

Relationships and sex education policy

Bordon Junior School

Contents

1. Aims	1
2. Statutory requirements	1
3. Policy development.....	2
4. Definition.....	2
5. Curriculum	2
6. Delivery of RSE	2
7. Roles and responsibilities.....	3
8. Parents' right to withdraw	3
9. Training.....	3
10. Monitoring arrangements.....	4
Appendix 1: Curriculum map	5
Appendix 2: By the end of primary school pupils should know	9
Appendix 3: Parent form: withdrawal from sex education within SRE	11

1. 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

2. Statutory requirements

As a primary academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching SRE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

Relationships and Sex Education

Last Reviewed: September 2024

Next Review: September 2025

At Bordon Junior School we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE.
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

SRE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

SRE involves a combination of sharing information, and exploring issues and values.

SRE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary. Sessions are taught regularly in short sessions to give the children opportunities for regular discussion.

We have developed the curriculum in consultation with parents, pupils and staff, 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 appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

Preparing boys and girls for the changes that adolescence brings

How a baby is conceived and born.

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. 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 For more information about our RSE curriculum, see Appendices 1 and 2.

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).

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the SRE policy, and hold the headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for ensuring that SRE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of SRE (see section 8).

7.3 Staff

Class teachers are responsible for:

- Delivering RSE in a sensitive way

- 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

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

7.4 Pupils

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

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

10. Monitoring arrangements

The delivery of RSE is monitored by L Choularton through:

- planning scrutinies
- learning walks
- teacher discussions
- pupil conferencing

Pupils' development in SRE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by L Choularton annually. At every review, the policy will be approved by the governing board & the headteacher.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 3	Autumn	Who is in my family? can identify changes during the human life cycle understand that change is ongoing
Year 3	Spring	Changing body parts are able to define puberty: the changes that occur sometime between 8-17 that turn children into young adults know that puberty happens differently for everyone and begins and ends at different times understand that body changes at puberty are linked to human reproduction
Year 3	Summer	Feeling good about being different can identify positive things about themselves and others understand that boys and girls can both do the same tasks and enjoy the same things; but that stories, TV and people sometimes present different stereotypes can recognize and challenge stereotyping with confidence
Year 4	Autumn	Growing and changing Can identify changes throughout the human life cycle Understand that change is ongoing Understand that change is individual

Relationships and Sex Education

Last Reviewed: September 2024

Next Review: September 2025

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 4	Spring	<p>How our bodies change</p> <p>Are able to define puberty: the changes that occur sometime between 8-17 that turn us from children to youngadults</p> <p>Can identify the physical changes associated with puberty</p> <p>Understand that everyone's experience of puberty is different and that it begins and ends at different times</p>
Year 4	Summer	<p>Changing relationships</p> <p>Are able to identify feelings and understand how they affect behaviour</p> <p>Show awareness that feelings change during puberty and these changes can affect our relationships</p> <p>Can practise strategies for managing some of these relationships and changes</p> <p>Can empathise with other people's feelings in relationships, including parents and carers</p>
Year 5	Autumn	<p>What's all this about puberty?</p> <p>Can identify the physical, emotional and behavioural changes that occur during puberty for both males and females</p> <p>Understand that puberty is individual and can occur any time between 8-17</p> <p>Understand that body changes at puberty are a preparation for sexual maturity</p> <p>Changing feelings and changing lives</p> <p>Are able to describe how feelings and behaviour change during puberty</p> <p>Understand how changes during puberty can affect relationships with other people.</p> <p>Can devise strategies for managing some of these changes</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 5	Spring	<p>Changing the way we keep clean</p> <p>Can explain how changes at puberty affect body hygiene</p> <p>Can describe how to care for their bodies during puberty</p> <p>Can recognise the similarities between the needs and wants of boys and girls and challenge gender stereotypes around hygiene and grooming</p> <p>Becoming men and women</p> <p>Understand how our attitudes and values about gender and sexuality may be affected by factors such as age, religion, and culture</p> <p>Can recognise and challenge gender stereotypes</p> <p>Understand how media messages affect attitudes, can cause inequality of opportunity and affect behaviour</p>
Year 5	Summer	<p>Physical changes associated with puberty</p> <p>Split session (gender identified / comfortable with)</p> <p>Can describe menstruation and wet dreams</p> <p>Understand the relationship between the sex cells (sperm and ovum), menstruation and wet dreams</p> <p>Know and can explain effective methods for managing menstruation and wet dreams</p>
Year 6	Autumn	<p>Building good relationships</p> <p>Can identify positive qualities and expectations for a variety of relationships</p> <p>Can explain the similarities and differences between friendships and intimate relationships</p> <p>Can describe that there are different types of intimate relationship, including marriage</p> <p>Understand that sex or making love may be one part of an intimate relationship between adults</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 6	Spring	<p>Sexual relationships Split session (gender identified / comfortable with) Understand that sexuality is expressed in a variety of ways between consenting adults Know that sexual intercourse may be one part of a sexual relationship Can describe how babies are made and explain how sexual intercourse is related to conception Can name the male and female sex cells and reproductive organs</p>
Year 6	Summer	<p>Conception and pregnancy Split session (gender identified / comfortable with) Know the key male and female body parts associated with conception and pregnancy Can define conception and understand the importance of implantation in the womb Know what pregnancy is, where it occurs and how long it takes</p> <p>Your questions answered Can answer their own questions about sex and relationships Can use appropriate language to discuss sex and relationships and growing up with confidence Can identify sources of information, support and advice for children and young people</p>

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • 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
Caring friendships	<ul style="list-style-type: none"> • 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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 e.g. family, school and/or other sources

Appendix 3: Parent form: withdrawal from sex education within SRE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	