

**Chellaston Junior School**  
**Subject Policy : Relationships and Sex Education**  
**Staff Responsible : Yvonne Macdonald**  
**Date of Policy : November 2014**  
**Adopted by Governing Body in December 2014**  
**Review Date: Autumn 2015**

**CJS, CJS,  
Together we are stepping to success  
CJS, CJS,  
Together we are working to achieve our best.”**

## **1. Introduction**

This document is a statement of current practice in Chellaston Junior School in both Relationships and Sex Education (RSE) and in the handling of sex related incidents. It has been developed through a full consultation process with staff, parents and governors, including input from the school nurse and other outside agencies.

It also recognised that the outcome of developing this policy will have training implications for staff and governors.

Issues considered:

- Content of sex education.
- Methodology, style and approach, location in curriculum.
- Withdrawal of children.
- Confidentiality
- Child sexual abuse.
- Skills
- Morals and values framework.
- Who would deliver RSE, use of visitors.

RSE is taught in order to cultivate:

- **Successful learners** who enjoy learning, make progress and achieve
- **Confident individuals** who are able to lead safe, healthy and fulfilling lives
- **Responsible citizens** who make a positive contribution to society

## **2. Rationale including Morals & Values Framework**

*“Effective sex and relationship education should not be delivered in isolation. It should be firmly rooted within the framework for PSHE and the National Curriculum.”*  
**(DfEE Sex and Relationship Education Guidance, 2000)**

At Chellaston Junior School we believe that effective RSE is essential for young people to make responsible and well informed decisions about their lives.

The RSE programme is integrated into PSHE Curriculum within the school and is delivered such that it meets the National Healthy Schools Standard for this theme.

RSE is the lifelong learning about physical, moral and emotional development. Pupils are taught about the nature of marriage and its importance for family life and bringing up children. The school also recognises the importance of other strong and mutually supportive relationships. It does not promote any one form of relationship,

but ensures that there is no stigmatisation of children based on their home circumstances.

It is also about the teaching of sex, sexuality and sexual health. RSE does not encourage early sexual experimentation. It is not about the promotion of sexual orientation or sexual activity, as this would be inappropriate.

RSE incorporates 3 main elements:

### **1) Attitudes and values**

- Learning the importance of values and individual conscience and moral considerations.
- Learning the value 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.

### **2) 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 consequence of choices made and managing conflict.
- Learning how to avoid exploitation and abuse.

### **3) Knowledge and Understanding**

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

## **3. Aims and Objectives**

RSE at Chellaston Junior School will contribute to the PSHE and Citizenship Curriculum by ensuring that all children:

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

Some elements of RSE will be delivered through the NC framework for Science aims and objectives.

### **National Curriculum Science (Key Stage 2 – Life & Living Processes)**

- 1) a) That the life process common to humans and other animals include nutrition, growth and reproduction.
- 2) f) About the main stages of the human life cycle.

#### **4. Content and Delivery of RSE**

Developing confidence in talking, listening and thinking about feelings and relationships is taught throughout the year as an ongoing element of the PSHE and Citizenship curriculum.

Learning the correct names for parts of the body, preparation, for puberty, understanding conception and knowing how a baby is born, are all taught through "Living and Growing". All the above are taught within the context of loving relationships and the responsibility of caring for a baby both before and after birth.

A brief outline of the content of lessons is as follows:

##### **Year 3:**

Identifying and understanding pupils own feelings and emotions of others, expressing positive feelings, raising self esteem, identifying pressures/risks and the handling of difficult situations, human life cycles and changes. Caring for babies and animals.

##### **Year 4:**

Recognising and challenging stereotypes, recognising emotions and how to deal with them, raising own self esteem and of others, learning and working together, being responsible for own actions and consequences, skills needed to establish and maintain good relationships.

##### **Year 5:**

Body changes (both physical and emotional), puberty, naming body parts, some animated drawings/video scenes focussing on sexual parts. (Please note that some of these lessons may be delivered by the School Nurse to enhance and enrich teaching and learning.)

##### **Year 6**

Changes at puberty (physical and emotional), periods, what makes us all special, keeping clean and healthy, grown-up couples in different relationships, 'making love' and 'having sex' discussed, wet dreams and masturbation, the importance of friendship between loving couples, safety and protection. (Please note that some of these lessons may be delivered by School Nurse to enhance and enrich teaching and learning).

#### **5. Ground Rules and Distancing Techniques**

Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of relationships and sex. To help with this, ground rules have been agreed to provide a common values framework within which to teach. There are clear parameters as to what will be taught in whole class setting and what will be dealt with on an individual basis.

- Pupils will be given preparation so that they will know how to minimise any embarrassment they feel.
- No one (teacher or pupil) should be expected to answer a personal question.
- No one will be forced to take part in a discussion.
- Only the correct names for body parts will be used.
- Meanings of words will be explained in a sensible and factual way.

### Answering Difficult Questions

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed later. Some questions may be inappropriate and therefore, will not and do not have to be answered. This school believes that individual teachers must use their skill and discretion in these situations and refer to the PSHE/Citizenship Co-ordinator or Headteacher in support of this.

### Dealing with Questions

- Teachers should establish clear ground rules about what is appropriate and inappropriate in a whole-class setting.
- Teacher should set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way that does not encourage giggling and silliness.
- Pupils should be encouraged to write down questions anonymously and post them in a question box, the teacher will have time to prepare answers to all questions before the next session, choosing not to respond to any questions which are inappropriate.
- If a verbal question is too personal the teacher should remind the pupil of the ground rules.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis.
- Teachers should not be drawn into providing more information than is appropriate to the age of the child.
- Pupils must not be given the impression that teenagers inevitably have sex, the view that sex should be between two people who are mature enough to make informed decisions should be emphasised.
- If a teacher is concerned that a pupil is at risk of sexual abuse the Headteacher should be informed and the usual child protection procedures are followed.

## **6. Teaching Methods**

Active learning methods which involve children's full participation will be used. RSE takes place within mixed-sex classes or single gender groups as deemed appropriate and relevant, with the children's usual class teacher. Clear ground rules are established with each class as to what is and is not acceptable.

At present all members of staff are committed to delivering the RSE programme. However, if a member of staff feels ill equipped to take on the programme, the PSHE/Citizenship Co-ordinator or Headteacher may support the delivery of the programme.

## **7. Resources**

The range of material used will be available for review on request to the PSHE Co-ordinator.

## **8. Evaluation/Assessment**

Assessment in RSE will be informal through:

- Teacher observation during activities and discussion
- A variety of informal assessment activities

## **9. Specific Issues Statements**

### **Working with Parents**

The school is committed to working with parents. Under the Education Act 1999 pupils can be withdrawn by their parents from the parts of sex education that are outside the compulsory elements of sex education contained in the Science National Curriculum.

Parents wanting to exercise this right are invited to see the Headteacher, who will explore the concerns of parents and discuss any impact that withdrawal may have on the child. The Headteacher will talk with the parents about the child's possible negative experiences or feelings that may result from exclusion and the ways in which this can be minimised. Once a child has been withdrawn they cannot take part in RSE until the request for withdrawal has been removed.

RSE materials will be available to parents who wish to supplement sex education in school or wish to deliver RSE to their children at home.

### **Child Sexual Abuse**

The school has a Child Protection Policy and procedure, which is available on request.

### **Confidentiality**

All pupils' confidentiality will be maintained by the teacher or member of staff concerned at all times. If this person believes that a child is at risk or in danger, they will consult the Child Protection Co-ordinator before any decision is made.

The child will be informed that confidentiality is breached and the reasons why. The child will be supported by the teacher throughout the process.

### **Ethnicity**

In common with other schools, Chellaston Junior School has consulted parents and the wider community to ensure that the RSE programme is culturally appropriate and inclusive of all children (see opting out rights information in parents section on previous page).

### **Boys and Young Men**

Care is taken to ensure that the needs of boys as well as girls are met. Teachers will plan a variety of activities to engage boys as well as girls. Some issues may be dealt with in single gender groups (e.g. puberty discussions).

### **Special Educational Needs and Learning Difficulties**

All children with special needs receive RSE. Although majority of work is of a practical nature, teachers plan and differentiate work as appropriate to meet the individual needs of children with special educational needs and learning difficulties.

### **Use of Visitors**

Majority of the RSE programme will be taught by the class teacher, however, the school does use the expertise of various people to enrich the RSE curriculum further. These people may include the School Nurse, parents, religious or health professionals. Procedures for the use of visitors are available on request.

## **10. Dissemination of the Policy**

All staff members, governors and stakeholders will receive a copy of this policy. Several copies are available for loan from the Admin office on request. A short summary of this policy will be included in the school brochure. This policy will have been fully discussed in a governor's meeting, staff meeting and a parents meeting.

### **Appendix 1 – Symbols and Abbreviations**

<p><b>RSE</b> – Relationships &amp; Sex Education <b>PSHE</b> – Personal, Social &amp; Health Education <b>DfES</b> – Department for Education &amp; Skills</p>
---

### **Appendix 2 – Useful agencies/support groups**

#### Brook

[www.brook.org.uk](http://www.brook.org.uk)

Provides free, confidential advice and contraception to young people.

#### Childline

[www.childline.org.uk](http://www.childline.org.uk)

Free helpline for children and young people in UK. Contact 0800 1111.

#### DfES Sex & Relationship Guidance

[www.dfes.gov.uk/sreguidance](http://www.dfes.gov.uk/sreguidance)

Can download guidance on SRE which offers support to headteachers, teachers and governors on how to deliver effective Sex and Relationship Education.

#### FPA

[www.fpa.org.uk](http://www.fpa.org.uk)

is a registered charity to improve sexual health and reproductive rights of all people in UK. Website provides useful information about news and campaigns, contraception and sexual health.

#### Kidscape

[www.kidscape.org.uk](http://www.kidscape.org.uk)

registered charity that aims to keep children safe from harm or abuse. Also offers advice for young people on a range of issues including being bullied, sexual health, etc.

#### NSPCC

[www.nspcc.org.uk](http://www.nspcc.org.uk)

National Society for the Prevention of Cruelty to Children) is a charity that deals with child protection issues, including advice on internet safety and bullying. Has now joined together with Childline.

#### Sex Education Forum

[www.ncb.org.uk/sef/](http://www.ncb.org.uk/sef/)

Information service that offers support and guidance on all aspects of Sex & Relationship education.