



# JUNCTION FARM PRIMARY SCHOOL

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## RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY

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Date of Next Review: July 2024

Responsible Officer(s): Head teacher

## Overall Aim

At Junction Farm, we aim to prepare our pupils to cope with the physical and emotional challenges of growing up, relationships and to give them an elementary understanding of human reproduction. We believe that high quality RSHE helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life. In our school, sex and relationships education will contribute to the requirements of the Education Reform Act 1988 which:

- Promotes spiritual, moral, cultural, mental and physical development of pupils within the school and society.
- Prepares pupils for the opportunities, responsibilities and experiences of adult life.

## Legal Requirements:

The government believes that all pupils should be offered the opportunity of receiving a comprehensive, well-planned programme of sex and relationships education during their time at school. This will be done via:

- Compulsory elements of the N.C. Science curriculum.
- PSHE and RSHE (Relationships, Sex and Health Education) framework through the Jigsaw Curriculum.
- This policy is based on RSHE policy guidance (Secretary of State's Sex and Relationship Guidance (DFE 2020):
- All children, including those that develop earlier, need to know about puberty before they experience the onset of physical changes.
- Children should learn about how a baby is conceived and born before they leave Primary School.
- Families are based on secure, positive relationships and that all families are different in form.
- The importance of positive, healthy friendships and how to work through problems.
- Respectful relationships.

## Roles and Responsibilities

- Vision Academy Learning Trust has the overall responsibility to ensure that policies are in place at Junction Farm Primary.
- Governors

The school's governing body has overall responsibility and they must have an up to date, written policy which must be available to parents. They will also have continued involvement through policy evaluation.

- Headteacher

Is responsible for the implementation of the policy and liaising with VALT, the governing body, LEA, parents and other appropriate agencies.

- Personal, Social, Health Education Lead.

The co-ordinator, together with the Head Teacher, has a general responsibility for supporting other members of staff in the implementation of this policy and will also disseminate information and provide INSET relating to RSHE.

- Parents

The school recognises that the parents are key figures in helping their children to cope with the emotional and physical aspects of growing up and therefore have responsibility in preparing them for challenges and responsibilities which sexual maturity brings. Parents are encouraged to support the school's RSHE and have access to this policy. There will also be a RSHE meeting that parents are welcome to attend that will provide more detail about our provision for RSHE.

- All Staff

RSHE is a whole school issue. All staff, both teaching and non-teaching, should be aware of this policy and how it relates to them.

### The Purpose of RSHE:

The purpose of RSHE is to equip pupils with the information, skills and values to have safe, fulfilling and healthy relationships. It will give them the opportunity to acquire knowledge about loving relationships, the nature of sexuality and the process of human reproduction. Alongside this, it should lead to the acquisition of understanding and attitudes which prepare pupils to view their relationships in a responsible and healthy manner. The RSHE programme will benefit children, school and society.

RSHE has three main elements:

1. Attitudes and values

- Learning the importance of values and individual conscience and moral considerations;
- Learning the values of family life, marriage and stable and loving relationships for the nurture of children;
- Learning the value of respect, love and care;
- Exploring, considering and understanding moral dilemmas;
- Developing critical thinking as part of decision-making.

2. Personal and social skills

- Learning to manage emotions and relationships confidently and sensitively;
- Developing self-respect and empathy for others, tackling prejudices, including homophobia;
- Learning to make choices based on an understanding of difference and with an absence of prejudice;
- Developing an appreciation of the consequences of choices made;
- Managing conflict; and
- Learning to recognise and avoid exploitation and abuse.

3. Knowledge and understanding

- Learning and understanding physical development at appropriate stages;

- Understanding human sexuality, reproduction, sexual health, emotions and relationships.

### Where, When and How?

RSHE can be found within the Jigsaw scheme of work/long term plan (this includes the availability of RSHE resource 'Lucinda and Godfrey.' This is a progressive scheme spanning from Nursery through to Year 6) as well as within the 'Biological aspects of N.C Science'. It will be taught by class teachers in the summer term as part of the 'Changing Me' piece within the Jigsaw curriculum.

RSHE is delivered by the class teacher (or regular teacher for PSHE) during the weekly PSHE session. Relationships lessons take place in the Spring term and 'Healthy Me' and 'Changing Me' are taught in the summer term. There is also a 'Changing Me, Question Me' jar for anonymous questions or worries that are addressed in the following session. Occasionally an individual child may ask an explicit or difficult question within the classroom, such questions may be addressed individually later. Teachers must use their own skills and discretion in these situations and /or seek support and advice from the PSHE Lead or consult the Jigsaw Community Area.

Each year group has age- appropriate sessions in issues relating to RSHE.

| EYFS | Growing up                                      | How we have changed since we were babies.  |
|------|---|--|
| Y1   | My changing body<br>Boys' and girls' bodies     | Knowing the parts that make girls and boys different using correct terminology.  |
| Y2   | Changing me<br>Boys and girls                   | Where I am in the journey from young to old. The differences between boys and girls – including which parts are private.   |
| Y3   | Babies<br>Body changes                          | What a baby needs to live and grow.<br>It is usually the female that has a baby and it grows in the mother's uterus.<br>Changes that occur on the outside our bodies when growing up.<br>How we feel about these changes.  |
| Y4   | Parents<br>Puberty                              | Personal characteristics that have come from my parents.<br>How girls' and boys' bodies change on the inside and outside as they are growing up.<br>Steps they can take to deal with changes positively  |
| Y5   | Puberty<br><br>Conception                       | Physical and emotional changes in boys and girls and how to look after themselves.<br>Self-image and how it relates to body image.<br>Developing an understanding of changes. Reassurance and exploring feelings.<br>Correctly label the internal and external parts of male and female bodies that are necessary for making a baby.<br>I understand that having a baby is a personal choice and express how I feel about having children when I am an adult.<br>Reproduction in plants and animals, including how a baby is made. (NC science). |
| Y6   | Puberty<br>Reproduction<br>Conception to birth. | Consolidating the understanding of physical and emotional changes in boys and girls.<br>The story of pregnancy and birth.  |

### Parental Right of Withdrawal

Parents do have the right to withdraw from Sex Education that forms part of PSHE curriculum. Parents are given a copy of the policy and asked to submit a consent form for the Sex Education content of the 'Changing Me' piece. It is clear that parents **are not able to withdraw** from Health Education (Correct

terminology when naming body parts and puberty) and Relationships – including LGBT+ as per statutory guidance.

### Specific Issues

- Child Protection

Children have the right to expect schools to provide a safe and secure environment. Teachers need to be aware that they bring fears or worries into the classroom that affect RSHE, which brings an understanding of what is and is not acceptable in a relationship. RSHE may lead to a disclosure of a child protection issue. Please consult Safeguarding policy in this event.

- Confidentially (refer to confidentiality policy)

If a member of staff (teaching or non-teaching) suspects there to be C.P. issues involving a child, or is faced with a disclosure, then s/he has a duty to pass this information on to the designated C.P. member of staff, and use the procedures set out in the schools C.P. policy. Staff need to make pupils aware they cannot legally give complete confidentiality. This can be achieved by revisiting ground rules at the beginning of each session when we refer to the Jigsaw Charter. The Designated Safeguarding Lead at Junction Farm Primary School is Carla Hardy.

- Health Professionals (School Nurse)

When visitors and outside agencies are involved, their contribution must be planned as part of the overall RSHE programme. Their contributions should complement the teaching already taking place in school.

- They can work with and give support to teachers
- They can provide a link to relevant services
- They can inform pupils about using health services in the area
- Give pupils confidential support and advice

Health professionals who are involved in delivering RSHE programmes are expected to work within the school's RSHE. policy and in the instruction of the headteacher.

However, when they are in their professional role, such as a school nurse in consultation with an individual pupil, they should follow their own professional code of conduct.

### Inclusion:

Setting suitable learning challenges:

Teachers should aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. Teachers should teach the knowledge, skills and understanding in ways that suit their pupils' abilities - this may mean choosing knowledge, skills and understanding from earlier or later key stages so that individual pupils can make progress and show what they can achieve.

For pupils whose attainments significantly exceed the expected level of attainment, teachers will need to plan suitably challenging work. As well as drawing on materials from later key stages or higher levels of study, teachers may plan further differentiation by extending the breadth and depth of study within individual subjects or by planning work which draws on the content of different subjects.

**SEND:**

Relationships Education, RSHE and Health Education must be accessible for all pupils. This is particularly considered and adapted when planning learning for pupils with special educational needs and for those with social, emotional and mental health needs. Lessons are scaffolded and personalised to meet the needs of the children.

**Dissemination and implementation**

This policy will be given to all members of the governing body, teaching and non-teaching staff. All parents will be invited to read the document which will be available on our website and copies will be available from the headteacher.

Review Date: July 2023