



WBJS Relationships and Sex Policy  
**William Barcroft Junior School**

## Rationale

### Quality of the Curriculum

Under the Children Act 2004 schools have a duty to promote the well-being of their pupils and good quality SRE contributes to this duty.

RSE topics should be taught through the statutory requirements of the National Curriculum Science which are mandatory for all primary and secondary age students, and through well-planned Personal, Social Health and Economic (PSHE) education. The National Curriculum Framework Document (2013) states that: 'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education.'

The teaching of Relationships and Sex Education at William Barcroft Junior School, using an integrated and consistent approach, is an important aspect of pupils' education. Relationships and Sex Education includes supporting young people in developing self-confidence in preparing for physical and emotional changes into adulthood. We believe that the teaching of Relationships and Sex Education should be shared with parents and be mutually supportive and complementary. It promotes an understanding of the range of family types and other people who contribute to providing children with the care, love and support they need to grow and develop, In this document, Relationships and Sex Education relates to 'learning about physical, moral and emotional development.' It is about understanding the importance of family life, stable and loving relationships, respect, love and care and promoting the British value of tolerance. We do not use Relationships and Sex Education as a means of promoting any form of sexual orientation. The policy has been developed to ensure that staff and parents or carers are clear about the statutory requirements regarding Relationships and Sex Education, and that the pupils receive their educational entitlement. Through implementation of this policy, the school will meet specific aspects of the legal and statutory requirements. Every child is entitled to receive Relationships and Sex Education. It is our intention that all children have the opportunity to experience a programme of Relationships and Sex Education at a level which is appropriate for their age and physical development with differentiated provision if required.

### **The Moral and Values Framework**

Relationships and Sex Education is required to be taught within a moral framework. Children will learn about moral values through all aspects of school life and in all curriculum areas, not just in Relationships and Sex Education. We aim to:

- help children develop sensitivity and respect for themselves and others;
- provide a friendly and caring environment in which children are able to ask questions and further their understanding;
- support children in taking responsibility for their actions and the consequences of their actions;
- provide equality of opportunity for all children in a caring community in which each individual is encouraged to make a valuable contribution.

**Aims**

Breadth, balance and relevance

Taking account of the age, maturity and needs of our children at WBJs, Relationships and Sex Education aims to:

Provide the knowledge and information to which all pupils are entitled;

Help children to develop feelings of self-respect, self-esteem, self-confidence, sympathy and empathy;

Provide the confidence to be participating members of society and to value themselves and others;

Prepare children for puberty and encourage them to take responsibility for their own actions;

Give them an understanding of reproduction and sexual development;

Give them an understanding of the importance of health and hygiene

Develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;

Respect and care for their bodies; answer children's questions honestly and sensitively – referring the children to parents where appropriate; give them information on where individuals and families can get help and support.

While sex education in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values which underpin all our work in school. In particular, we teach sex education in the belief that:

- sex education should be taught in the context of marriage and family life;
- sex education is part of a wider social, personal, spiritual and moral education process;
- children should be taught to have respect for their own bodies;
- children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- it is important to build positive relationships with others, involving trust and respect;
- children need to learn the importance of self-control.

## Key Roles and Responsibilities

### Leadership throughout the School

The school is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- inform parents about the school's sex education policy and practice;
- answer any questions that parents may have about the sex education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school;
- inform parents about the best practice known with regard to sex education, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Parents have the right to withdraw their child from all or part of the sex education programme that we teach in our school. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the head teacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard.

### **The role of other members of the community**

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our sex education programme.

### **Confidentiality**

Teachers conduct Relationships and Sex education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. If the teacher has concerns, they will draw their concerns to the attention of the named Child Protection Coordinator who will consult with the headteacher and take the appropriate action. (See also Child Protection Policy.)

### **Answering Difficult Questions**

If a child asks an explicit or difficult question, the staff will use their professional judgment in deciding the best way to answer it. This may be through individual work or discussion with the child. If the staff member is concerned, they can refer to the head teacher who can discuss the matter with the parent, or follow other appropriate procedures. All classes have an 'RSE Question box' in their classroom during the half term in which they are being taught RSE, so that

they can ask questions anonymously.

### **The role of the head teacher**

It is the responsibility of the head teacher and PSHCE coordinator to ensure that both staff and parents are informed about our sex education policy, and that the policy is implemented effectively. It is the PSHCE coordinator's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The PSHCE coordinator and class teacher liaise with external agencies regarding the school sex education programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

The PSHCE coordinator monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

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### **Agreed practice**

#### Teaching Methodology and Innovation

RSE is taught discreetly through different aspects of the curriculum. While we carry out the main sex education teaching in our personal, social and health education (PSHCE) curriculum, we also teach some sex education through other subject areas (for example, science and PE), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

In PSHCE we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body and how these work, and we explain to them what will happen to their bodies during puberty. For example, we tell the boys that their voices will change during puberty and we explain to the girls about menstruation. We encourage the children to ask for help if they need it.

In science lessons teachers inform children about puberty and how a baby is born. For this aspect of the school's teaching, we follow the guidance material in the national scheme of work for science. Children learn to appreciate the differences between people and how to show respect for each other. Our Key Stage 2 teaching is about life processes and the main stages of the human life cycle in greater depth.

Linked with R.E, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

Resources for RSE are mainly kept in an individual class folder, and centrally by the PSHCE leader. The curriculum is also saved on the school's computer system. The Class folders are returned to the PSHE leader annually.

In Year 6 we place a particular emphasis on health education, as many children experience puberty at this age. We liaise with the Local Health Authority about suitable teaching materials to use with our children together with our programme in these lessons. Teachers do their best to

answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children (as stated earlier in this policy).

We have an open door policy, yearly meetings and letters home for all parents and carers of children across all year groups to discuss this particular programme of RSE lessons, to explain what the issues are and how they are taught, and to see the materials we use in our teaching.

As a whole staff, we ensure that the needs of all children are met. This may mean more explicit teaching to ensure that children with additional education needs are properly included in RSE. This may mean additional support within lessons, small group or individual lessons and an adapting of resources to enable access. Parents may need to be consulted individually with regard to children with SEN, especially if the pupil has a very low mental and or emotional age.

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## Planning and Assessment

### Assessment, Recording and Reporting Procedures

#### Planning

The coverage in RSE has been carefully mapped alongside other subjects such as Science and PSHE to form bespoke termly topics. Planning ensures that these topics are covered through The National Curriculum objectives. Teachers also plan an RSE programme to meet the needs of their year group of children at William Barcroft Junior School. Each year group teachers map out each RSE topic carefully into the school's medium term plan and pacing sheet. Further detailed planning is put onto high quality slides.

Relationships – marriage, family and friends

Life Cycles – growth and development

Mammals – birth and development of young Birth of a baby

Taking responsibility and keeping safe

Self-esteem

Puberty – body changes, hygiene, menstruation (boys and girls separately)

Conception

#### Assessment

The combined PSHE and Citizenship framework is developed in conjunction with the National Curriculum for Science to ensure effective provision. Assessment in RSE is undertaken as part of a broader evaluation progress measured against Science The National Curriculum criteria.

Children's attainment is judged through pupil discussion, photographs, observation and written work. These judgements are used to inform the subject leader and the class teacher. Pupils' knowledge and understanding is also assessed through formative assessment via quality question and answer sessions, discussion groups and quizzes. Assessing learning in RSE also involves observing, mind maps, stories and discussion, anonymous question box, questioning, drawing pictures and marking writing, circle time.

The PSHE Leader will ensure that assessment:

Is embedded as an essential part of teaching and learning.

Involves sharing learning objectives and success criteria with pupils.

Aims to help pupils to know and recognise the standards they are aiming for.  
Involves pupils in peer and self-assessment.  
Provides subject specific feedback which leads pupils to recognising their next steps and how to take them.

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## Whole School Resources and Schemes

Teaching SRE with Confidence in Primary Schools is a fully comprehensive and inclusive resource which the school has adopted. It includes video, discussion and case studies. Also included is a focus on safeguarding and keeping children safe throughout the scheme. This emphasis can be found in particular in the link between knowing the names for body parts, touch and personal space in Year 3; understanding appropriate and inappropriate touch in Year 6, and internet safety / communication in relationships in Year 6.

These lessons are very much geared to each year group level. It is the aim of the Government and the Local Authority to ensure that children are well versed with this area of their education:

### Year 3

Learning Outcomes: Know some differences and similarities between males and females and name male and female body parts using agreed words

Learning Outcomes: Identify different types of touch that people like and do not like, understand personal space and talk about ways of dealing with unwanted touch

Learning Outcomes: Understand that all families are different and have different family members and identify who to go to for help and support

### Year 4

Learning Outcomes: Describe the main stages of the human lifecycle and describe the body changes that happen when a child grows up

Learning Outcomes: Discuss male and female body parts using agreed words and know some of the changes which happen to the body during puberty

Learning Outcomes: Know about the physical and emotional changes that happen in puberty and understand that children change into adults so that they are able to reproduce

### Year 5

Learning Outcomes: Explain the main physical and emotional changes that happen during puberty and ask questions about puberty with confidence

Learning Outcomes: Understand how puberty affects the reproductive organs and describe how to manage physical and emotional changes

Learning Outcomes: Explain how to stay clean during puberty, describe how emotions change

during puberty and know how to get help and support during puberty

## Year 6

Learning Outcomes: Describe how and why the body changes during puberty in preparation for reproduction and talk about puberty and reproduction with confidence

Learning Outcomes: Discuss different types of adult relationships with confidence and know what form of touching is appropriate

Learning Outcomes: Describe the decisions that have to be made before having a baby and know some basic facts about pregnancy and conception

Learning Outcomes: To have considered when it is appropriate to share personal/private information in a relationship and to know how and where to get support if an online relationship goes wrong

Resources for RSE are kept centrally by the PSHCE subject leader and distributed when teachers request them. The curriculum is also saved on the school's computer system. The Class folders and resources are returned to the PSHE leader annually.

We have an open door policy for all parents and carers of children in Year 6 to discuss this particular programme of lessons, to explain what the issues are and how they are taught, and to see the materials the school uses in its teaching.

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## Inclusion

We believe that all children irrespective of background, race, gender and capability should have equal access to the Relationships and Sex curriculum. We provide an inclusive curriculum which allows teachers and learning mentors to teach RSE to all children. The Curriculum is differentiated to meet the age, stage and needs of all children and gives prominence to high expectations and quality for all. Consideration is given to the needs of all children including children with learning difficulties, children with physical difficulties and children with emotional problems.

**More able:** For gifted and talented and more able children. teachers provide additional opportunities for these children to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class and wider community. Resources and activities are differentiated by age and stage and need to support inclusion.

Work is differentiated to assist children's learning in terms of:

- learning outcomes
- activities
- teaching methods
- resources

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**Monitoring and Review**

Monitoring and Evaluating the Curriculum

Monitoring of the Relationships and Sex curriculum takes place by the PSHCE subject leader to ensure age and stage appropriate coverage and progression. This is carried out through monitoring teaching slides and gathering a bank of children's tasks as evidence. An annual assessment week provides clear judgements and evidence about the teaching and learning in RSE.

The PSHCE subject leader gives serious consideration to any comments from parents annually about the Relationships and Sex Programme used in school. The PSHCE subject leader monitors slides and keeps a resources record, gives feedback and annual updates to staff and parents of the content and delivery of the Relationships and Sex education programme that we teach in our school.

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**Links to other Policies**

Other whole school policies contribute and link to the Relationships and Sex education:

- Science policy
- Behaviour policy
- Anti-bullying policy
- PSHE policy
- Safeguarding policy
- Child protection policy

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**Date Presented to Governors**

Governors' Role in Monitoring and Evaluation

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