

Relationships and Sex Education Policy



Meadowhead Junior School governors have agreed to adopted Blackburn with Darwen Council Policies and procedures.

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Relationships and Sex Education Policy (RSE Policy)

Definition of RSE

Sex and Relationship Education (SRE) has been renamed as RSE: Relationship and Sex Education (RSE) to emphasise the relationships aspect of RSE. This was one of the recommendations from the Commons Education Committee Feb 2015.

Sex and Relationship Education is not just learning about **growing up, changes and reproduction**. It is also about enabling children to **make and maintain relationships** with others, to understand about human sexuality and **to feel good about themselves** and the **choices** they make. This involves helping children to gain knowledge, develop skills and form positive beliefs and attitudes.

1. **Knowledge and Understanding** including; emotional, social and physical aspects of growing up, puberty, reproduction and pregnancy, similarities and differences between males and females, parts of the human body including the male and female reproductive parts, gender stereotyping and discrimination, different families, different types of relationships, healthy and unhealthy relationships and where to get help if needed

2. **Personal and Social Skills** including; talking and listening to others, managing emotions, making friends and managing friendships, forming and maintaining loving, caring and respectful relationships, developing self-respect and empathy for others, respecting the differences between people, resilience to cope with change, making responsible and safe decisions, including on line

3. **Attitudes and Values** including; feeling positive about growing up, the importance of respect, care and love, the value of family life, the importance of stable and loving relationships, including marriage (both heterosexual and gay) and civil partnerships, respect for rights and responsibilities in relationships, acceptance of difference and diversity, promoting gender equality.

1. Purpose of the Relationship and Sex Education Policy

Producing an up to date RSE policy is the statutory responsibility of the governing body. The purpose of the policy is to:

- Give information to staff, parents and carers, governors, pupils and outside visitors about the content, organisation and approach to teaching RSE
- Enable parents and carers to support their children in learning about RSE
- Give a clear statement on what the school aims to achieve from RSE, the values underpinning it and why it is important for primary school pupils
- Set out how the school meets legal requirements in respect of RSE
 - (i) Duty to promote well-being (Children Act 2004)
 - (ii) Duty to prepare children for the challenges, opportunities and responsibilities of adult life (Education Act 2006)
 - (iii) Ensure pupils learn about the nature of marriage and its importance for family life and bringing up of children (Learning and Skills Act 2006)
 - (iv) Protect pupils from unsuitable teaching and materials (Learning and Skills Act 2006)

- (v) Teach statutory RSE elements in the Science National Curriculum

- (vi) Have an up to date policy developed in consultation with pupils and parents and Governors(Education Act 1996)
- (vii) Meet the school's safeguarding obligations
- (viii) Make the policy available to pupils and parents (Education Act 1996)
- (ix) Right of parental withdrawal from all or part of RSE except those parts included in the national curriculum (Education Act 1996)
- (x) Taken account of the DfE guidance on RSE (2000)
- (xi) DfE expects that all state schools "should make provision for personal, social, health and economic education (PSHE) and that "RSE is an important part of PSHE" (DfE guidance on PSHEE 2013)
- (xii) Prevent discrimination, advance equality of opportunity and foster good relations between different groups (Equality Act 2010)

1. Links to other policies

This policy links to the PSHE and Anti-Bullying policy, the Safeguarding and Child Protection policy, behaviour policy, Equality and Diversity Policy, SEN Policy, Science Policy and E-Safety Policy.

2. Why teach RSE at primary school?

- It provides an opportunity to talk about feelings and relationships
- It promotes the skills necessary for effective communication and loving, caring, respectful and happy relationships.
- It prepares children for the physical and emotional changes that will take place at puberty.
- It helps develop positive attitudes, values and self-esteem and challenges negative attitudes and prejudices.
- It helps make sense of misinformation in the media and from peers.
- It promotes the skills necessary for effective communication and loving, caring, respectful and happy relationships.
- It protects children from sexual exploitation and inappropriate on line content.
- It is a statutory part of the science curriculum covering the biological aspects of RSE.

3. Values promoted through RSE

Our RSE programme promotes the aims and values of our school which include

- The sanctity of marriage; valuing family life and stable, loving and committed relationships
- Acceptance of same sex unions as also offering stable, loving and committed relationships for bringing up children
- Respect for self and others
- Commitment, trust and love within relationships
- Respect for rights and responsibilities in relationships
- Understanding diversity regarding religion, gender, culture and sexual orientation
- Working to reduce intolerance and discrimination based on sexual orientation, disability, ethnicity, religion, and gender
- Acceptance of difference and diversity
- Promoting gender equality, challenge gender stereotypes and inequality and promote equality in relationships

Care is taken to ensure there is no stigmatisation of children based on their different home circumstances.

4. Aims for RSE

To enable children to:

- Develop the confidence to talk, listen and think about feelings and relationships
- Make and maintain friendships and healthy relationships
- Understand the importance of respect, responsibility, love and care in relationships
- Understand and respect different types of families, including families with same sex parents
- Develop positive attitudes about growing up
- Explore their own and other people's attitudes and values
- Challenge and prevent discrimination based on sexual orientation and gender
- Prevent sexist, sexual, homophobic and transphobic language and bullying
- Challenge gender stereotypes and inequality and promote equality and respect in relationships
- Know the correct biological names for the parts of the body, including the male and female reproductive parts
- Know and understand about emotional, social and physical changes at puberty
- Know and understand about reproduction
- Know about human sexuality
- Discuss their concerns and correct misunderstanding they may have gained from the media and peers
- Keep safe online and offline
- Recognise when something is risky or unsafe
- Know where and how to seek information and advice when they need help

Where is RSE taught?

RSE will be taught through a planned programme in PSHE (Jigsaw) as well as in science. This will ensure that it covers the statutory biological aspects, but also the social and emotional aspects. It is taught throughout the years, either as discrete topics/units or integrated into other topics such as Ourselves, Growing and Living Things, at a level appropriate to the needs and maturity of the pupils. There is time for discrete teaching topics in particular years e.g. body changes in relation to puberty in Year 5 and reproduction in Year 6. We ensure that the same messages about being safe on line are taught through RSE as in Computing.

What is taught in each year group?

We have a statutory duty to teach the RSE elements of the science national curriculum.

- The content is based on the RSE aspects in PSHE and the statutory elements of the science national curriculum
- The content for each year group covers knowledge, skills and attitudes and is appropriate to the age and maturity of pupils and progresses from one year to another, building on what has been learnt in previous years.

Who teaches RSE?

RSE will be taught by the class teacher but sometimes health professionals or other visitors will help deliver RSE, such as the school nurse.

If visitors are involved in RSE we will:

- plan and evaluate their contribution as part of the school's RSE teaching programme.
- provide the visitor with an up-to-date copy of the school's RSE Policy and ensure they adhere to it
- ensure that the class teacher is present throughout the lesson, taking responsibility for class management
- follow up in later lessons

How is RSE taught?

- On the whole pupils are taught in mixed groups to ensure that boys and girls learn the same information. However, sometimes it is useful in Years 5 and 6 to include time when single sex groups can discuss issues with a teacher of the same gender.

This is mostly applicable when they learn about body changes through puberty and about reproduction.

- Teachers set a group agreement or ground rules with pupils to ensure that an atmosphere is created where pupils feel able to ask questions, discuss concerns, talk about feelings and relationships, but do not discuss or ask private information of each other or the teacher.

We answer questions honestly and sensitively, appropriate to the age and maturity of the pupils. Some questions may not be answered immediately if the teacher feels they need to consult with the Headteacher and some questions may be more appropriately answered on a one-to-one basis, rather than with the whole class. In bases we provide a question box so that pupils can anonymously ask questions and these are then answered by the class teacher.

Resources are chosen to ensure that they are appropriate to the age and maturity of pupils. They take into account equality of opportunity through their use of language, cultural attitudes, family make-up and images, including body image, avoiding stereotyping, racism and sexism.

The RSE policy reflects and is in line with our equal opportunities policy and the school ensures that the RSE teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with SEN and disabilities.

Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and help all pupils feel valued and included, regardless of their gender, ability, disability, experiences and family background.

- Where needed, RSE is differentiated to meet the needs of pupils and specialist resources may be used to respond to their individual needs. In some cases pupils have individual support or work in small groups with a TA
- Teachers do not discuss details of their personal relationships with pupils.

- Teachers are sensitive to the issues of different types of relationships.

Promoting inclusion and reducing discrimination are part of RSE throughout the school and reflect our equality policy. When teaching about relationships and families we also include same sex relationships. The teaching programme in Year 5 and 6 will include specific understanding of different types of relationships, including lesbian, gay, bisexual and trans-relationships.

- Homophobic and transphobic references and homophobic and transphobic actions and bullying are not tolerated in school and are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and preventing bullying.

- Teaching about different families is part of RSE and we aim to reflect the broad range of experiences amongst pupils and ensure all pupils feel their family is valued, such as: single parent families; recently divorced parents; parents who are married, parents who are not married, parents who have non-monogamous relationships; lesbian, gay or bisexual parents; children living between two homes; in foster homes; in residential homes and living with relations other than biological parents.

We will emphasise the importance of strong and supportive relationships, including marriage (both heterosexual and gay) and civil partnerships, for family life and bringing up children.

Involving pupils

To ensure the RSE programme meets the needs of pupils, a KWL grid will be completed before a topic is started. This will be analysed by the teacher and plans will be annotated to meet the needs of the class.

Confidentiality, safeguarding and child protection

Although RSE is not about personal disclosures and personal issues, it is possible that a pupil may disclose personal information. Staff understand that they cannot promise pupils absolute confidentiality, and pupils know this too. If teachers are concerned in any way that a pupil is at risk of sexual or any other kind of abuse, they will talk to the Designated Child Protection Officer and follow the school's Safeguarding and Child Protection Procedures. If a pupil discloses to a teacher that they are sexually active, or are considering sexual activity, then this would be viewed as a child protection issue.

Assessing RSE

Pupils' progress in learning in RSE is assessed as part of the assessment of science and PSHE.

Monitoring and evaluating RSE

The PSHE Coordinator monitors teachers' planning to ensure RSE is being taught. Pupils and staff are involved in evaluating the RSE teaching programme as part of the annual review of PSHE.

Training staff to deliver RSE

It is important that RSE is taught by teachers who are knowledgeable, skilled and confident. We will ensure that teachers are trained to teach RSE and provide a range of training opportunities including school based training.

Training could include:

- What to teach and when
- Leading discussions about attitudes and values
- Information updates
- Facilitating group discussions
- Answering questions
- Managing sensitive and controversial issues

Working with Parents/Carers and Child Withdrawal Procedures

We place the utmost importance on sharing responsibility with parents and carers for their children's education. We do our best to find out about cultural views which may affect the RSE curriculum and will try to balance parental views with our commitment to comprehensive RSE and equality.

We will take every opportunity to inform and involve parents and carers by

- Making the policy available on the school's website
- Inviting parents and carers to a general meeting or workshop to discuss RSE in the school and help them talk to their children about growing up
- Providing materials for parents to use when talking about RSE with their children
- Consulting parents on the RSE policy when it is reviewed
- Discussing individual concerns and helping parents and carers support the needs of their children

Parents/carers have the right to withdraw their children from RSE, apart from the statutory national curriculum. This means that parents and carers cannot withdraw their children from RSE aspects of the science national curriculum. If a parent wishes to withdraw their child from the RSE curriculum they must arrange a meeting with a member of the Senior Leadership Team who will talk through their concerns and discuss the benefits of school RSE. If they decide to withdraw their child, work will be provided to do in another class.

Disseminating the policy

A copy of this policy is on the school website.

All teachers have a copy of the policy.

Copies are supplied to visitors who are involved in providing RSE in school.

SENCO:

Safeguarding Children (Child Protection) Lead: Headteacher, Mr J Newsham

RSE Content

The grid below shows specific RSE learning intentions for Meadowhead Junior School.

By the end of Year 6

'Pupils will be able to...'

identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina

respect my body and understand which parts are private

recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private

tell you what I like/don't like about being a boy/girl

understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby

express how I feel when I see babies or baby animals

understand how babies grow and develop and understand what a baby needs to live and grow

express how I might feel if I had a new baby in my family

understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies

identify how boys' and girls' bodies change on the outside during

this growing up process and recognise how I feel about these changes happening to me and know how to cope with those feelings

identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up

recognise how I feel about these changes happening to me and how to cope with these feelings

describe how a girl's body changes in order for her to be able to

have babies when she is an adult, and that menstruation (having

periods) is a natural part of this

know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty

explain how a girl's body changes during puberty and understand

the importance of looking after myself physically and emotionally

understand that puberty is a natural process that happens to everybody and that it will be OK for me

describe how boys' and girls' bodies change during puberty

express how I feel about the changes that will happen to me during puberty.

understand that sexual intercourse can lead to conception and that is how babies are usually made

appreciate how amazing it is that human bodies can reproduce in these ways

explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally

express how I feel about the changes that will happen to me during puberty

Session in single sex groups

ask the questions I need answered about changes during puberty

reflect on how I feel about asking the questions and about the answers I receive

describe how a baby develops from conception through the nine months of pregnancy, and how it is born

recognise how I feel when I reflect on the development and birth of a baby

understand how being physically attracted to someone changes the nature of the relationship

Express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this.