



# **SOUTH WALNEY JUNIOR SCHOOL RELATIONSHIP (RSE) POLICY**

**May 2022**

**APPROVED BY:**

**Name:** Mr Les Hall

**Position:** Chair of Governor

**Name of subject leaders:** Mrs D Atkinson and Mrs M Banks

**RSE governor:**

**Signed:** *M L Banks*

**Date:** May 2022

**Review Date:** May 2023



## **RSE Curriculum Statement**

At South Walney Junior School, relationship education is an embedded part of our broad and balanced curriculum and part of our school ethos: **S.A.F.E. A Supportive school helping pupils Achieve and Flourish on a foundation of Excellence.** We aim to teach, in an age-appropriate way, the fundamental building blocks of healthy relationships. RSE is about the emotional, social and cultural development of all pupils and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

From the academic year 2020/21 under the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 made under sections 34 and 35 of the Children and Social Work Act 2017 it is compulsory for all primary schools to provide relationships education. Primary schools may also choose to provide sex education other than that covered in the science curriculum although they are not compulsory. In teaching RSE we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education act 1996
- Part 6 chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

South Walney Junior School has chosen to provide an element of age-appropriate sex education to our pupils, details of which are included in the RSE scheme of work. We teach RSE through our Science and PHSE curriculum and with outside experts.

At South Walney Junior School, we teach RSE as set out in this policy.

### **Intent:**

The intent of our RSE curriculum is to deliver a curriculum which is accessible to all, and that will maximise the outcomes for every child, so that they **know more, remember more and understand more.**

We have developed a curriculum in consultation with parents, pupils and staff and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside of the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

This policy outlines our school's commitment to provide effective Relationships and Sex Education RSE for all pupils. It has been written with regard to the Department of Education's Guidance 2019 and other relevant guidance and statutory requirements. The RSE teaching in



this school contributes to our statutory duty to safeguard children and prepare them for the responsibilities and experiences of adult life.

Our intent (outlined in detail in appendix A and B) is to:

- 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

Pupils will learn about:

- Healthy families and relationships
- Friendships including online friendships
- Stereotyping
- Changing bodies
- Female and male body parts
- Puberty including physical and emotional changes
- Adolescence- preparing pupils for the changes that it brings
- Menstruation
- Personal hygiene
- Conception (parents have the right to withdraw their child from this lesson)
- Reproduction and how this is part of a loving relationship
- Pregnancy and birth (parents have the right to withdraw their child from this lesson)

#### **Curriculum planning and organisation:**

Provision in RSE has been carefully designed to ensure both continuity with prior learning and progression Year 3 – Year 6 in:

- **Substantive knowledge** – what our pupils will know by the end of each unit e.g. the male and female body parts
- **Disciplinary knowledge** – the subject skills and techniques our pupils will master and apply in order to understand the significance of what they know e.g. debate, discussing sensitive topics, give opinions, listen, value others.
- **Conceptual understanding** – increasing awareness and application of second order and substantive subject concepts; respect, healthy relationships, love
- The acquisition of **subject specialist vocabulary** and technical terms in order to communicate their understanding effectively e.g. genitals, sperm

This continuity, sequencing and progression in RSE provision is detailed in the following planning documentation:

- **Long term plan/curriculum plan** – which provides an overview of provision Year 3 – Year 6 and how what we teach delivers the scope and ambition of the national curriculum for RSE
- **Scheme of work** – using the Kapow scheme, along with subject specialist lessons delivered by specialist nurse Donna Moore



- **Knowledge organisers** – used collaboratively by both teachers and pupils during the course of each unit to support knowledge building, conceptual understanding and the acquisition of increasingly specialised subject vocabulary and technical terms.
- **Lesson plans** – which identify the key objectives, outcomes and learning activities of each teaching session in RSE (see showbie)

### **Implementation:**

At South Walney Junior School, our RSE programme of learning and wider curriculum will enable children to meet the End of Key Stage Statements as set out in the Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance 2019.

Our RSE programme is an integral part of our whole school PSHE education provision and is designed to meet the unique needs of pupils, through the Kapow spiral Scheme of Work as well through our wider PSHE curriculum offer.

Teachers will take a non-judgemental approach RSE.

RSE will be taught in each year group throughout the school. We aim to teach RSE at some point during the school year. Each year group will teach RSE at different times of the year, depending on their children and their curriculum. The curriculum that is to be delivered is progressive, building on the children's knowledge and understanding and vocabulary year on year. We use Kapow as our primary scheme alongside our sessions with a specialist nurse; however, there is flexibility built into the curriculum to match the children's needs e.g. introducing puberty and menstruation sessions in earlier year groups if needed. We have thought hard about the sessions to include and what extra to add in. We have surveyed the children, parents and governors to include their views on the curriculum in our scheme.

Lessons will be in a whole class setting, small group sessions, 1:1 and digital formats.

Kapow uses open learning activities which suit the ethos of RSE in our school. All learning activities used in Kapow allow opportunities for discussion and debate. This encourages our children to become critical, creative, caring and collaborative thinkers.

Along with our broad and balanced curriculum, there are overlaps with other subjects, for example Computing (E-safety), Science (puberty), PE (leading healthy active lives) and RE

We also aim to give pupils the vocabulary and substantive and disciplinary knowledge and skills to understand the range of emotions that everyone expects. In KS2, we are building on the foundations of skills and knowledge that will be developed further at secondary level. We teach our children to **know more, remember more and understand more.**

### **Resources:**

We will consider whether any resources we plan to use are aligned with the teaching requirements set out in the statutory RSE guidance, support pupils in applying their knowledge in different contexts and settings, are age appropriate, fit in with our curriculum plan and are sensitive to our pupils' experiences and won't provoke distress.



We will make sure that any materials used by outside agencies are appropriate

**Inclusion and support:**

RSE will be accessible to all pupils regardless of age, sex, race, disability, religion or belief, gender or sexual orientation. We will ensure that issues such as sexism, misogyny and homophobia and gender stereotypes are discussed and will take positive action to build a culture where these are not tolerated and any occurrences are identified and tackled. We have used schedule 10 of the Equality Act 2010 and chapter 6 of the SEND Code of Practice when devising this policy.

RSE can also be particularly important for pupils with social, emotional and mental health needs or learning disabilities as they are more vulnerable to exploitation and bullying. We will ensure that our teaching will be tailored to meet the specific needs of pupils (including those with ECHP) to ensure learning outcomes are met. Teaching Assistants will support children in RSE lessons and beyond the curriculum. We may offer specialist sessions if necessary in order to meet the needs of the children on a 1:1 basis.

We will teach the topics in RSE in a manner that considers how a diverse range of pupils will relate to them, is sensitive to all pupils' experiences, make pupils feel safe and supported and able to engage with the key messages.

**Parental rights:**

All children have access to the lessons, including those with SEND. Lessons are adapted to meet needs of the children. Parents have a right to request that their children be withdrawn from some or all of the sex education delivered as part of the statutory RSE however Relationship Education and Health Education is compulsory for all pupils receiving primary education therefore there is no right to withdraw from Relationship or Health Education.

Before granting any such request, the head teacher will 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 head teacher will also discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded.

Head teachers will automatically grant a request to withdraw a pupil from any sex education delivered in primary school, other than what has to be covered as part of the science curriculum. Records will be kept of all discussions. There will be no difference in the approach for SEND children and other pupils.

**Staff training:**

It is essential that teachers are given the tools to be able to teach the RSE curriculum. We have used the DfE own training modules to support this and have used specialist trainers such as School Nurse and Public Health England for further support. Our teaching complies with the teaching standards and the Equality Act. It is important we take into consideration staff knowledge and understanding when teaching this subject. The school has a robust CPD schedule and sessions have included how to teach puberty lessons, relationships, gender and sexuality and stereotyping.

**Parental Involvement:**

We believe that RSE should be a partnership with parents and carers. Parents will be routinely consulted and informed about PSHE/RSE through letters which explain when RSE will be taught and the areas covered in different year groups.



### **Policy development:**

This policy has been developed working alongside teachers, parents and pupils. Whenever there have been any changes made, we have engaged with parents. Our consultation process is:

1. An internal review of the policy and curriculum: what works and what needs changing in light of the children's needs.
2. Statutory compliance
3. Feedback from parents and pupils.
4. Agreement of policy
5. When teaching RSE, parents will be sent a letter and the curriculum
6. Governors to review policy and ratify.
7. Policy posted on website.

### **Impact:**

- Each unit, which forms our programme of learning and teaching in RSE, sets clear objectives and outcomes for the pupil in terms of knowledge and understanding and skills acquisition. These are the end points of learning i.e the criteria against which a pupil will be judged to be making progress. These are in the form of end of unit quizzes.
- Teachers will also be formatively assessing the children in each lesson through questioning and the key statements at the end of the lesson.
- We ensure when we assess pupils, evidence is drawn from a wide range of sources to inform the process, including interaction with pupils during discussions and related questioning, day to day observations, practical activities, presentations and any writing.
- We do not make summative judgments about individual pieces of work but rather use such outcomes to build an emerging picture of what the pupil knows, understands and can do.
- At the end of each year, we make a summative judgement about the achievement of each pupil. We do not do this individually for RSE but as part of our PHSE offer. At this point teachers decide on the 'best fit' judgement as to whether the pupil has achieved and embedded the expected learning, exceeded expectations or is still working towards them. This is reported back to parents at the end of the year.

### **Monitoring, evaluation and professional development:**

Monitoring activities undertaken by the subject lead for RSE are planned across the year and can include the following:

- staff meetings to analyse samples of pupils' work in RSE to moderate standards to ensure consistency and to inform colleagues of subject developments at local and national levels;
- lesson observations to ensure that learning and teaching is appropriately engaging and challenging and that appropriate progress is being made by all pupils;
- the sampling of pupils' work to ensure that expectations in terms of subject standards are being maintained through the curriculum in the form of book studies;
- meetings and discussions with pupils from across year groups.

An important outcome of this ongoing monitoring and evaluation will be the identification of professional development needs amongst colleagues. The subject lead will, in the context



of whole school priorities seek to address these through engaging appropriate external and internal support.

The subject lead uses the intelligence gained from monitoring and evaluation provision to update the three year PHSE/RSE Subject Development Plan and inform the priorities for the annual Action Plan for PHSE/RSE.

Mrs M Banks and Mrs D Atkinson are responsible leading on RSE. All teachers are responsible for teaching RSE and receive appropriate training.

**Linked policies:**

Science

Chapter 6 of the SEND Code of Practice

Safeguarding

Health and Safety

Equality Act 2010



## Appendix A

YEAR 3	
<b>Family and relationships</b>	
Lesson 1	Introduction to RSE and setting ground rules
Lesson 2	Healthy families (Big Bag of Families) P4C
Lesson 3	Friendship - conflict and resolution
Lesson 5	Effective communication to support relationships
Lesson 6	Learning who to trust
Lesson 7	Stereotyping - in everyday life
<b>Safety and the changing body</b>	
Lesson 1	Emergencies and calling for help
Lesson 2	Basic first aid - bites & stings
Lesson 4	Cyberbullying
Lesson 7	Who and what can influence my decisions and how to make the right choices for me
Lesson 8	Road safety
<b>Health and wellbeing</b>	
Lesson 1	My Healthy diary - physical activity, rest and diet
Lesson 3	Wonderful me!
Lesson 5	Breaking down problems
Lesson 6	Diet and dental health
<b>Citizenship</b>	
Lesson 1	Rights of the child
Lesson 5	Charity
Lesson 6	Local democracy
<b>Economic wellbeing</b>	
Lesson 1	Ways of paying
Lesson 5	Jobs and careers
<b>Transition</b>	
Lesson 1	Transition lesson





## YEAR 4

### Family and relationships

Lesson 1	Introduction to RSE and setting ground rules
Lesson 2	Respect and manners
Lesson 4	How my behaviour affects others
Lesson 6	Stereotypes - in fictional characters
Lesson 8	Families in the wider world - respecting differences

### Safety and the changing body

Lesson 1	Internet safety - age restrictions
Lesson 2	Internet safety - share aware
Lesson 4	Privacy and secrecy - the difference between the two
Lesson 7	Introduction to puberty (vocabulary: breasts, genitals, penis, testicles)
Lesson 8	Tobacco - the risks of smoking

### Health and wellbeing

Lesson 1	Looking after our teeth
Lesson 3	Celebrating mistakes
Lesson 5	My happiness
Lesson 6	Emotions
Lesson 7	Mental health

### Citizenship

Lesson 1	What are human rights?
Lesson 5	Diverse communities

### Economic wellbeing

Lesson 2	Keeping track of money
Lesson 4	Influences on career choices

### Transition

Lesson 1	Transition lesson
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## YEAR 5

### Family and relationships

Lesson 2	Build a friend - what makes a good friend
Lesson 3	Friendship skills
Lesson 4	Marriage - different types of marriage and the history of marriage
Lesson 5	Respecting myself
Lesson 6	Family life
Lesson 8	Stereotyping - how attitudes to gender have changed over time
Lesson 9	Stereotyping and discrimination

### Safety and the changing body

Lesson 1	Online friendships
Lesson 2	Staying safe online
Lesson 3-4	Puberty and menstruation with Donna Moore
Lesson 6	First Aid - bleeding
Lesson 7/8	Drugs and tobacco - understanding the influence others can have on us <i>Use CADAS lessons 14 and 15</i>

### Health and wellbeing

Lesson 1	What is mental health? PSHE Assoc lesson 9 and 10
Lesson 2	The importance of rest
Lesson 3	The importance of regular physical activity PSHE Assoc Lesson 12
Lesson 5	Taking responsibility for my feelings
Lesson 6	Healthy meals PSHE Assoc Lesson 13
Lesson 7	Sun safety

### Citizenship

Lesson 1	Breaking the law
Lesson 2	Rights and responsibilities
Lesson 3	Protecting the planet
Lesson 4	Contributing to the community
Lesson 5	Pressure groups
Lesson 6	Parliament

### Economic wellbeing

Lesson 1	Borrowing
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Lesson 2	Income and expenditure
Lesson 3	Risks with money
Lesson 4	Prioritising spending
Lesson 5	Stereotypes in the workplace
<b>Transition</b>	
Lesson 1	Transition lesson
<b>YEAR 6</b>	
<b>Family and relationships</b>	
Lesson 1	Introduction to RSE and setting ground rules
Lesson 2	Respect - how this can we gained and lost
Lesson 4	Challenging stereotypes
Lesson 5	Different types of stereotyping
Lesson 6	Resolving conflict - negotiation and compromise
Lesson 7	Change and loss - the emotions relating to grief
<b>Safety and the changing body</b>	
Lesson 1	The risks associated with alcohol
Lesson 3	Social media
Lesson 4-6	Physical and emotional changes of puberty <b>Donna Moore</b>  Conception ( <i>parents/carers have the right to withdraw their child from this lesson</i> )  Pregnancy and birth ( <i>parents/carers have the right to withdraw their child from this lesson</i> )
Lesson 7	First Aid - choking
Lesson 8	Basic life support
<b>Health and wellbeing</b>	
Lesson 3	Taking responsibility for my health
Lesson 4	The impact of technology on health
Lesson 5	Resilience toolbox
Lesson 6	The facts about immunisation
Lesson 8	Habits - positive and negative
<b>Citizenship</b>	



Lesson 1	Human rights
Lesson 4	Prejudice and discrimination
Lesson 6	National democracy
<b>Economic wellbeing</b>	
Lesson 1	Attitudes to money
Lesson 2	Keeping money safe
Lesson 3	Gambling
Lesson 4	What jobs are available?
Lesson 5	Career routes
<b>Transition</b>	
Lesson 1	Transition lesson
<b>Identity</b>	
Lesson 1	What is identity?
Lesson 2	Gender identity?
Lesson 3	Identity and body image

APPENDIX B

Sex & Relationships Scheme of Work

	Learning Intentions Year 3 & Year 4	Learning Intentions Year 5 & Year 6
Lesson 1 Growing & Changing	<ul style="list-style-type: none"> <li>• To recognise that change is a part of growing up</li> <li>• To appreciate that there are a number of very important organs in the human body some of which change as we grow into adults</li> <li>• To identify the differences between males and females, name male and female body parts using agreed words</li> <li>• To identify some basic facts about growing and changing and introduce the word puberty</li> <li>• To understand changes in our feelings and emotions as we grow up</li> <li>• To understand the need for personal hygiene and will be able to recognise what they need to do to keep clean</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the physical and emotional changes that take place at puberty</li> <li>• To understand why they happen and how to manage them</li> <li>• To explore attitudes and feelings about growing up</li> <li>• To understand the basis of the menstrual cycle and why it occurs</li> <li>• To understand sperm production and why it occurs</li> <li>• To understand and describe male and female reproductive organs</li> <li>• To fully understand the need to stay clean particularly during puberty</li> </ul>
Lesson 2 Reproduction/ Life Cycles	<ul style="list-style-type: none"> <li>• Reflect on life cycles and what happens when a life cycle ends or is broken</li> <li>• To look at different life cycles in living things and where they come from</li> <li>• To think about what reproduction is necessary in all species</li> <li>• To understand some of the processes of reproduction and how we are made</li> <li>• To identify some basic facts about pregnancy</li> </ul>	<ul style="list-style-type: none"> <li>• To name the male and female internal and external sexual reproductive parts</li> <li>• To make clear the link between changes at puberty, sexual intercourse and the start of a baby</li> <li>• To know and understand the process of reproduction and how this is part of a loving relationship</li> <li>• Describe conception in basic terms</li> <li>• To know and understand how babies are born</li> </ul>