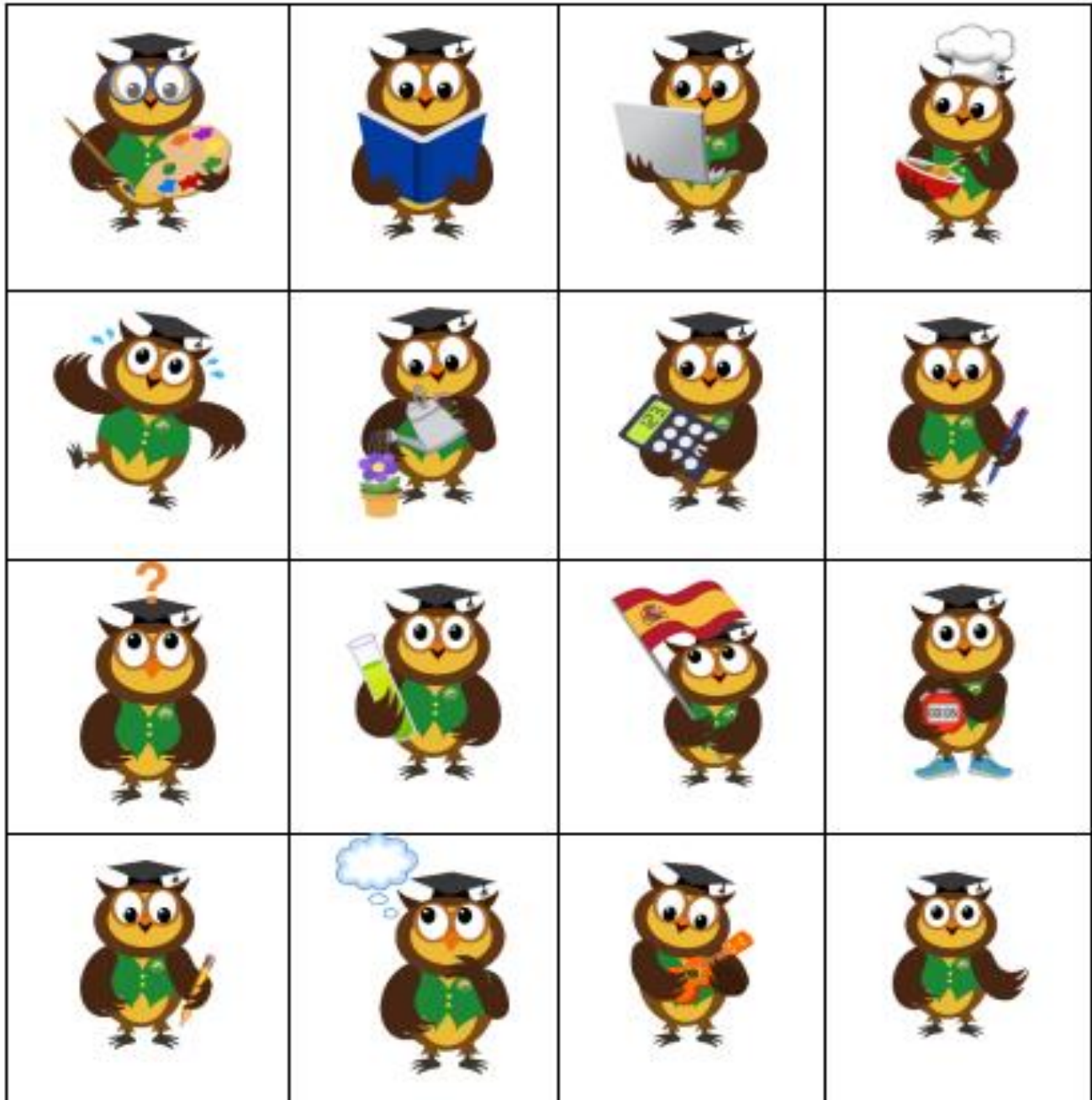


Sawley Junior School



Relationships, Sex and Health Education (RSE) Policy

Version: March 2025

Approved by: (HT) _____ Date: _____ Minute No. (To be reviewed annually)

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RSE Policy
V3 May 2025

VERSION CONTROL			
Version	Date	Author/Reviewer	Substantive changes since the previous version
v1	2015	LT	SJS Sex and Relationship Policy
Draft V2	Sept 2020	LT	New policy written for Jigsaw PSHE to include Relationships and Sex Education (RSE). Updated to reflect current DfE requirements for Statutory Relationships, Sex Education (RSE) and Health Education (2019). Renamed SJS PSHE including Relationships and Sex Education (RSE) Policy and associated information to be shared as part of consultation with stakeholders
v2	June 2020	LT	Policy approved by governors for publication
V2	Sept 2022	LT	reviewed no changes
Draft V3	March 2025	EP	Updated policy for change of Scheme for RSE
V3 FINAL	May 2025	EP	Reviewed by staff, governors and parents for the change of scheme for RSE.

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1. Introduction

This policy outlines our school's commitment to provide effective Relationships, Sex and Health Education for all pupils in support of that offered by parents, who are the first educators of their children in this area. It has been written with regard to the DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance 2019 and other relevant guidance documents and statutory requirements.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 made under sections 34 and 35 of the Children and Social Work Act 2017 make Relationships and Health Education compulsory for children receiving primary education. To meet the needs of our pupils we will also deliver sex education, see section 8 for more details.

The RSE teaching in this school contributes to our statutory duty to safeguard children and prepare them for the responsibilities and experiences of adult life. We aim to create a supportive, inclusive environment that encourages pupils to be confident in expressing their thoughts and feelings about RSE topics. RSE is taught in an age-appropriate manner throughout the school.

2. Formulation, dissemination, monitoring and review of policy

This RSE policy is developed in consultation with the whole school community and key stake holders. Consultation takes place in the following ways: parent/carer surveys, discussions with staff as well as focus group meetings with parents/carers. Views and opinions are considered and are used to shape our curriculum approaches. We acknowledge that some parents may feel less confident talking to their children about RSE. Therefore, our approaches to the RSE Curriculum in school are designed to support parents, carers and children and ensures that all pupils have the information they need to prepare them for their next stages in life.

In developing our policy and curriculum we have given due regard to the government's statutory guidance for RSE issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

Once staff have consulted- The RSE policy will be available on the school website here:

<https://www.sawleyjunior.co.uk/relationships-sex-education/>

The RSE policy is free of charge to interested parties via the school office.

The RSE policy and curriculum will be reviewed by the Head teacher, Curriculum Lead, RSE Co-ordinator and the local governing body and we will seek the views of parents and carers and relevant stakeholders through consultation as required. The review of the policy will ensure that it reflects the evolving needs of pupils and the latest guidance on best practices in RSE.

3. What is RSE?

RSE is lifelong learning about physical, moral and emotional development. Through RSE children learn about relationships, diversity, respect, healthy lifestyles, safety, the body and how it changes, reproduction and birth in a sensitive and age-appropriate way. At Sawley Junior School, we are building the foundations of skills and knowledge that will be developed further at secondary level.

Our key aim in providing RSE throughout the school is to safeguard our pupils. During their time at Sawley Junior School, children will learn key knowledge and skills to help keep them safe and prepare them for their next stages of life. Additionally, we aim to equip pupils with the tools to navigate and manage their own emotional wellbeing, making them resilient in the face of challenges.

4. Why RSE is important in our school

Our values at Sawley Junior School are embedded in everything we do. Our vision is to create a safe, positive and stimulating environment in which all members of the school community learn and grow in confidence, knowledge and skills. Through our RSE Curriculum, we aim to provide children with the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. In providing children with an understanding of healthy and respectful relationships and appropriate boundaries, we consider effective RSE to be fundamental.

Pupils will understand their self-value within society so that they can effectively contribute to make a difference in their own lives and the lives of others. This will be achieved by:

- Equipping pupils with resilience to overcome the barriers they face;
- Helping children to become determined to aspire to and achieve their goals, regardless of their start in life and their barriers;
- Developing pupils' curiosity about themselves and others, empowering them with the knowledge and skills to challenge, question, share and appreciate other's views and opinions;
- Insisting that pupils are respectful of themselves, others and the world around them.
- Instilling empathy and active listening skills to support the emotional needs of others.
- Making considered and informed choices about things that are important to them and have the freedom to express their opinions on a range of different topics and issues.
- Understanding the importance of keeping safe, being both mentally and physically healthy, and forming positive relationships.
- Respecting and celebrating differences in gender, race, ability, culture, and religion

5. Key Objectives

The key objectives of our RSE Curriculum are to:

- Develop knowledge and understanding of positive and healthy relationships and the importance of commitment
- Make pupils aware of their rights especially in relation to their bodies
- Enable the development of social and relationship skills and protective behaviours
- Prepare pupils for the physical and emotional changes of puberty
- Develop understanding of reproduction and birth within the context of loving and caring relationships
- Explore a range of attitudes, values and faith perspectives around aspects of relationships and sex
- Support pupils to use the internet safely and to recognise the benefits and risks that it brings
- Develop pupils' skills around assessing risk and keeping safe
- Enable children to gain the skills and understanding to support the development of healthy bodies and minds
- Enable pupils to recognise and manage their emotions
- Provide pupils with the knowledge and skills to access appropriate support

The RSE Curriculum is based on the needs of pupils in the school with learning outcomes appropriate to their age, ability and level of physical and emotional maturity and is designed to be flexible to adapt to changing needs within the school community. Religious and cultural backgrounds, and Special Educational Needs and/or disabilities. RSE will be firmly embedded within our broader curriculum areas. This includes objectives within the Science, PE and PSHE Curriculum and assembly timetable.

6. Equality, Inclusion and Support

We comply with the requirements of the Equality Act 2010. Our school values diversity, encourages respect for all and promotes tolerance for, and celebration of, difference. We do not discriminate against pupils because of any protected characteristic (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation). At times, when there is an identified need, we may take positive action through our planning and delivery of RSE to deal with disadvantages facing those with a particular characteristic.

RSE will be accessible to all regardless of their gender. Through the delivery of RSE, teachers will explore gender stereotypes and how they may limit a person's potential and ensure that people of all genders receive information that is relevant to their needs.

As a school, we appreciate that some faiths and cultures may hold differing perspectives about RSE. As a school we will deliver RSE in a factual, non-judgmental way ensuring that teachers do not promote one faith or cultural viewpoint but rather provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches tolerance. Parents and carers are key partners in RSE and are best placed to support their children to understand how their learning at school aligns with their family's faith, beliefs and values. Therefore, we will ensure that parents are made aware of what will be taught, when and how.

We will use a range of materials and resources that reflect the diversity of our school community and encourage acceptance and tolerance. We want every child and family to feel included, respected and valued.

Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals. For some children, particularly those with Special Educational Needs and Disabilities, a differentiated approach may be necessary to ensure learning outcomes are met – this will be discussed with parents/carers. Some pupils may have experienced adverse childhood experiences that may impact on their ability to engage with RSE in a variety of ways. Through consultation, parents can inform class teachers of any information relating to this. Care will be taken to ensure that, where this is the case, teachers will find the most appropriate way to teach this Curriculum.

A range of different families and relationships will be explored within RSE. All children, whatever their identity, developing identity, or family background, need to feel that RSE is relevant to them and sensitive to their needs. This means that resources and texts used will represent families of all kinds, including mum/dad, two mums, two dads, fostering, adoption, single parent, extended family and others. This reflects both our school community and wider society.

7. The Curriculum

RSE will be taught in each year group throughout the school. The curriculum we deliver is age-appropriate and progressive, building the children's knowledge, understanding and skills year on year. The progressive objectives taught in each year group support the outcomes outlined in the government RSE guidance:

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Our RSE Curriculum is taught via the 'SCARF' (Safety, Caring, Achievement, Resilience, Friendship.) Coram Life Education program. RSE specific lessons are designed to cover key skills, attitudes and values children need to explore in order to develop healthy relationships with their peers. Below is an overview of topics covered across the school:

Aged 7-8 years (Year 3): introduces themes about change and bereavement; healthy and unhealthy relationships (friendships); to know how people can commit to each other and recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents) making informed choices; identify when it is appropriate or inappropriate to allow someone into their body space; recognise that repeated name calling is a form of bullying; safe and unsafe secrets.

Aged 8-9 years (Year 4): builds on the themes covered in previous years, looking more closely at body changes as they approach and move through puberty; including body changes; an introduction to menstruation; conflicting emotions; what positively and negatively affects their physical, mental and emotional health; understanding good and not-so-good feelings.

Aged 9-10 years (Year 5): builds on the themes covered previously and in greater depth, looking more closely at body changes and feelings during puberty including: menstruation and human reproduction; how their changing feelings can affect those they live with; what makes relationships unhealthy; as well as different types of bullying including homophobic and transphobic; understanding what is meant by confidentiality; safe and unsafe secrets.

Aged 10-11 years (Year 6): builds on and reinforces all the themes of the previous years, with new content built into the lesson plans looking at body image and the media; gender identity and stereotyping; sexual intercourse and explore the risks of sharing photos and films of themselves with other people directly or online.

From Year 3 to Year 6, the school will teach the NSPCC 'PANTS' programme for primary schools. This important programme of work is vital to support our children's developing understanding of appropriate and inappropriate touch, empowering them with the age-appropriate information they need to keep themselves and others safe. More information can be found at: <https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/>

As a school, we want to be able to respond to our pupils as and when the need arises. Teachers and leaders may cover additional content for individuals, classes or whole year groups. These may include, but are not limited to, lessons about healthy lifestyles, vaping or smoking, positive relationships, or appropriate touch. We will notify you prior to these lessons being taught to give you an opportunity to discuss this before it is taught.

Elements of RSE are also included within the Science National Curriculum and are taught in Years 3,5 and 6.

Pupils should be taught to:

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Year 3: Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Year 5: Compare lifecycles of animals

Year 6: Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

The curriculum will be evaluated and reviewed by teachers on a regular basis using pupil interviews, book looks and lesson evaluations.

8. Resources and organisation

The RSE curriculum is taught within the PSHE framework. These lessons necessitate the use of a wide variety of age-appropriate activities and learning resources. Where curriculum content may require, some aspects of learning will be taught in single gender groupings. We send letters out each year to parents and carers so they can familiarise themselves with the age-appropriate curriculum content prior to it being taught to their children. If parents or carers would like to access resources at other times of the year, this can be arranged upon request.

9. Sex Education

Within the 'Relationship, Sex and Health Education framework', we teach 'Sex Education' in Year 4, Year 5, and Year 6.

In Year 4 this includes: knowing the correct words for the external sexual organs; exploring the word 'puberty' giving examples of some of the physical and emotional changes associated with it; discussing some of the myths associated with puberty; recognising that babies come from the joining of an egg and sperm; explaining what happens when an egg doesn't meet a sperm; understanding that periods are a normal part of puberty for girls; identifying some of the ways they can cope better with periods, identifying products that they may need during puberty and why and to know what menstruation is and why it happens.

In Year 5 this includes: Looking more carefully at how the body changes during puberty, how pupils manage these changes, as well as how they can look after themselves. Pupils revisit periods and understand that periods happen when an egg doesn't meet a sperm. Pupils consolidate learning on the external sex organs as well as being introduced to the concept of wet dreams.

In Year 6 this includes: Exploring puberty in more depth; suggesting strategies that would help someone who felt challenged by the changes in puberty; identifying the changes that happen through puberty to allow sexual reproduction to occur; know ways in which the sperm can fertilise the egg to create a baby and knowing the legal age of consent and what it means.

The content of sex education includes learning about reproduction, pregnancy, and birth as well as consent. This part of the RSE curriculum will always be taught in the Summer Term. Puberty, reproduction, and birth are statutory and are included in either the Health Education curriculum or the National Curriculum: Science. Parents/carers, have a right to withdraw from Sex Education, if they choose to. In the first instance, a meeting should be arranged with the class teacher and phase leader.

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10. Teaching and Learning

All teachers have responsibility for planning and delivering RSE. Teaching assistants may provide additional support, for children with special educational needs. Everyone involved in the teaching of RSE will follow the guidelines set within this policy. The personal beliefs and attitudes of teachers will not influence the teaching of RSE. A balanced and non-judgmental approach will be taken. Teachers, and all those contributing to RSE, will work to the agreed values within this policy.

Within the RSE curriculum, pupils will develop confidence in talking, listening and thinking about relationships, keeping safe, health, puberty and sex. To achieve this a number of teaching strategies will be used, including:

- Establishing ground rules with pupils;
- Using 'distancing' techniques (e.g., Non-personal case studies)
- The provision of a 'question box' during each planned session
- Dealing with children's questions in an appropriate manner
- Using discussion and appropriate materials; and role play
- Encouraging reflection.

11. External speakers

Occasionally, we may use external speakers to enhance our delivery of RSE. All external speakers deliver curriculum content in line with this RSE policy and adhering to safeguarding procedures.

12. Safe learning in RSE

It is important that all pupils feel safe and able to participate in RSE lessons. To support the involvement of all pupils, teachers will create a group agreement with their class outlining expectations around rights, responsibilities, and respect. The group agreement will be a working document that all pupils agree to follow. The group agreement will outline rules regarding questions. As with any topic, pupils will ask questions during RSE to further their understanding. Due to the sensitive nature of the topic, teachers will employ strategies to ensure that questions are asked and answered in a factual, balanced and age appropriate way. The group agreement will remind pupils that personal questions are not appropriate.

When pupils can write independently, they will be introduced to the 'question box,' into which they can place their written questions. This allows the teacher the opportunity to group questions into themes and filter any that may need answering on an individual basis or, in some cases, referred to parents. All staff will be mindful of their safeguarding role and will follow the relevant school procedures if a question raises concerns of this nature.

Teachers will use the following strategies to deal with unexpected questions:

- If a question is personal, the teacher will remind pupils of the rules set in the group agreement
- If the teacher does not know the answer to a question, the teacher will acknowledge this and will research the question and provide an appropriate answer later.

- If the question is too explicit, is outside set parameters, is inappropriate in a whole class setting or raises concerns about sexual abuse the teacher will attend to it on an individual basis following safeguarding procedures as appropriate.

Sometimes pupils may ask questions about issues that are not part of the planned Curriculum, this could show that the taught curriculum is not meeting their needs. This will be fed back to the school leaders as part of the evaluation and monitoring process.

13. Staff training

All staff delivering RSE will take part in staff training. If a staff member has additional learning and development needs these will be supported either through mentoring from a more experienced staff member in school, team-teaching, observations, or attendance at an internal or external training event.

14. Assessment and Review

Teachers use a range of assessment strategies to track pupils' progress towards our published learning outcomes. This may include marked workbooks; self-assessment, as well as pupil interviews.

15. Parents & Carers

We believe that RSE is a partnership between school and parents/carers. We recognise that parents and carers are the 'first teachers' of their children and therefore welcome their engagement with the RSE Curriculum. It is important that RSE delivered in school is explored in more detail within the context of individual families. Parents will be routinely informed about RSE through a letter sent out during Summer 1 which will outline what will take place in different year groups, what day RSE will be being taught and what will be covered. Any parents wanting more information about our RSE curriculum can contact the school office.

16. Right to withdraw from sex education:

It is important that the phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The DfE recommends that all primary schools should have a sex education curriculum, tailored to the age and the physical and emotional maturity of the pupils. Whilst we always try to work with parents to explore their views, we also accept that parents can exercise their right to withdraw their child from the sex education elements of our curriculum (other than that which comes within the Science curriculum). There is no right to withdraw from Relationships Education or Health Education. Within our non-statutory sex education that takes place in Year 6, children will learn about how a baby is conceived, whether through sexual intercourse or IVF. This information builds on content they have previously learnt in the curriculum about relationships, puberty changes and reproduction; it lays the foundations for their ongoing Relationships and Sex Education in their secondary phase.

Parents/carers, have a right to withdraw from Sex Education, if they choose to. In the first instance, a meeting should be arranged with the class teacher and phase leader. After the meeting, if Parents/carers still feel they would like to withdraw, they can fill in the 'right to withdraw' letter on the school website or email to the Headteacher stating their reasons why. Teachers will plan appropriate, purposeful education for children who are withdrawn from sex education.

17. Confidentiality, safeguarding and child protection

Everyone involved in RSE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers will discuss confidentiality with pupils through the development of a group agreement at the start of lessons, making it clear that teachers cannot offer unconditional confidentiality. Pupils will be informed that if confidentiality has to be broken, due to safeguarding concerns, they will be informed first and then supported as appropriate.

Teachers will be aware that effective RSE, which brings an understanding of what is and is not acceptable, can lead to disclosure of a child protection issue. Everyone involved in RSE will be alert to signs of abuse and report concerns or suspicions to the Designated Safeguarding Lead as outlined in the safeguarding policy. Any disclosure of sexual activity from a primary age child would raise immediate child protection concerns that would be dealt with in a sensitive manner in line with local safeguarding procedures.

18. Menstrual wellbeing

Some pupils will begin menstruation in primary school. To support pupils who are menstruating, we have in place the following:

- Sanitary disposal units are available in all toilet cubicles.
- Pupils can access sanitary products from all of the Years 4, 5 and 6 toilets.

When a pupil starts menstruating in school, we will support them on-site and inform parents/carers. Our RSE Curriculum covers detailed information about menstruation in Year 4 and 5. If your child has difficulties managing their periods at school, please contact Mrs. Burton as Safeguarding Lead. However, you can also speak to any member of staff who you feel comfortable speaking to.

19. Links to other policies

- Anti-bullying
- Safeguarding & Child Protection
- Equality Statement and Objectives
- Health and Safety

20. More information

If you would like to discuss our provision of RSE further please contact Mrs Manning as Curriculum Lead or Mrs Palmer, our PSHE/RSE Lead.

21. RSE Curriculum Overview

RSE Curriculum Overview	
Year Group	Overview of lessons
Year 3	<p>Moving house- Describe some of the changes that happen to people during their lives;</p> <p>Relationship tree- Identify different types of relationships;</p> <p>Body space- Understand what is meant by the term body space (or personal space)</p> <p>Body space- Understand what is meant by the term body space (or personal space); PANTS NSPCC)</p> <p>Secret or surprise?- Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;</p> <p>Together- Understand that marriage is a commitment to be entered into freely and not against</p> <p>Basic first aid-How to make a clear and efficient call to emergency services if necessary.</p>
Year 4	<p>My feelings are all over the place! - Understand how the onset of puberty can have emotional as well as physical impact</p> <p>None of your business!- Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens;</p> <p>All change!- Identify parts of the body that males and females have in common and those that are different;</p> <p>Preparing for changes at puberty- Know the key facts of the menstrual cycle;</p> <p>Secret or surprise?- Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;</p> <p>My changing body- Recognise that babies come from the joining of an egg and sperm;</p>
Year 5	<p>How are they feeling? - Use a range of words and phrases to describe the intensity of different feelings</p> <p>Taking notice of our feelings- Understand what kinds of touch are acceptable or unacceptable;</p> <p>Dear Ash- Explain the difference between a safe and an unsafe secret;</p> <p>Growing up and changing bodies- Identify some products that they may need during puberty and why;</p>

	<p>Changing bodies and feelings- Know the correct words for the external sexual organs;</p> <p>Help! I'm a teenager - get me out of here!- Recognise how our body feels when we're relaxed;</p>
<p>Year 6</p>	<p>I look great!- Understand that fame can be short-lived;</p> <p>Media manipulation- Recognise how the media can sometimes reinforce gender stereotypes;</p> <p>Pressure online- Understand the risks of sharing images online and how these are hard to control, once shared;</p> <p>Helpful or unhelpful? Managing change- Recognise some of the changes they have experienced and their emotional responses to those changes;</p> <p>Is this normal?- Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it;</p> <p>Making babies- Identify the changes that happen through puberty to allow sexual reproduction to occur;</p>