



Whitstable Junior School

Relationships & Sex Education

Policy

Governors' Committee Responsible: Curriculum Committee

Policy Originator: Mrs H Migden

Status: Statutory

Review Period: Annually

Date Approved: January 2024

Review date: January 2025

Introduction

At Whitstable Junior School we see Relationships Education as being at the centre of all that we do.

We believe that the promotion of pupils' personal development (which includes their social development) is a fundamental aspect of education and underpins all other learning.

Through our curriculum, our school environment, our drivers (Adventure, Challenge, Community, Curiosity, Independence and Resilience) and our values (Determination, Trust, Fairness, Respect, Responsibility and Caring), we promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and others, at home, at school, at work and as global citizens.

1. Aims

During Key Stage 2, pupils will learn about themselves as growing and changing individuals and become more confident in their ability to share their own experiences and ideas. They will develop a secure understanding of their role in both immediate and global communities and will be provided with opportunities to discuss social justice and moral responsibility. Through such discussions, they will learn that their own choices and behaviours can affect local, national or global issues, including political and social institutions. Pupils are encouraged to take part in school and community activities such as the Pupils' Parliament, and School Council.

On a personal level, pupils will be taught empathetic curiosity about their feelings and those of others alongside independent thought and confidence to express opinions, acceptance and objection. They will learn to recognise positive family and peer relationships and how they contribute to the success of their various communities, growing resilience as part of a growth mindset, curiosity, and adventure in their lifestyle choices balanced by a secure understanding of online safety, healthy diet, fitness and relationship boundaries.

As our children begin to develop physically, specific lessons will prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene aimed at creating a positive culture around issues of sexuality and relationships and teaching pupils the correct vocabulary to describe themselves and their bodies. Year 6 children will also be taught the independence and resilience required to cope with the challenges that transitioning to a secondary school setting can present.

2. Statutory Requirements

From September 2020, the following subjects became compulsory in applicable schools in England.

- relationship education in primary schools
- relationship and sex education in secondary schools
- health education in state funded primary and secondary schools

These subjects support all young people to be happy, healthy and safe, equipping them for life as an adult in British society. Some primary schools currently choose to teach sex education. This is not compulsory and will not become compulsory as part of the new curriculum. **DofE (June 2019).**

3. Objectives

At Whitstable Junior School we have adopted the HeartSmart scheme of work for Relationships Education. This scheme has been developed to cohere with key areas of learning in the government guidance on Relationships Education (July 2020). The scheme is overseen by the RSE lead and adapted for suitability to our context.

Families and people who care for me:

Pupils will be taught:

- 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:

Pupils will be taught:

- 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

Respectful Relationships:

- 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:

Pupils will be taught:

- 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:

Pupils will be taught:

- 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, for example family, school or other sources

4. Delivery of RSE

Lessons will be delivered by teachers on a weekly basis and will follow the long-term plan devised by the RSE lead in conjunction with the HeartSmart scheme. Children's work will involve a combination of written work (recorded in RSE books), discussion and activity. Areas previously covered within PSHE lessons such as economic education and those involving specific biological aspects will be delivered within the maths and science curriculum respectively. Some areas may also be covered within religious education. Pupils also receive stand-alone sex education lessons in Year 6 and will cover puberty in Year 4 and menstruation in Year 5. Lessons take place with 2 members of staff present and with a question box to ensure that all children can ask questions.

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 –these include, but are not limited to:

- Single parent families
- LGBT parents
- Families headed by grandparents
- Adoptive parents

along with reflecting sensitively that some children may have a different structure of support around them, for example looked after children or young carers. We believe that RSE should meet the needs of ALL pupils, whatever their developing sexuality or identity –this includes age appropriate teaching about different types of relationships in the context of law.

For a full breakdown of lessons according to Year Group and Term see Appendix 1 Long Term Plan.

5. Parents' right to withdraw

Parents do not have the right to withdraw their child(ren) from Relationships Education. Parents have the right to withdraw their child(ren) from the non-statutory components of sex education within RSE. Withdrawal requests should be put in writing using the form in Appendix 2 of this policy and addressed to the headteacher. Alternative work will be provided to pupils who are withdrawn from sex education.

6. Monitoring & Responsibilities

The RSE Co-ordinator has the following responsibilities:

- To lead the tri-annual review of the RSE policy;
- To ensure that resources used are relevant and appropriate to the needs of the children;
- To lead on the evaluation of the RSE policy and programme;
- To ensure that staff have the necessary skills, confidence, knowledge, and resources in order to deliver effective RSE;
- To monitor the effectiveness and progress of the teaching and learning of RSE within the school.

Appendix 1 – Relationships & Sex Education Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
VALUE	CARING	RESPECT	FAIRNESS	RESPONSIBILITY	TRUST	DETERMINATION
Theme days/weeks		Anti-Bullying Week				
Year 3	Get HeartSmart Learning to love ourselves and others well Lessons: Get HeartSmart Batteries Inside Out Guard Your Heart My Squad! Full or Empty Reflection	Don't forget to let love in Learning how to love and value yourself well Lessons: I am loved Wear it with Pride Love is Moana 'I know who you are' Growing Gratitude Love Yourself Reflection NB: No specific lessons on Anti-bullying but this will be covered in theme week.	Too much Selfie isn't Healthy Working well with others online and in person Lessons: Too much Selfie isn't Healthy Flip your phone What's your emergency? Elisabeth Everest No man is an island Padlocked Privacy Reflection	Don't rub it in rub it out Forgiveness. Learn how to process negative emotions, disappointment and hurt. Lessons: Don't rub it in rub it out Magic Water Play it out Balloon Blast Marble Jar Who am I? Reflection	Fake is a Mistake! Learn how to be authentically you and how to communicate truth well. Lessons: Fake is a mistake! Spot the difference Shame detectives Circle of Trust Build on truth Allergy allies Reflection	No way through isn't true! Learn how to develop and maintain a growth-mind-set. Lessons: No way through isn't true! Snakes and ladders Get back up I can help! Dream attitudes Embracing change Reflection
Statutory curriculum requirements covered	Families and people who care for me Caring friendships Being safe	Families and people who care for me Respectful relationships Being safe	Caring friendships Respectful relationships Online relationships Being safe	Respectful relationships	Caring friendships Respectful relationships	Being safe

Year 4	Get HeartSmart Learning to love ourselves and others well Lessons: Get HeartSmart Words have power Reap what you sow Wily Wolf Family Recipe Healthy Minds Reflection	Don't forget to let love in Learning how to love and value yourself well Lessons: Don't forget to let love in Heart to Heart Brilliant me Ball One in a Million Don't agree with I don't like me Hands up Reflection NB: No specific lessons on Anti-bullying but this will be covered in theme week.	Too much Selfie isn't Healthy Working well with others online and in person Lessons: Too much Selfie isn't Healthy What's missing? Guess my feelings Unseen heroes Teamwork makes the dreamwork True SmartPhone Reflection	Don't rub it in rub it out Forgiveness. Learn how to process negative emotions, disappointment and hurt. Lessons: Don't Rub it in Rub it out Saying Sorry Pass through the pain barrier Good stress, Bad stress Boundaries Be kind online Reflection	Fake is a Mistake! Learn how to be authentically you and how to communicate truth well. Lessons: Fake is a mistake! Human Beings not Human Doings Voice of love Speak Truth Dare to be Different Risky Business Reflection	No way through isn't true! Learn how to develop and maintain a growth-mind-set. Lessons: No way through isn't true! Endurance Expedition Habits – help or hinder Just Keep Swimming Dreamers Changing Me! NB: This lesson covers puberty Reflection
Statutory curriculum requirements covered	Families and people who care for me Caring friendships Being safe	Families and people who care for me Respectful relationships	Caring friendships Online relationships	Caring friendships Respectful relationships Online relationships Being safe	Respectful relationships Being safe	Being safe Respectful relationships Sex Education

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
VALUE	CARING	RESPECT	FAIRNESS	RESPONSIBILITY	TRUST	DETERMINATION
Theme days/weeks		Anti-Bullying Week				
Year 5	Get HeartSmart Learning to love ourselves and others well Lessons: Get HeartSmart Boss v. Leader Lionheart Watch what you watch Letter of thanks Sleep well Reflection	Don't forget to let love in Learning how to love and value yourself well Lessons: Don't forget to let love in Gunner Make the right voice choice Under Pressure Allocating resources Help! Reflection NB: Under Pressure Make the Right Voice Choice are good lessons for Anti-Bullying Week	Too much Selfie isn't Healthy Working well with others online and in person Lessons: Too much Selfie isn't Healthy When I'm feeling lonely Read my lips Honour Great groups Be aware what you share Reflection	Don't rub it in rub it out Forgiveness. Learn how to process negative emotions, disappointment and hurt. Lessons: Don't Rub it in Rub it out Different perspective Nelson Mandela Emotions Don't Drive I did not I am Bully Busting (NB: Consider moving this lesson to Anti-Bullying Week) Reflection	Fake is a Mistake! Learn how to be authentically you and how to communicate truth well. Lessons: Fake is a mistake! Time to get real No need to hide Soft Shells Hearts that welcome feedback Decisions, Decisions! Reflection	No way through isn't true! Learn how to develop and maintain a growth-mind-set. Lessons: No way through isn't true! Egg in the Flask Success is not always what you see Hope Light Period relay (NB: This lesson involves learning about the menstrual cycle) What Am I? Reflection
Statutory curriculum requirements covered	Families and people who care for me Caring friendships Online relationships	Caring friendships Respectful relationships Being safe	Caring friendships Respectful relationships Online relationships	Respectful relationships	Caring friendships Respectful relationships Online relationships Being Safe	Being safe Respectful relationships Sex Education

Year 6	Get HeartSmart Learning to love ourselves and others well Lessons: Get HeartSmart Powerful Poses Stone Trainers Secret Scenarios Tying the Knot Healthy Food, Healthy Heart Reflection	Don't forget to let love in Learning how to love and value yourself well Lessons: Don't forget to let love in What am I worth? People say I am Thumbs Up Gratitude Jar Signs to Spot Reflection NB: People say I am is a good lesson for Anti-Bullying Week	Too much Selfie isn't Healthy Working well with others online and in person Lessons: Too much Selfie isn't Healthy All the same all different Listen up! You go before me Growing Together Social Media: good or bad? Reflection	Don't rub it in rub it out Forgiveness. Learn how to process negative emotions, disappointment and hurt. Lessons: Don't Rub it in Rub it out Work it out Power of forgiveness Way to Say Bit by Bit Deep Impact Reflection	Fake is a Mistake! Learn how to be authentically you and how to communicate truth well. Lessons: Fake is a mistake! This is me! Heart Smart self-talk Boundaries for respect Vaccines – fact vs. fake news Fix it, find out, fit in Reflection	No way through isn't true! Learn how to develop and maintain a growth-mind-set. Lessons: No way through isn't true! The Bridge to Yet Self Awareness Hearts filled with Hope Where the magic happens!! Under construction: the teenage brain (NB: covers the changing brain during puberty) Reflection
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Statutory curriculum requirements covered	Families and people who care for me Being safe	Families and people who care for me Caring friendships Respectful relationships	Caring friendships Respectful relationships Online relationships	Caring friendships Respectful relationships	Respectful relationships Being safe	Being safe Respectful relationships Sex Education Separate lessons planned to fully cover Sex Ed.
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Appendix 2 – Parents’ Right to Withdraw form

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	