

**Jesmond Gardens Primary School**

**Relationship and Sex Education Policy**



**Date Implemented – September 2008**

**Date Reviewed – March 2017**

**Date of next review – March 2019**

## Our Vision

**To be world-class leaders of learning,  
life changing for each and every learner.**

## Our purpose

**Nurture curiosity**

**Cultivate enjoyment**

**Inspire success**

## Our Promises

**Be nurturing:** A parent's most precious gift, entrusted into your care.  
To be looked after as if they're your own.

**Be aspirational:** Somewhere between exceptional and phenomenal  
should do it! Expect it of yourself, our children and our community.

**Be inspiring:** Create that buzz, promote curiosity ... help children find  
their niche.

**Be generous:** Make the time to say thank you, to laugh out loud, to be  
honest with one another, and to help others wherever we can.

**Be professional:** You're someone who is an expert in their work,  
someone who can point the mirror at themselves and demand 'How can  
I get better?' In short - all a success at all we do.

## **Gender, Ethnicity and Disability Equality Statement**

**March 2009**

### **We aim to: -**

- Promote equality of opportunity for all pupils regardless of gender, ethnicity and disability
- Ensure that all teaching and learning experiences promote equality of opportunity between genders, ethnicity, disability and challenge stereotypes

As a school we have prepared and published a Single Equality Scheme,

### **We will continue to: -**

- Gather and use information on how the school's policies deliver equality across the school and address the outcomes identified within the Every Child Matters Agenda
- Assess the impact of current practice to ensure that neither sex is disadvantaged by school action, any particular ethnicity or by disability
- Implement the actions identified in the Single Equality Scheme within other strategic documents, such as the School Development Plan and inclusion policies
- Ensure that all teaching and learning experiences comply with the Equality Act 2006, which came into effect on 6th April 2007

# **Jesmond Gardens Primary School**

## **Relationships and Sex Education Policy**

**March 2017**

### **Introduction**

Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives. It should not be delivered in isolation. It should be firmly rooted within the framework for PSHE and the National Curriculum. The objective of sex and relationship education is to help and support young people through their physical, emotional and moral development.

### **Overall Aim**

As a school we aim to prepare to cope with the physical and emotional challenges of growing up, and to give them an elementary understanding of human reproduction. In this school, sex and relationships education will contribute to the requirements of the Education Reform Act 1988, i.e.

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

It is the policy of the governing body of Jesmond Gardens Primary School that when matters of a sexual nature need to be discussed, these are done in a natural and open manner with appropriate discretion. Parents will be approached first if a matter of a particularly delicate nature will be discussed, (unless this course of action would be detrimental to the welfare of the pupil concerned-in this instance child protection procedures will be followed). Pupils questions will be answered sensitively with due consideration being given to any particular religious or cultural factors and in relation to the children's age and level of maturity.

### **The Statutory Provisions**

The government believes that all pupils should be offered the opportunity of receiving a comprehensive, well-planned programme of relationship and sex education during their time at school. The school's governing body has overall responsibility. The RSE policy must be available to parents.

## **Roles and Responsibilities**

### **Governors**

Have overall responsibility plus continued involvement through policy evaluation.

### **Headteacher**

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

### **Team Leaders**

Team Leaders, together with the headteacher, have 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 RSE.

### **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 more responsibility in preparing them for challenges and responsibilities which sexual maturity brings. Parents are encouraged to support the school's RSE and have access to this policy

### **All Staff**

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

## **What is relationship and sex education?**

The purpose of RSE is to provide 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 RSE programme will benefit children, school and society.

RSE has three main elements:

### **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.

## **Personal and social skills**

- . Learning to manage emotions and relationships confidently and sensitively
- . Developing self-respect and empathy for others
- . 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.

## **Knowledge and understanding**

- . Learning and understanding physical development at appropriate stages;
- . Understanding human sexuality, reproduction, sexual health, emotions and relationships.

## **Where, When and How?**

RSE can be found within the PSHE scheme of work/long term planning grid under the heading of 'Me and My Relationships' (this includes the use of the RSE resources 'Lucinda and Godfrey' and 'Ohana' which are progressive schemes spiralling from Reception and KS1 respectively, through to Year 6) as well as within the 'Biological aspects of NC Science'. Most of the time RSE will be delivered within the weekly whole class lesson of PSHE, in the children's own classroom by their teacher. Occasionally an individual child may ask an explicit or difficult question within the classroom. This may be answered individually later. Teachers must use their own skills and discretion in these situations.

Please note that the RSE should be fully integrated in the school's curriculum and not be isolated and taken out of context or over emphasised.

## **Parental Right of Withdrawal**

Parents have the right to withdraw their children from all / parts of the RSE programme provided at school except for those parts included in the statutory N.C. Science curriculum. The DFE can offer school a standard pack of information for parents who do choose to withdraw their child from RSE.

## **Main Themes**

The school bases its work in PSHE around 4 themes that are developed throughout Key Stage One and Key Stage Two:

- . Developing confidence and responsibility and making the most of pupils' abilities;
- . Preparing to play an active role as citizens
- . Developing good relationships and respecting differences between people and;
- . Developing a healthier, safer lifestyle.

In **Science** the curriculum is planned to enable children to meet a number of key learning objectives:

## **Foundation Stage**

- . Ourselves
- . Life cycles

## Baby animals

### Key Stage One

- That animals, including humans move, feed, grow, use their senses and reproduce.
- To recognise and compare the main external parts of the bodies of humans.
- That humans and animals can produce offspring and these grow into adults.
- To recognise the similarities and differences between themselves and others and to treat others with respect.

### Key Stage Two

- That the life processes common to humans and other animals include nutrition, growth and reproduction.
- About the main stages of the human life cycle.

### Key Outcomes

The key outcomes of our RSE policy are in accordance with the guidance offered by DFES Guidance document 1116/2000.

- . Develop confidence in talking, listening and thinking about feelings and relationships
- . Are able to name parts of the body and describe how their bodies work
- . Can protect themselves and ask for help and support, and
- . Are prepared for puberty.

### Specific Issues

### Child Protection

Children have the right to expect schools to provide a safe and secure environment. Teachers need to be aware that the children may bring fears or worries into the classroom that affect RSE and need to develop an understanding of what is and is not acceptable in a relationship. This may lead to a disclosure of a child protection issue.

### Confidentially

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 can not legally give complete confidentiality. This can be tackled by revisiting ground rules at the beginning of each session. The named person at Jesmond Gardens is the Head Teacher. The Deputy Headteacher is also a designated teacher in the absence of the Headteacher.

### Health Professionals

When visitors and outside agencies are involved, their contribution must have been planned as part of the overall RSE 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 RSE programmes are expected to work within the school's RSE policy and at 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.

### **Puberty**

Boys and girls need to be prepared for puberty. At Jesmond Gardens Primary School we will plan an appropriate age to do so, in consultation with parents.

### **Menstruation**

Linked to our education about puberty will be preparation for girls to cope with menstruation. This is taught to both boys and girls towards the end of KS2. For girls, sanitary products are available within school if needed and a disposal unit is situated in the girl's toilet in the Y5/6 unit. When changing for P.E., pubescent children have the option of changing with more privacy.

### **Homophobic Bullying**

As part of the planned 2 year cyclical programme, "Ohana" is used to support specific lesson plans. This scheme was developed in partnership between the school and an external school improvement officer for PSHE/RSE as a response to and future preventative spiralling curriculum. It addresses difference and diversity issues, inclusion, use of inappropriate language and homophobic behaviours.

### **Online safety**

The school follows the LA policy on acceptable use. Pupils are taught how to keep themselves safe on line, for example, eCadets.

### **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 and reference copies will be available from the headteacher. It also on the website which all parents, staff and governors can access.

### **Note**

Please also refer to the: -

- Safeguarding Policy
- Information Governance
- PSHE Policy
- Whistleblowing Policy
- Behaviour Policy
- Inclusion Policy