



RENDCOMB
COLLEGE
NURSERY • JUNIOR • SENIOR

Relationships and Sex Education (RSE) Policy (Junior School)

Monitoring:

Head of JS and JS Staff

Reviewed:

August 2024

Next Review:

August 2025

Aims of RSE at Rendcomb College

The aims of Relationships and Sex Education (RSE) at Rendcomb College are to:

- Provide a framework in which it is possible for sensitive discussions to take place so that pupils are able to ask questions
- To ensure that any misconceptions are addressed so that pupils learn more, remember more and understand more about RSE
- Prepare pupils for the experience of puberty and provide them with an understanding of sexual development and the importance of health and personal hygiene
- Help pupils to 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

Statutory Requirements

We recognise that we must provide relationships education to all pupils as per Section 34 of the [Children and Social Work Act 2017](#)

Whilst we do not have to follow the National Curriculum, we are expected to offer all pupils a curriculum that is similar in content to the NC with a requirement to teach Science including the elements of sex education contained within the Science curriculum.

At Rendcomb College, we have chosen to follow elements of the National Curriculum and will include coverage of the key science elements which contribute towards RSE. In teaching RSE, we are required to have regard to the [guidance](#) issued by the Secretary of State and which is outlined in Section 403 of the [Education Act 1996](#) At Rendcomb College, we teach RSE as set out in this policy.

Definition

- RSE is about the emotional, social and cultural development of children and involves learning about relationships, healthy lifestyles, diversity, personal identity and sex education
- RSE involves a combination of sharing information and exploring issues and values
- RSE is not about the promotion of sexual activity

Curriculum Content

The focus of all teaching of RSE is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

This begins with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. Pupils are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Pupils are also taught about establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at the next stage of their education.

Pupils are taught respect for others in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

From the beginning of their time in the Junior School, teachers talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. They draw attention to these in a range of contexts to help enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

The principles of positive relationships also includes online relationships. When teaching relationships content, teachers will also address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Teachers understand that families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents and carers amongst other structures.) Care is taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; for example, looked after children or young carers.

The Junior School recognizes that a growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This is achieved in a variety of ways including by providing planned opportunities for and celebrating occasions when children undertake social action, active citizenship or voluntary service to others in the community.

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Through Relationships Education the Junior School will provide pupils with the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. This knowledge is primarily delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. Pupils are also taught about understanding boundaries in friendships with peers and also in families and with others including online.

Pupils are taught how to report concerns and seek advice when they suspect or know that something is wrong. At all stages, teaching children about making sensible decisions to stay safe (including online) is balanced with making it clear that it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and help to support the safeguarding of children.

Delivery of RSE

RSE is taught specifically within the framework of the PSHE curriculum. Biological aspects of RSE may be taught within the Science curriculum and other aspects may be included within the Computing curriculum, the RE curriculum, the PE curriculum and through other curriculum areas which often provoke discussion; for example, discussing historical events or characters within a literary text.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships, including:

- Families and people who care for us
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Pupils in Yr5 and Yr6 also receive stand-alone sex education sessions delivered by their PSHE teacher and one of the school nurses. Yr5 and Yr6 girls receive a stand-alone session which focuses on menstruation.

Sex education focuses on teaching the fundamental building blocks about our bodies and how they change, including:

- Puberty: preparing boys for the changes that adolescence brings
- Puberty: preparing girls for the changes that adolescence brings
- How a baby is conceived and born
- How to keep our bodies safe

Much of our RSE curriculum will be delivered through our PSHEE lessons which follow the widely-used Jigsaw programme. For more information about our RSE curriculum, please see the full PSHEE Jigsaw scheme of work.

Across the Junior School, this curriculum will cover the following topics at different stages:

- Feelings, Friends and Friendships
- Rights, Rules and Responsibilities
- Online Safety
- Medicines and Drugs
- Families
- Healthy Lifestyles
- Anti-Bullying
- Diversity and Different Cultures
- Managing Emotions
- Political literacy and Citizenship
- Money Management
- Global Citizenship and Human Rights
- Personal Safety and Risk
- Managing Change
- Puberty and Sex Education

The curriculum is diverse but we may need to adapt it as and when necessary. The curriculum development process was done in consultation with all staff and included input from pupils and parents. The age, needs and feelings of pupils have been considered very carefully.

Teachers always do their best to answer all questions with sensitivity and care. By the end of KS2, we aim to ensure that boys and girls know how their bodies change during puberty. This includes teaching what menstruation is and how it affects women; we always teach this with due regard for the emotional development of the pupils.

If pupils ask questions which are outside the scope of this policy then teachers will respond in an appropriate manner so that pupils are informed and in an effort to avoid pupils seeking answers online. Pupils will be encouraged to discuss any unanswered questions at home with their parents/carers.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born
- Keeping safe

More detailed information about the content of the RSE curriculum can be found in the planning overviews for the Jigsaw PSHEE scheme, especially within the areas of 'Healthy Me', 'Changing Me' and 'Relationships'.

By the end of their time in the Junior School, we expect that children should have acquired the following knowledge and skills:

Families and People who care for us

Pupils should know:

- that families are important for children growing up because they can give love, security and stability
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- that marriage* represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

*Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

Caring Friendships

Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Respectful relationships

Pupils should know:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

Pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online

Being Safe

Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other sources

Roles and Responsibilities

1. **The Governing Body:** Ultimately, the governing body is responsible for all policies and they will hold the Headteacher to account for their correct implementation.
2. **The Headteacher:** The Headteacher is responsible for ensuring that RSE is taught consistently across the school and for managing requests to withdraw children from non-statutory components of RSE.
3. **Staff:** Staff are responsible for:
 - Delivering RSE in a sensitive manner
 - Modelling positive attitudes to RSE
 - Monitoring progress
 - Responding to the needs of individual children
 - Responding appropriately to children whose parents wish for them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss these with the Headteacher.

At Rendcomb College, teachers of PSHE are responsible for the teaching of RSE. PSHE teachers in Yr5 and Yr6 and a school nurse are responsible for the delivery of sex education lessons.

4. **Pupils:** Pupils are expected to engage fully during RSE lessons and to treat others with respect and sensitivity when discussing issues related to RSE.

Parents Right to be excused from Sex Education (Right to Withdraw)

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE; however, they do have the right to withdraw their children from the non-statutory/non-Science components of sex education within RSE.

If a parent wishes their child to be withdrawn from this part of the programme, their request for withdrawal must be put in writing to the Headteacher. The Headteacher will grant a request to withdraw a pupil from any sex education delivered, other than as part of the science curriculum but may wish to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The School will document this process to ensure a record is kept.

Alternative work will be provided for pupils who are withdrawn from sex education.

Confidentiality

Teachers will conduct sex education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved in or suggest they are likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it appropriately as a matter of child protection in accordance with the Safeguarding Policy.

Teachers will respond in a similar manner if a child indicates they may have been a victim of abuse. In these circumstances, the teacher will speak with the child as a matter of urgency and follow protocols laid down in the Safeguarding Policy.

Training

Staff were trained on the delivery of RSE when the new Jigsaw scheme was implemented and aspects of RSE training are included in our continuing professional development.

Support and training is provided by the school nurses who fulfil a key role in RSE, particularly with sex education.

Other external professionals may also be invited into school to aid aspects of the RSE programme; for example, financial professionals have visited to help with educating pupils in Money Management.

Monitoring

Pupils' development in RSE is monitored by teachers as part of internal assessment and monitoring systems. This delivery of RSE is monitored by the Headteacher and Junior School staff through a range of methods including, planning meetings, learning walks and pupil voice.

This policy is reviewed annually by the Headteacher. All policies are approved by the governing body.

