



# MANOR JUNIOR SCHOOL

Motivation, Joy, Success!

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## Relationship and Sex Education Policy

Ratified and agreed by Governing Body on: \_\_\_\_\_

Signed: \_\_\_\_\_

22/05/2019

Date: \_\_\_\_\_

Mr S. Rahman  
(Chair of Governors)

Signed: \_\_\_\_\_

22/05/2019

Date: \_\_\_\_\_

Mrs C. D'Netto  
(Headteacher)

Policy to be next reviewed: Spring Term 2020 \_\_\_\_\_

Summer Term 2019



# Manor Junior School

## Relationship and Sex Education Policy

Summer 2019

### Some quotes from our community following the SRE meeting

Parent of a Y6 boy *"I found the meeting very clear and informative. Both the talks from the various individuals and the lesson plans helped give us an insight of what the actual lessons will actually look like both from a child's and teacher's perspective. It was great to have the class teachers present as they will be the ones delivering the lessons. The meeting answered a lot of misconceptions that parents may have. Speaking to other parents, they felt the same too."*

Parent of a Y6 girl *"I found the SRE meeting held by MJS to be very informative, covering topics in the entire curriculum, even down to the activities that have been planned for the children to learn the specific topic. Well presented with all questions answered with honesty. It certainly helped put my mind at rest!"*

Parent of a Y6 boy *"I'd rather a teacher teach my children than them hearing the information in the playground from another child"*

(Healthy Schools and PSHE Adviser - Health Education Partnership) *Manor Junior have recently introduced a comprehensive curriculum that focuses on*

### *Relationships and Sex*

*"Manor Junior have recently introduced a comprehensive curriculum that focuses on Relationships and Sex Education which will ensure that children are taught about what makes a healthy relationship, have the knowledge and skills to know how to keep themselves safe and be prepared for the changes that happen to their bodies and emotions as they go through puberty. Staff have been trained to increase their confidence in delivery and the school have worked in collaboration with parents and Governors ensuring that there has been an opportunity to view resources, ask questions and to reinforce the key message that the parents are the primary educators of their children. This sensitive approach has encouraged dialogue and explored the benefits of children receiving these important lessons in school alongside their peers."*

## 1. RATIONALE

At Manor Junior School we seek to teach pupils how to make and manage a range of different positive relationships with:

- Family
- Friends
- Adults in school
- other members of the local community

We believe that positive relationships are the basis of good emotional and mental health; contribute to social cohesion and employability and enable children to keep themselves happy and safe. Positive relationships are also essential to learning, progress and achievement; help children to develop social and emotional resilience and contribute to a happy, successful school.

The DfE Guidance and more recent National Curriculum statement refers to 'sex and relationships education'. We are aware that for many parents this causes concern as the apparent emphasis is therefore on 'sex' rather than 'relationships'. Like many primary schools, we seek to redress this imbalance and potentially unhelpful emphasis by referring to 'Relationships and Sex Education' (**RSE**).

## 2. INTRODUCTION

This document is a statement of the aims, values and delivery of teaching and learning about relationships and sex education (RSE) at Manor Junior School

The named member of SLT with responsibility for our RSE policy is the Deputy Head Teacher. The Governor with responsibility for our RSE policy is Siemah Ahmed.

This policy is based on the requirements of the national curriculum (2014); advice from the PSHE Association and the following references:

### Legislation

All schools must provide a curriculum which '*promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.*' (**Education Act 2002 and Academies Act 2010**)

Under the **Children Act 2004** maintained schools also have a statutory duty to promote children and young people's well-being - RSE can contribute to this duty Under the **Equality Act 2010** schools are expected to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

'**Working together to safeguard children**' 2018 and '**Keeping children safe in education**' 2018 – **RSE contributes to safeguarding through the curriculum**

The DfE released **draft statutory guidance** in July 2018 under sections 34 and 35 of the Children and Social Work Act 2017. The guidance covers Relationships and Sex Education, Relationships

Education and Health Education. This new guidance replaces the DfE Sex and Relationships Education Guidance from 2000.

**The guidance will become mandatory in September 2020** although schools are advised to start following it from 2019, if they aren't already delivering a programme of PSHE including RSE. The expectations on schools are as follows:

**Relationships Education** will be compulsory in all Primary Schools (or those pupils receiving Primary Education) – this includes academies, free schools and independent schools

**Relationships and Sex Education** will be compulsory in all Secondary Schools (or those pupils receiving Secondary Education) – this includes academies, free schools and independent schools

**Health Education** will be compulsory in all Primary and Secondary Schools (or those pupils receiving Primary or Secondary Education) – this includes all academies and free schools but **not** independent schools as PSHE is already statutory in these schools.

*The guidance states that parents cannot withdraw from Relationships and Health Education. This means that they can't withdraw from lessons on different types of families or topics such as puberty but are able to withdraw from the sex education topic in Y6.*

### **3. AIMS AND OBJECTIVES**

The aims of our RSE is to help and support young people through their physical, emotional and moral development. Our programme is firmly rooted in the Personal, Social and Health Education (PSHE) framework of the National Curriculum and aims to help our children to respect themselves and others and move with confidence from childhood, through adolescence into adulthood.

Relationships and sex education makes a valuable contribution to teaching and learning at Manor Junior and is based on the entitlement of each pupil to receive a broad, balanced and relevant curriculum. It also contributes to the promotion of the spiritual, moral, social, cultural, mental and physical development of pupils and to prepare them for the opportunities, responsibilities and experiences of adult life, including the importance of stable family life and relationships, the responsibilities of parenthood and marriage.

Additionally the programme supports children to foster self-awareness and self-esteem and develop a sense of responsibility and respect for themselves and others.

### **4. DELIVERY OF RSE**

Relationship and sex education will be taught specifically within PSHE but also in Science.

Relationship education is core to our behaviour management and may therefore be appropriately addressed during assemblies and other curriculum activities during the school day.

Any additional RSE issues that may arise within a class/year group can be addressed in consultation with PSHE co-ordinator and a member of SLT.

RSE will be taught to all pupils in their usual class groups although, at certain times, at the discretion of the class teacher, in consultation with the PSHE leader and where needed, pupils may be taught in single-gender groups.

There may be opportunities for RSE to be supported by appropriate outside agencies e.g. school nurse. Any visitors will be given clear guidance on the content they will be delivering as well as being made aware of our Child Protection and Safeguarding Policy.

## **5. CONTENT**

RSE will be in conjunction with the science national curriculum (2014) which is compulsory for all pupils.

### **Key stage 2 (7-11)**

Year 3 pupils should be taught to:

- Identify, that animals including humans need the right types and amount of nutrition and that they cannot make their own food; they get nutrition from what they eat
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Year 4 pupils should be taught to:

- describe the simple functions of the digestive system in humans

Year 5 pupils should be taught to:

- Describe the life process of reproduction in some plants and animals.
- Describe the changes as humans develop to old age.

Year 6 pupils should be taught to:

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

The curriculum overview of RSE includes three main elements:

1. Attitudes and values
2. Personal and social skills
3. Knowledge and understanding.

These will be taught within the lessons listed below:

### Year 3 Valuing Difference and Keeping Safe

Lesson 1: Differences: Male and Female

Lesson 2: Personal Space

Lesson 3: Family Differences

### Year 5 Puberty

Lesson 1: Talking about Puberty

Lesson 2: Male and Female Changes

Lesson 3: Puberty Changes and Reproduction

### Year 4 Growing Up

Lesson 1: Growing and Changing

Lesson 2: What is Puberty?

Lesson 3: Puberty Changes and Reproduction

### Year 6 Puberty, Relationships and Reproduction

Lesson 1: Puberty and Reproduction

Lesson 2: Understanding Relationships

Lesson 3: Conception and Pregnancy

Lesson 4: Communication in Relationships

## 6. RESOURCES

Our main resources for our RSE programme are:

The LBBD recommended resources which can be made available for parents to view on request.

## 7. STRATEGIES FOR TEACHING

We aspire to give all our pupils good and outstanding teaching at all times. As part of our usual teaching and learning process we always ensure a safe and appropriate learning environment but particularly with RSE, teachers will:

- Reinforce class learning agreement used for circle time/PSHE lessons with additional rules which are outlined in the teachers' guidance folder.
  - Ensure no personal cases or information is used about individuals (pupil/adult).
  - Pupils' questions will be answered honestly, openly and in an age-appropriate way, in small groups or whole class, although teachers may
- choose not to answer particular questions and may also choose to postpone a response until they have considered the implications of their response.
  - Teaching techniques may also include discussions, small group and project learning; but also include opportunities for pupils to reflect on their learning.

## 8. PARENTS/CARERS

Our teaching of RSE is age appropriate in an atmosphere of mutual trust and based on good practice. However uncomfortable adults may feel, children and young people grow up in a very sexualised society; the lyrics of many pop songs and accompanying films; stories in the media and the adult themes of many programmes on TV; playground conversations; adult style clothing for sometimes very young children and the easy availability of adult and inappropriate materials on the internet, all add to pressures on children and young people.

Parents and carers will be invited to an information session prior to teaching the RSE aspects of the curriculum where there will be an opportunity for the parent/carer to view the lesson content and resources. However, a parent has the right to excuse their child from RSE lessons outside of the statutory science curriculum.

Should a parent wish to excuse their child, the following procedures should take place:

- Parents/carers must put this in writing explaining their reasons why
- Make an appointment with a member of SLT - the year group leader to discuss and view the lesson content and resources if necessary.
- After this careful consideration, if the child is excused from an RSE lesson, the child will be taught a non-RSE lesson in a separate room from their classroom led by another adult. Refer to Appendix 1 for chronology of the approach to RSE curriculum.

## **9. CONFIDENTIALITY and SAFEGUARDING**

Pupils sometimes make a personal disclosure to a teacher, either individually or in a small group or class situation. Teachers may find that pupils tell them sensitive information about themselves, their friends or family.

All staff need to be clear about our school's rules on confidentiality and be aware of the school's Safeguarding policy and procedures.

## **10. WAYS OF SHARING/CELEBRATING CHILDREN'S WORK**

- Openings of lessons
- Mini-plenaries e.g. Why is this good? (Refer to success criteria)
- Plenaries and use of visualizer
- Celebration Assemblies
- Achievement Awards
- Display

## **11. MONITORING AND REVIEW**

SLT and governors will monitor this policy annually. Teaching staff will be expected to feedback any potential improvements, comments or concerns about visitors, materials or gaps in provision as part of their professional duty of care.

Our usual patterns of teaching allow for assessment of learning and evaluation of resources through professional reflection, team meetings and discussions with the subject leader and SLT.

## Appendix 1.

1. Curriculum lead and YGL liaise on meeting date with parents to view resources (at least half a term before meeting)
2. Share date with parents and send letter (appendix 2.)
3. Send the following reminder message via parent mail the day prior to meeting

Please note a reminder for the YX Relationships Education meeting which is taking place on X at Z time. Thank you"

4. At the meeting share resources and explain that whilst in the academic year 2018-20 and 2019-20, parents can opt out of any of the relationships education curriculum after September 2020 this will not be an option other than Y6 lesson 3 'Conception and pregnancy'
5. Send the following message via parent mail two days after the meeting.

*Many thanks to the parents who attended the YX Relationships Education meeting last X It truly was wonderful to listen to your positive feedback and see how supported you felt the school were being. As a partnership, we are working together to support the children in our school. During the week commencing X, your child will be covering these sessions. Please speak with your class teacher if you have any questions. If you were unable to attend the meeting and would like to see the resources, please make an appointment with your class teacher.*

6. A week before the teaching of the SRE inform the parents with a reminder that the lessons will be taught and any parent that has not spoke with a staff member regarding the SRE programme; their child will automatically be taught the SRE programme. This needs to be sent via parent mail and as a hard copy.

*Dear Parent and Carers of Y6, next week the Relationships Education curriculum will be delivered to your child's class. Thank you to those parents who either came to the meeting or have taken the opportunity to view the resources with the class teacher. We will assume that if you have not made contact with the school by X, you are happy for your child to participate in all lessons. Thank you*

7. A central record needs to be maintained for those parents wishing to withdraw from lessons. (Appendix 3) For those parents who have put in writing that they wish to withdraw their child will need the following acknowledgement sent to them.

Dear \_\_\_\_\_

*We are writing to acknowledge receipt of your recent letter dated X regarding your child being withdrawn from the Relationships Education curriculum due to be taught in the near future. We can confirm they will be taught an alternative lesson in a separate room by another member of staff.*

8. After the lessons. Send the following message.  
We would like the opportunity to share how well-behaved and mature the children were during the relationships education lessons. Add a sentence personal to the year group

**Appendix 2**

Dear Parent/Carer of Year X,

**Relationships Education**

We are delighted to share with you a brand new curriculum which enables your child to make safe and informed decisions during their school years and beyond. If young people can start their transition into adulthood with good information and the confidence and knowledge to understand what is happening to them, they will hopefully grow into confident and healthy adults able to make informed choices. We have been working closely with the local authority’s PSHE and healthy school’s adviser to develop a positive Relationships Education curriculum for your child.

The key aims of Relationships Education are to:

- 1. Provide accurate and relevant information about the physical and emotional changes that children and young people will experience through their formative years and into adulthood taught age appropriately.
- 2. Establish an awareness of the importance of stable family life and relationships, including the responsibilities of parenthood and marriage.
- 3. Foster self-awareness and self-esteem.
- 4. Develop a sense of responsibility and respect for themselves and others.

We would respectfully ask you to come along to find out more details about this exciting curriculum. By attending, you will gain valuable information so that you will be better informed to help you in your decisions. A meeting will be held on **date, time by DHT supported by the local authority’s PSHE and healthy school’s adviser and the Year 6 teachers.**

Please indicate your attendance of the meeting below. If you are unable to make the meeting, please contact the school and we will endeavour to provide you with the slides and hand-outs.

Yours faithfully,

Mrs Viridi  
Deputy Head Teacher



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**Relationships Education Meeting  
Date, time & Location. - Lower School Hall**

**Name of Child:** \_\_\_\_\_

**Class:**

I would like to attend the Relationships Education meeting

**Signed by parent/carers:** \_\_\_\_\_

**Date:**