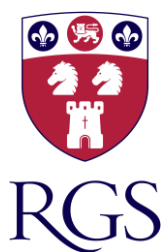
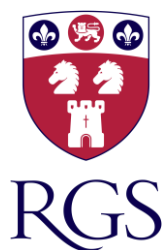


JUNIOR RSE POLICY





JUNIOR RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

Newcastle upon Tyne Royal Grammar School

Our RSE programme follows statutory requirements and creates the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.

Should you like to see the government guidance on RSE please visit:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/introduction-to-requirements>

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; it is not about the promotion of sexual activity.

In primary education, the subject is generally known as 'Relationships Education'. At this level, Sex Education is not statutory, although the DfE recommends that certain aspects are embraced, including the changes at puberty and the understanding of how babies are conceived and born. In secondary education, the subject is known as 'Relationships and Sex Education'. For the purposes of this policy, the subject is referred to throughout as 'Relationships and Sex Education' (RSE).

AIMS

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

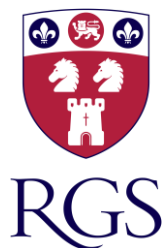
- Provide a framework in which sensitive discussions can take place
- Give pupils an age-appropriate understanding of sexual development and the importance of health and hygiene.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- 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
- 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
- Understand how babies are conceived and born.

Junior School considers Relationships and Sex Education (RSE) 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. The scheme is set within a moral framework and matched to the pupils' level of maturity. These aims complement those of the Science curriculum in KS2.

ORGANISATION

Our RSE curriculum is embedded within our PSHE curriculum; however, this can be adapted when necessary.

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 do not seek answers online.



Primary sex education will focus on:

- Sexual difference and naming body parts
- Preparing boys and girls for the changes that adolescence brings
- Exploring the impact of puberty on the body and the importance of physical hygiene
- Understanding that menstruation and wet dreams are 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

DELIVERY OF RSE

As part of RSE, pupils will be taught about both the importance of marriage for family life and bringing up children as well as an understanding 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 should contribute 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.

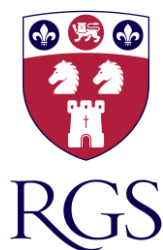
We carry out the main RSE curriculum in PSHE lessons; however, we also teach RSE through other subject areas e.g. Science, PE and Computing, where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. Linked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

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. 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.

Science Curriculum

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
 - To identify that humans and some other animals have skeletons and muscles for support, protection and movement
 - To describe the simple functions of the basic parts of the digestive system in humans
 - To identify the different types of teeth in humans and their simple functions
 - To describe the life process of reproduction in some plants and animals
 - To describe the changes as humans develop to old age
 - To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
 - To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
 - To describe the way nutrients and water are transported within animals, including humans
 - To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
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TEACHING AND LEARNING

OVERVIEW OF RSE LEARNING OUTCOMES

We aim to achieve the following learning outcomes in Years 3 and 4:

- Friendships – Discuss values in a friendship.
- Differences – Look at how animals have differences as well as humans; Discuss how we have different likes and dislikes; Discuss how our body parts make us different.
- Gender – Ask questions about gender stereotypes to encourage pupils to discuss them (discuss how males and females dress in other cultures); Look at job roles of males and females – use images to show jobs are gender neutral.
- Personal Hygiene – Consider when and how hygiene products are used; Discuss sweat; Discuss personal space and feeling safe – which parts of the body are private.

We aim to achieve the following learning outcomes in Years 5 and 6:

- Female changes at puberty – Talk about periods, including sanitary wear; Discuss all changes which link to body image.
- Male changes at puberty – Discuss changes in the male body; Discuss appropriate places to undress, and what wet dreams are; Outline who to talk to at home or in school.
- Sex and relationships – Discuss same sex relationships and how they would raise a child; Discuss how sperm and egg meet; Discuss the importance of having a strong support network when having a baby (in a couple or single parent).
- How babies are made and born

We always teach this with due regard for the emotional development of the children and our class teachers do their best to answer all questions with sensitivity and care.

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

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).

PLANNING, MONITORING AND DEVELOPMENT OF THESE PROGRAMME:

The Coordinator of Junior School PSHE is responsible for the design of the Junior RSE programme, in collaboration with the other teachers with Junior School teaching responsibilities. This will aim to keep abreast of current thinking in the subject, of the needs and abilities of individual pupils, and to plan for progression through the school.

STAFF

Individual teachers are responsible for:

- The standard of children's work
- The quality of their teaching in RSE; they should work collaboratively to support each other in the teaching of RSE, understanding and applying current developments in the subject.
- 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



PUPILS

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

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 co-operation. In promoting this objective we:

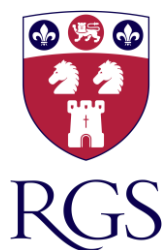
- Inform parents about the school's RSE policy and practice; this includes informing parents by letter or email before beginning to teach a unit of RSE
- Answer any questions that parents may have about the RSE of their child; this includes providing opportunities for parents to view the resources that 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

PARENTS' RIGHT TO WITHDRAW

Parents do not have the right to withdraw their children from **relationships** education. As with much of the school's approach to PSHE, RSE cannot be provided uniquely in isolation through discrete lessons. Whilst the subject material will generally be presented in this way, the approach to the topic is cross-curricular and elements of RSE will feature in several subjects such as computing, physical education and science.

The Head may withdraw a child from some or all of the school's lessons on sex education if this is considered advisable. Parents have the right to request that the Head withdraws their child from the lesson(s). This right extends only to sex education and not, for example, to relationships education, health education or science lessons. In practice, withdrawal from lessons rarely happens since, by working in partnership with parents, the school enables them to recognise the importance of this aspect of their child's education. Any such request will be treated sensitively. It will result in an invitation for the parent(s) to attend a meeting with the PSHE Coordinator, who will listen to the parents' concerns and explain the school's approach and its statutory obligations. It is hoped that, in this way, (i) reassurance will be provided, and parents' anxieties can be alleviated, (ii) the school can, if necessary, make adjustments to its programme and (iii) an agreement can be reached which enables the child to attend the lesson(s). Should the parent(s) continue to wish that their child is withdrawn from sex education lessons, the Head will, after due consideration, come to a decision and inform the parents without delay. The Head will also decide what alternative course of action will be taken. This may involve the following considerations;

- Aiming to ensure that there is no disruption to other areas of the child's education.
- Alerting parents to the risk that the child may subsequently receive inaccurate information from his or her peers.
- Offering the parents support and access to appropriate information and resources
- 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.



CONFIDENTIALITY

Teachers conduct sex education lessons in a sensitive manner; however, if a child makes 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 to provide support. If confidentiality has to be broken, pupils are informed first and then supported by the designated teacher throughout the whole process.

DIFFERENTIATION AND INCLUSION

EQUALITY LEGISLATION, FUNDAMENTAL BRITISH VALUES AND THE PROTECTED CHARACTERISTICS

The provision of RSE intends to ensure equality of access for all pupils, regardless of gender, race or disability, so providing equal opportunities and avoiding discrimination. The school makes reasonable adjustments to assist disadvantaged pupils and is mindful of the SEND Code of Practice when planning RSE. (see 'Pupils with SEND' section, below).

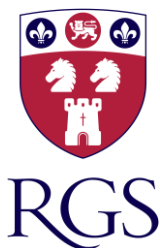
Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation. Such attributes are collectively known as the 'protected characteristics'. With due regard to the nature of the pupils on the school roll at any given time, in its presentation of RSE, the school will provide proportionate support to any individual or group of pupils with a protected characteristic to alleviate any particular disadvantages. Staff are aware that a pupil with a protected characteristic is potentially more vulnerable to teasing and bullying and will take the opportunities provided by RSE to promote respect and tolerance towards those in the school community and beyond with a protected characteristic, in accordance with the school's commitment to promote fundamental British values. The school has a duty to promote equality and combat bullying. Through the teaching of RSE, staff work to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment, which challenges perceived limits on pupils, based on their gender or any other characteristic. The teaching of RSE is a cornerstone in the school's development of a culture in which issues such as everyday racism, sexism, misogyny, homophobia and gender stereotypes are not tolerated, and any occurrences are identified and tackled.

PUPILS WITH SEND

Pupils with special educational needs and/or disabilities are given the opportunity to participate fully in RSE lessons. A differentiated program is provided where necessary, to facilitate all pupils gaining a full understanding of RSE. The school recognises that pupils with SEND may need more help than others in coping with the physical and emotional aspects of growing up; they may also need more help in learning what sorts of behaviour are and are not acceptable. Staff understand that certain aspects of SEND may make a pupil more vulnerable to abuse and, in this context, will take care to ensure that, in a manner commensurate with their understanding, pupils are warned about abuse and develop their resilience against it.

TEACHING SENSITIVE AND CONTROVERSIAL ISSUES

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers are trained and prepared to handle personal issues arising from studies in RSE, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs. This may include family lifestyles and values, physical and medical issues, financial issues, bullying and



bereavement. Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teacher or their peers. The school will give due consideration as to whether some aspects of the RSE curriculum, menstruation being a case in point, will be more effectively and sensitively provided with the pupils divided into single-sex groupings.

RECOGNISING RELIGIOUS AND CULTURAL BELIEFS

The school aims to develop a good understanding of pupils' faith and cultural backgrounds and promotes positive relationships between the school and local faith communities, with the intention of ensuring a constructive context for the teaching of RSE. In planning teaching, the religious background of all pupils is taken into account, so that RSE topics are appropriately handled. The school is mindful of its obligations under The Equality Act, under which religion or belief are amongst the protected characteristics (see 'Equality Legislation, Fundamental British Values and the Protected Characteristics' paragraph, above). Where appropriate, staff will teach about faith perspectives in the context of RSE. In a climate of respect, and to develop understanding, a balanced debate will be encouraged about issues that are seen as contentious. Staff may enable pupils to reflect on faith teachings about certain topics as well as how faith institutions may support people in matters of relationships and sex.

HOMOSEXUALITY AND LGBT LIFESTYLE CHOICES

In the teaching of RSE, staff are aware of the requirement to ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Staff are also aware that, under the terms of the Equality Act, sexual orientation and gender reassignment are amongst the protected characteristics. Teachers will present the RSE curriculum with an objective and respectful approach. They are aware of the school's duty to promote fundamental British values, notably in this context, respect and tolerance. Teachers do not, therefore, promote any one lifestyle as the only acceptable one for society. It is inevitable and natural that homosexuality will be discussed in an age-appropriate manner during a programme of RSE. At primary level, for example, pupils may be aware of classmates who have same-sex parents. It is important, therefore, that they understand, and are respectful of, those concerned. The exploration of issues concerning homosexuality provides the opportunity to correct false ideas and assumptions and address prejudice.

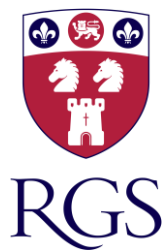
STAFF TRAINING AND DEVELOPMENT

The school facilitates teachers to obtain expertise in the presentation of RSE. This may be through external providers or undertaken in-house or online. Teachers do not necessarily have to become experts in all aspects of RSE, but they do require sensitivity to the needs of the group, an ability to deal with questions openly and honestly and a preparedness to refer to more expert advice, if necessary. Some teachers may have trained to a higher level in related areas, for example in counselling, well-being or mindfulness, and share their expertise with their colleagues.

RESOURCES

The school has invested in resources appropriate to the teaching of effective RSE. The school utilises resources from the following providers and organisations to ensure that existing curriculum requirements are adhered to:

- Sex Education Forum
- Medway Sex and Relationships Resources
- NSPCC Learning

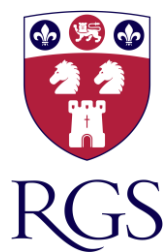


- PSHE Association
- Our school nurses

MONITORING

The school is committed to monitoring and evaluating the effectiveness of its RSE programme and class teachers use a range of approaches, including assessment of the pupils' knowledge and understanding, pupil feedback, staff review and feedback.

This policy will be reviewed by the Coordinator of Junior PSHE annually.



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