Education curriculum, they should contact the PSHE Coordinator or Head teacher at Kenmore Park Junior School.

If a child is withdrawn from the above lessons, he or she will go to another class not covering the topic for that particular lesson.

Safeguarding

Relationship and Sex Education includes sensitive topics. It is, therefore, possible that discussions will prompt safeguarding disclosures. Should this occur, staff will be required to implement the Kenmore Park Junior School safeguarding policy and procedures to deal with these appropriately.

The subject leader/teacher should discuss with the designated safeguarding lead any potentially sensitive topics. Appropriate steps must be taken to provide additional support for children if required.

Staff should consider the timing of lessons to ensure that children have the opportunity to report any concerns they may have either that day or the following day.

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Support

Relationship and Sex Education should not be a time for children to make disclosures. It is important, however, to inform children of the support that is available to them if they are worried about anything raised in a lesson. The following support will be highlighted to children as appropriate:

Support available for children:

In school:

- Class teacher.
- Specific staff members.

External:

- Local agencies.
- National agencies such as Childline.

Monitoring and Evaluating

The headteacher and subject leader will be responsible for monitoring and evaluating Relationship and Sex Education in line with other subjects.

This will be achieved through:

- Scrutiny of planning.
- Lesson observations.
- Learning walks.
- Evidence of learning.
- Feedback from staff.
- Feedback from parents/carers.
- Feedback from children.

Professional Development

The headteacher and subject leader will assess the professional development needs of staff regularly. Appropriate development will be provided using internal or external expertise.

Communication of Policy

This Relationship and Sex policy will be available to read on and downloaded from the school website and copies can be requested free of charge from the school office.

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Review

This policy will be reviewed every three years from November 2023 by the governors.

G.D.Thomas

PSHE & RSE Coordinator

25th October 2023

Approved by governors 6/12/23