



# CRICH JUNIOR SCHOOL

## RELATIONSHIPS EDUCATION including SEX EDUCATION POLICY

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Signed (Chair of Governors):

Signed (Headteacher):

# **Crich Junior School**

## **Relationship Education including Sex Education (RSE)**

As the most recent DfE guidance (2019) states: today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. Our children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. Therefore, we aim to provide high quality evidence based and age-appropriate teaching and learning that helps put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.

### **School Vision**

At Crich Junior School, our vision is to prepare and motivate our children for a rapidly changing world by instilling in them confidence, knowledge, critical thinking skills, a global perspective and core values of respect, resilience and compassion. By understanding the nature and importance of relationships, how they are formed and maintained, we hope to prepare our children for the challenges of tomorrow.

### **What Is Relationship Education including Sex Education?**

RSE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

Effective Relationship Education including Sex Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

### **Aims**

The aims of relationships and sex education (RSE) at our school are 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

## **Principles and Values**

In addition, Crich Junior School believes that our Relationships including Sex Education programme should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Be an entitlement for all young people.
- Encourage every pupil to contribute to our community and aims to support each individual as they grow and learn.
- Reflect our wider school context and support family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.
- Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

## **Statutory Requirements**

As a maintained junior school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum. 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. At Crich Junior School, we teach RSE as set out in this policy.

## **Delivery of RSE**

RSE is taught within the personal, social, health and economic (PSHE) education curriculum and through our scheme 'PSHE Matters' and 'Clued up for Growing up.'. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). Pupils also receive stand-alone sex education sessions. 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).

### **How RSE is Provided.**

- Within the taught, age appropriate, spiral RSE programme within PSHE & Science managed by the RSE coordinator.
- Through other curriculum areas delivering aspects (e.g. Drama, English/Literacy etc.)
- Assemblies
- Support for pupils who experience difficulties
- By the provision of appropriate information through leaflets and books.
  - Open door policy.
- Delivery in response to incidents.

### **Teaching Methods & Resources**

Continuity and progression will be generated through the adoption of a whole school approach to the planning and delivery of clearly defined and progressive learning objectives covering knowledge, skills and understanding.

RSE is conducted in a safe learning environment through the use of ground rules and distancing techniques so that pupils are not put on the spot or expected to discuss their own personal issues in class. For example: Nobody (teacher or pupil) should be expected to answer a personal question. No one will be forced to take part in a discussion. In most cases the correct names for body parts will be used. The meanings of words will be explained in a sensible and factual way.

RSE takes place within mixed sex classes or single gender groups as deemed appropriate and relevant, with teachers and support staff. Teaching resources are selected on the basis of their appropriateness to pupils.

In most cases teachers will attempt to answer children's questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use their skill and discretion in these situations and if necessary refer to the PSHE/ RSE coordinator for advice and support.

Teachers will also follow the following guidance: Teachers will establish clear parameters about what is appropriate and inappropriate in a whole-class setting.

If a child's question is inappropriate to address with the whole class, the teacher should acknowledge the question and attend to it later on an individual basis. If a question is too personal the teacher should remind the pupils of the ground rules.

Teachers will set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way which encourages thoughtful participation. Pupils may have opportunities to write down questions anonymously and post them in a question box. The teacher will have time to prepare answers to questions before the next session, and can choose not to respond to any questions which are inappropriate to address in whole class lessons. If a teacher is concerned that a pupil is at risk of sexual abuse the Head teacher/DSL should be informed and the usual child protection procedures followed.

After careful consideration, consultation and advice we have decided to teach these elements in the following year groups following guidance from the scheme 'Clued up for growing up':

**Year 3: Boys and Girls** – To identify and respect the differences and similarities between people  
To use the correct vocabulary for parts of the body and identify similarities and differences.  
To recognize special people in their lives and identify their own strengths.

**Year 4: Bits and Bobs, Sweat and Spots** – To recognize increasing responsibilities as children develop into adults.  
To explore the human life cycle.  
To explore the physical changes in puberty.  
To explore the emotional changes in puberty.

**Year 5/6: Boys and Girls, Women and Men (and/or Your Mummy ate my football).**

- To identify basic facts about pregnancy and reproductive organs
- To explore a range of different families
- To consider the responsibilities of becoming a parent
- To explore physical and emotional changes during puberty
- To know and understand the importance of personal hygiene during puberty.
- To understand how babies are conceived.
- To recognize different types of relationships.
- To identify professionals who can provide support to families.

## **Inclusion**

### **Ethnic and Cultural Groups**

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

### **Pupils with Special Needs**

We will ensure that all young people receive Relationship Education including Sex Education, and we will offer provision appropriate to the particular needs of all our pupils, taking specialist advice where necessary.

### **Sexual Identity and Sexual Orientation**

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support with their understanding as appropriate.

### **Right of Withdrawal of Pupils from Relationship Education including Sex Education**

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their child from some parts of the RSE programme except for those included in the statutory National Curriculum. Alternative arrangements will be made in such cases. Parents are encouraged to discuss their decisions with staff at the earliest opportunity. Parents are welcome to review any RSE resources the school uses.

### **Confidentiality, Controversial and Sensitive Issues**

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he will talk to the named Designated Safeguarding Lead before any further action or decisions are made.

The child concerned will be informed as appropriate that confidentiality is being broken and reasons why. The child will be supported by the teacher throughout the process.

Staff are aware that views around Relationships Education including Sex Education related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.

### **Menstrual Wellbeing**

The onset of menstruation can be confusing or even alarming for girls if they are not prepared. Pupils are taught key facts about the menstrual cycle. In addition to curriculum content, adequate and sensitive arrangements are made to help girls prepare for and manage menstruation including access to menstrual products.

### **Dealing with Questions**

Both formal and informal RSE arising from pupil's questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned.

### **Monitoring and Evaluation**

The programme is regularly evaluated by the RSE coordinator. The views of pupils and teachers who deliver the programme are used to make changes and improvements to the programme on an ongoing basis. This includes a review of evidence from a range of sources such as work in books, planning, learning walks and pupil voice.



