



Relationships, Sex and Health Education (SRE) Policy

April 2021 Amended October 2022

This policy sets out the approach for Relationships /Relationships and Sex / Relationship Sex and Health Education at Killamarsh Junior School. *'The Relationship Sex and Health Education Guidance July 2019 is issued under the Section 80A of the Education Act 2002 and SECTION 403 OF THE Education Act 1996 ' DfE*

Introduction

At Killamarsh Junior School we strive to confidently implement and embed core learning around emotional and relationship understanding. Our children are growing in an increasingly complex world seamlessly switching between on and offline and whilst this presents many new and exciting and opportunities, it can also offer many challenges and risks. In this ever expanding environment, children need to know how to feel safe and how to keep themselves healthy, managing not only their academic lives but also their personal and social lives in a positive way. The DfE has now made Relationship, Sex Health education compulsory in all primary schools in England.

This policy outlines our commitment to provide effective and progressive RSHE for all of our pupils. We have based this policy on the DfE guidance 2019, where the DfE has stated that it is 'committed to supporting all children to grow up happy, healthy and safe, and to provide them with the knowledge they need to manage the opportunities and challenges of modern Britain. That is why, at primary age children will be taught relationship education and health education...'

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

Our teaching of RSHE also contributes to our statutory duty to safeguard children and to prepare them for the responsibilities and experiences of adult life. At Killamarsh RSHE is taught in an age-appropriate manner throughout the school. And resource materials are available for parents to embrace this learning at home.

Our planning and teaching of RSHE is predominantly from JIGSAW PSHE scheme, which covers all statutory learning for RSHE and has been enhanced with on line resources from BBC active/ bite size as well as elements of PSHE matters. This policy has been developed after gaining parental view through questionnaire, discuss of our curriculum at full govern meetings and all staff teaching RSHE have been involved planning a progressive curriculum from year three to year six and agree that allowing our children to embrace a good understanding of what a healthy relationship is – is to empower them for life.

noting we are mixed class year groups and the environmental situation at present we have agreed that for this final term of academic year we will commence by teaching the previously learning to ensure children fully embrace a good understanding in this area,

Rational and Ethos - What is RSHE?

'Relationship Education is learning about the physical social and emotional aspects of human relationships including friendships., family life and relationship with other children and adults. Relationships education

supports children to be safe, happy, and healthy in their interaction with others now and in the future'. (Sex Ed Forum). According to the DfE 'The focus in primary schools should be on in teaching the fundamental building blocks of positive relationships with reference to friendships, family relationships and relationships with other children and with adults'

At Killamarsh Junior School we believe that Relationships, Sex and Health Education (RSHE) is lifelong learning about physical, moral and emotional development and we are striving to provide children and young people with key building blocks of being physically and mentally healthy, understanding relationships, including online contact and good digital wellbeing.

Pupils will learn about the benefits and importance of having hobbies and interests, daily exercise, good nutrition and sufficient sleep, we also aim to give pupils the language and knowledge to understand the normal range of emotions that everyone experiences.

They will also cover healthy relationships, different families, respect, love and care, reproduction, puberty, hygiene, the body, how a baby is made and sexuality. There is often concern that RSHE will encourage sexual experimentation however, evidence shows that those who receive effective RSHE at school are more likely to delay first sexual activity and the DfE clearly states that *'The department continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that boys and girls are prepared for the changes that adolescence brings and drawing on the knowledge of the human life cycle -how a baby is conceived and born'.* DfE

In the primary school we are building the foundations of skills and knowledge that will be developed further at secondary level. Underpinning everything with a high expectation of respect and undemanding

Through delivery of RSHE we aim to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

Why Teach RSHE in schools important?

All schools must provide a broad and balance curriculum that meets the needs of all pupils. Under the children acts 2002 section 78 and the Academies Act 2010 a PSHE curriculum that:

- ❖ Promotes the spiritual, moral, cultural and physical development of pupils of the school
- ❖ Prepare pupils at the school for the opportunity, responsibilities and experiences of later life.

Furthermore, the Children and Social Work Act 2017 (amended 2020) clearly states that Relationship and Health education at primary are statutory requirements.

Teaching good quality RSHE enables pupils grow and learn in a safe school community. Embedding healthy, positive behaviour for life. Based on good knowledge, understanding, attitudes, values and skills needed to reach their fully potential and lay down a good foundation to grow successful futures.

At Killamarsh we believe that teaching RSHE is essential for the following reasons:

- ❖ Children and young people want and need to be prepared for the physical and emotional changes that puberty brings.
- ❖ Children want to learn how to form and grow healthy relationships.
- ❖ Older pupils frequently say that sex and relationships education was 'too little, too late and too biological'. Ofsted reinforced this in their 2013 'Not Yet Good Enough report'.

- ❖ Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships. Teaching RHSE is a vital part in meeting schools' safeguarding requirements.

Curriculum

When discussing the development of our progressive curriculum, we considered carefully the teaching protected characteristics: drawing from the guidance clearly set out in Ofsted documentation " inspecting teaching of protected characteristics in school" 2020

<https://www.gov.uk/government/publications/inspecting-teaching-of-the-protected-characteristics-in-schools/inspecting-teaching-of-the-protected-characteristics-in-schools>

Schools are not required to teach about all the protected characteristics in every year group; that is a matter for the school to decide, and how it plans its curriculum. However, the curriculum should be planned and delivered so that children develop age-appropriate knowledge and understanding during their time at the school. In secondary schools, this includes age-appropriate knowledge of the protected characteristics of sexual orientation and gender reassignment.

There are a range of ways schools can choose to teach about these issues in an age-appropriate way. Primary schools could, for example, teach pupils about the different types of family groups that exist within society. Secondary schools could, for example, teach pupils in more detail about sexuality and gender identity as well as the legal rights afforded to LGBT people. As stated in the DfE's statutory guidance, teaching on these matters should be integrated appropriately into the curriculum, rather than addressed separately or in one-off lessons."

The nine protected characteristics are:

- Age
- Disability
- Gender Reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or Belief
- Sex
- Sexual orientation

Whilst some of these may be deemed topics for secondary schools, as we have families in school who fall into one of these categories, then we feel the decision to be proactive in our approach is necessary to embed and respectful but enriching of these areas. Where some students may have very little direct experience of the diversity of the UK, Schools have a large responsibility to educate about this important aspect of British society. As the DfE states, 'Teaching will include sufficient well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real life situations'.

We ensure our children receive a good progressive and age appropriate curriculum embedding both statutory and non-statutory requirements. Our lessons are carefully sequenced to ensure they cover just the right

amount of material during each session. Activities are well chosen to support the embedding of new learning and opportunities and context for children.

The majority of our teaching follows the JIGSAW scheme of work from this we can outline our learning intention as:

Jigsaw PSHE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

See below the table of content.

Jigsaw covers all areas of PSHE for the primary phase, as the table below shows:

Term	Puzzle name	Content
Autumn 1:	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations and resilience building
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices (on and off line)
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
Summer 2:	Changing Me	Includes Sex and Relationship Education in the context of looking at and managing change

Compulsory aspects of Relationships, Sex and Health Education.

End of primary expectations and curriculum content is given in the Relationships Education, Relationships and Sex Education, and Health Education DfE guidance (2019). It is up to schools to determine how this is taught as part of a broad and balanced curriculum. Where a school delivers this as part of a whole programme of PSHE, such as Jigsaw, they are free to continue with this approach. At a killamarsh Junior School we are committed to ensuring every child has access to a fluid, progressive curriculum set to embed age appropriate learning

around sensitive compulsory aspects of RSHE. We strive forward as a team to create weekly lessons to support child development in this area.

The sex education contained in National Curriculum science (Key Stages 1–4) is compulsory in maintained schools.

- ‘All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes’
- Children should learn ‘how a baby is conceived and born’ before they leave primary school

RSHE plays a very important part in fulfilling the statutory duties all schools have to meet. RSHE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. It also teaches them about the importance of a healthy lifestyle and positive mental health, about online and off line safety. Schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).

- Sex and Relationships Education (SRE) is an important part of PSHE Education (DfE, 2014).
- When any school provides RSE they must have regard to the Secretary of States guidance; this is a statutory duty. Ofsted will evaluate how schools help to ensure a healthy lifestyle for their children (Ofsted, 2019, Education Inspection Framework Para 28).
- It is compulsory for all maintained schools to teach the parts of sex education that fall under National Curriculum Science which must be taught to all pupils of primary and secondary age e.g. the biological aspects of puberty and reproduction (Education Act 1996, National Curriculum 2014).

Updated government safeguarding guidance is now available (Keeping Children Safe in Education, 2018) and includes a section about being alert to signs that young girls may be at risk of female genital mutilation (FGM). School summer holidays especially during the transition from primary to secondary schools is thought to be a key risk time for FGM. See also the government Multi-agency practice guidelines: Female Genital Mutilation (2016) which includes a section for schools.

Our RSHE curriculum has been clearly mapped out to ensure that sensitive topics are taught in an age appropriate way with clear progression. This content has been agreed in consultation with staff, parents, governors. The table below outlines the topics taught by the end of each phase.

Lower key stage 2	Upper key stage 2
• Birth of a baby • Keeping our bodies safe (NSPCC PANTS) • Families and relationships (including same-sex, LGBT) • Respect for others and challenging stereotypes • Body hygiene	• Puberty • Changing emotions during puberty inc: LGBT • Relationships (including same-sex) LGBT links / consented touch • Respect for others and challenging stereotypes inc: LGBT • Assertive confidence – consented touch • Body image • Online dangers (sexting, pornography)
Lower Key stage 2 key vocabulary	Upper key stage 2 key vocabulary
•	•

Our planning and programme of study is predominantly taken from the JIGSAW scheme if work as well as being integrated where necessary into our science curriculum. RSHE will be taught as long as it is appropriate for the needs of the children, however, due to the nature of the subject there may be times when children ask questions out of the context of a planned session. If this happens then the questions will be dealt with

appropriately and sensitively. There may be occasions when a member of staff does not immediately answer a child's question. They may speak to them on their own later or refers the child/children to speak to their parent or carer. In this case we will email parents/ carers in advance so that they can be prepared.

Teaching and resources will be differentiated as appropriate to address the needs of SEND children in order for them to have full access to the content of RSHE.

Key Stage 2 National Curriculum Science:

Some aspect of our RSHE topics will also be enhanced through the Science curriculum.

- Describe the difference in the life cycles of a mammal, an amphibian, an insect and a bird.
- Describe the life process of reproduction in some plants and animals.
- Describe the changes as humans develop to old age.
- [Pupils should find out about the different types of reproduction including sexual and asexual reproduction in plants, and sexual reproduction in animals.]
- [Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.]
- [Pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions.]
- [Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.]

How is the Killamarsh Curriculum adapted to the local context?

Killamarsh Junior School is a small sized junior school, in the heart of Killamarsh. Killamarsh was originally a self-sufficient farming town, until the 19th century when Sheffield's iron industry boomed and demanded coal. At this point in its history, Killamarsh became a small mining town on the county lines of Derbyshire and Sheffield. A large majority of our children are from White British families. We have a significantly above average proportion of children with additional needs (SEND and SEMH), including a number of children with an EHCP. We also have a significantly high number of pupils who are eligible for pupil premium funding.

Due to the makeup of the local community and therefore of the school, a growing number of our children seem to have a lack of awareness of other cultures and have infrequent interactions with other faiths and backgrounds. As a result of this, school emphasises the importance of ensuring that our children gain relevant experiences to support the development of their tolerance and understanding of others from different backgrounds, as well as their multicultural awareness.

In addition to ensuring our RSHE curriculum, that covers the learning strands about relationships and physical health and mental wellbeing, we are starting to develop a more bespoke set of objectives based around issues occurring within our community. Children will gain a good understanding and be taught about how to stay safe in the community and the danger of drugs, joining gangs, peer pressure and potential county line exploitation.

Linking cross-curricular with RE, we also want to consider the cultural capital we provide for the children in our school. We aim to ensure that **ALL** children have the opportunity to participate in a large range of experiences and activities, whilst exposing them to people with different backgrounds and helping our pupils to develop spiritually, morally, socially and culturally. The aim of this is to breakdown any learnt or misconceived ideologies that have been indoctrinated within the local community.

Who will deliver RSHE?

All teaching staff will deliver RSHE to pupils. Mixed classes will split into year groups and each teacher involved will take a lead role in teaching one year groups specifically, to ensure all material is age appropriate and consistent to year group need. All staff have begun the journey to develop and embed RSHE firmly into our curriculum looking at why it has become an essential part of teaching, along with what and how the material should be delivered. CPD takes place during staff meetings and questions forums are offered at the end of the staff meeting. We have invited lead developers from DCC to support delivery and train staff on how to deliver topics based on more sensitive areas.

At Killamarsh Junior School we use JIGSAW's carefully resourced activities ensure RSHE is taught to the highest expectation but also appropriately to support need. 'Schools should assess each resource that they propose to use carefully to ensure it is appropriate for the age and maturity of pupils and sensitive to their needs, where relevant, schools should use resources that are medically accurate'. DfE. Material will be taught in weekly timetabled lesson, along with cross curricular science lessons and elements will be addressed during virtual/ teams meet assemblies. Children will be encouraged to join in group/ class discussion and plenty of opportunity will be available for children to discuss misconceptions or matters that embarrassed them during lesson time at a more appropriate time.

A Safe Learning Environment

According to the DfE guidance: *'Good practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children should be made aware of how to raise their concerns or make a report and how any report will be handled. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the child's best interest'. DfE.*

During every RSHE lesson, staff at Killamarsh Junior School actively encourage an environment that promotes confidentiality, opportunities to share worries and encourage and support peers. Teachers use resources like the JIGSAW charter, to establish ground rules when openly discussing sensitive issues. These are always re-established at the start of each session and displayed at the front of children's exercise books.

If a child discloses information that raises a safeguarding concerns, then all teachers know to refer this onto the Safeguarding lead (Head Teacher Mr Turner) or the Deputy Safeguarding Lead (Assistant Head Teacher Miss Etherington). Where relevant, safeguarding measures will be followed and put in place.

Where learning may have a direct link to a child's life, parents and carers will be contacted and the child will access a pre-learning discussion with a trusted adults, prior to the lesson. In some cases, may access this learning separate to their peers. Depending on subject content, relevant sources of support, such as the ChildLine telephone number (0800 1111), will be accessible.



Approved: Oct 2022

Review: We will review the policy every 2 years or before if guidance and provision dictates.

Head Teacher: Stuart Turner

RSHE coordinator: Vicki Etherington

Chair of Governors: Elisa Chesterton

