



Alley's Junior School Policies & Procedures

Relationships and Sex Education Policy

Name of Policy	Relationships and Sex Education Policy
ISSR	Part 1: Quality of Education
Reviewed by	Alley's Governing Board
Author/SLT	Mrs B Whitelaw (Junior School PSHE Coordinator)/ Mrs E Olley (Junior School Deputy Head)
Date of school review	September 2024
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Policy Overview

This policy applies to the Junior School, including EYFS. It is available to all parents and pupils on the School website and printed copies are available upon request.

Rationale and Ethos

What is Relationships and Sex education (RSE)?

It is a lifelong learning about physical, moral and emotional development. It is about the understanding and appreciation of family life, marriage, stable and loving relationships, respect, love and care. It is also about the teaching of physical and emotional changes to the body.

Legislation (statutory regulations and guidance)

It is compulsory to teach relationships education as stipulated by the Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education published by the Department of Education (DfE) in June 2019, which outlines what schools need to cover from September 2020. However, at Alley's Junior School we have been teaching RSE for many years and have implemented the guidance at the school.

Although sex education has not been made compulsory in primary schools, the Department of Education 'continues to recommend that all primary schools should have a sex education programme tailored to the age and physical and emotional maturity of the pupils.' We will, therefore, continue to teach about how a baby is conceived and born in Year 6.

Schools are required to comply with relevant requirements of the Equality Act 2010. The Act states that the 'protected characteristics' must not be unlawfully discriminated against. These 'protected characteristics' include age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or

civil partnership, or sexual orientation. At Alleyn's Junior school we feel it is important that the pupils learn about these 'protected characteristics' as part of the wider PSHE curriculum.

Why should RSE be taught in school?

RSE begins at a very early age and, whilst much of it is learnt from parents. It is also received from friends, books, magazines, television, the internet, music, films and so on. Some of this information can be incorrect, confusing or frightening. RSE in school provides a secure framework and environment in which pupils can be given the facts, using appropriate materials. It also allows the children to develop necessary personal skills and a positive attitude to physical and emotional health and well-being and moral development. However, a partnership between home and school is the ideal to allow the children to feel comfortable about their changing bodies and developing into adolescents.

RSE at Alleyn's Junior School

Alleyn's Junior School views RSE, in its broader context, as a vital component of the PSHE curriculum. At our school we learn about relationships through many aspects of the primary PSHE curriculum. RSE is taught within a broad PSHE education programme and is enhanced by learning related to topics including anti-bullying; keeping safe on and off line; keeping physically and mentally healthy, learning about drugs, alcohol and tobacco; and the development of skills and attributes such as communication skills, managing peer pressure, risk management, resilience and decision making. The children are taught through a progressive, spiral, and planned curriculum, about the importance of stable and loving relationships, respect, consent, love and care.

Although elements of sex education that are not included in the statutory guidance will remain non-statutory in primary schools, we believe that to safeguard pupils effectively, the children will learn about reproduction as part of a planned curriculum. We want to ensure that pupils are provided with a sound knowledge and understanding of the subject in order that they are able to hold valid opinions and are able to make informed decisions. We feel that they should receive effective sex education before they become sexually active or put themselves at risk in other ways. It is most important that we correct prejudice and misinformation that may affect relationships with others, both now and later.

Aims and Objectives for RSE:

The aim of RSE is to provide children with age and developmentally appropriate content, explore attitudes and values, and develop skills to empower them to make positive decisions about their health-related behaviour. Children should understand the 'key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online'. This should take place with consideration of the qualities of relationships within families and in a sensitive and inclusive environment.

The objectives of RSE are:

- To provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge
- To raise pupils' self-esteem and confidence, especially in their relationships with others (including safety online)
- To develop resilience and character, to enable pupils to be happy, successful and productive members of society
- To help pupils understand their feelings and behaviour, so they can lead fulfilling and enjoyable lives
- To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities
- To provide the confidence to be participating members of society and to value themselves and others
- To develop interpersonal and communication skills
- To develop positive values and a moral framework that will guide their decisions and behaviour
- To appreciate the importance of the family as a social institution. The contribution that the family makes to the development of attachment, love and concern in caring for others.

- To develop understanding of the value of marriage, stable relationships and family life as a positive environment for bringing up children.
- To develop loving, caring relationships based on mutual respect.
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies
- To develop a strong sense of self and skills to buffer unhelpful messages about body image
- To be prepared for puberty and the emotional and physical effects of body changes.
- To have a basic understanding of human reproduction.

Moral and values framework

The DfE guidance states that RSE should contribute to promoting the spiritual, moral, cultural, mental and physical development of students. It should stress the importance of relationships for family life, stable and loving interactions, respect, love and care. As part of RSE, pupils should be taught about the nature and importance of marriage for family life and bringing up children. But the Government recognises – as in the Home Office, Ministerial Group on the Family consultation document Supporting Families - that there are strong and mutually supportive relationships outside marriage. Therefore, pupils should learn the significance of marriage and stable relationships as key building blocks of community and society. Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances.

The teaching of RSE will encourage students to:

- Value and respect themselves
- Value and respect others for who they are, not for what they have or what they can do
- Value and respect difference in people's religion, culture, sexual orientation, physical and mental ability and social background
- Value stable and loving relationships for the nurturing of children and as the basis of a society in which people care for one another.

The personal beliefs and attitudes of teachers or other teaching staff will not influence the teaching of RSE in our school.

Parents

The partnership between home and school is vital if we are to achieve the most effective relationships and sex education. The views and the participation of parents are welcomed. The PSHE co-ordinator regularly communicates with parents via Alleyn's Post about the PSHE curriculum and in particular with all Year 2, Year 4 and Year 6 parents, explaining what materials are to be covered, before embarking on the changing body, puberty and reproduction programme. The parents are invited to view the resources at a drop-in session and/or email the PSHE Co-ordinator directly with any questions or concerns. The PSHE Coordinator will also inform parents about other sensitive topics such as dementia and bereavement in Year 3. In this way, parents have the opportunity to view resources, speak with the Coordinator and share any particular circumstances about their child that the Coordinator should be aware of, e.g. family bereavements.

By keeping parents fully informed and encouraging the discussion of issues raised in lessons at home, we hope we can provide the best possible experience for our pupils. Parents will be able to withdraw their children from any aspects of Sex Education other than those which are part of the science curriculum. The Head will grant requests to withdraw a pupil from these sessions but will meet with the parents and PSHE co-ordinator to discuss this decision. If a child is withdrawn from sex education, the school will document the process and will 'ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.' The right to withdraw is described in the 'Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education'. There is no right to withdraw from Relationships or Health Education.

Inclusive curriculum

We understand the importance of ensuring that all children in our school receive their entitlement to RSE. We will carefully consider special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background when planning and delivering RSE.

In relation to nationality, sexual orientation, religion and cultural diversity, we value the different backgrounds of our pupils and, in addressing different views and beliefs, seek to promote tolerance and understanding. We are mindful of the need to meet the provisions of the Equality Act and not unlawfully discriminate against pupils because of their protected characteristics.

In order to ensure the RSE Curriculum meets the needs of all:

- We will not promote one particular lifestyle over another
- We will not seek to gain consensus but will accept and celebrate difference
- We will encourage respect and discourage abuse and exploitation
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

All of our teaching at Alleyn's Junior School is sensitive and age-appropriate. LGBT content is not taught as a stand-alone lesson; it is incorporated through the curriculum when talking about different types of family, including those with same sex parents. Pupils should be taught about the society in which they are growing up. These subjects are designed to foster respect for others and for difference and educate pupils about healthy relationships. RSE should meet the needs of all pupils, whatever their developing sexuality or identity – this should include age-appropriate teaching about different types of relationships in the context of the law. In Year 2, when we learn about families, children will learn that there are many different types of families and we will also talk about this in Year 6. When talking about discrimination, in general PSHE lessons, the children may talk about LGBT+.

Roles and Responsibilities

The RSE programme is taught to all classes by the PSHE co-ordinator (Year 2 is taught by the Head of Infants) and this helps to ensure equality and continuity of provision. The scheme of work is planned in consultation with the Head. We believe PSHE and RSE are important and so we devote one lesson per week to these subjects. The Junior Staff are kept up to date with any national changes regarding RSE, and also any changes to the curriculum, at staff meetings.

Teaching and Learning

In RSE, the children will be taught about:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

The children will also be taught about the changing adolescent body, as part of the Health Education programme, and in Year 6 the children will learn about reproduction. Please refer to Appendix A for an outline of the RSE curriculum, which is part of the PSHE curriculum.

RSE is delivered in an integrated manner and through many areas of the PSHE curriculum where topics like growing up, families and friendships are covered. In addition, there are specific lessons about the changing body in Years 2, 4 and 6. These lessons are taught by the designated PSHE co-ordinator (Year 2 – Head of Infants). All pupils, both boys and girls, are taught together for most of the time but there is one separate session for the Year 4 girls when discussing sanitary products during menstruation. The PSHE co-ordinator and the school nurse lead this session and it provides reassurance to the girls about what to do if their period starts in school or on a school trip and to show how to use sanitary towels.

At the beginning of each unit of work or individual lesson, the children's prior learning is usually assessed through individual mind maps, discussion in groups or as a whole class. These baseline assessments provide the teacher with an understanding of pupils' misconceptions, feelings and beliefs about a topic. They also provide a starting point from which to measure progress. Effective baseline assessments include mind maps, graffiti walls, draw and write activities and quizzes. A set of ground rules is established to help create a safe environment in which both teacher and pupils do not feel embarrassed or anxious about unexpected questions or comments. An 'Ask-it Basket' question box encourages pupils to ask questions with anonymity and without embarrassment.

The teacher will seek to answer all questions that arise during class discussion as honestly as possible. There might be occasions, however, when it is inappropriate to do so. In such instances the teacher will explain that it is not possible for her/him to answer the question and that the child may wish to discuss the issue with their parents. All pupils are encouraged to speak to their teachers individually, or in groups, if there are issues they would prefer not to discuss in front of the whole class.

Teachers do not promote any one life-style as the only acceptable one for society. Should children ask about specific sexual issues, teachers use this as an opportunity to correct false ideas, assumptions and address prejudice as necessary.

Safeguarding

This policy is informed by the school's Safeguarding and Child Protection policy. We are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issues. If a child reveals any information or asks a question, which leads the teacher to believe that the child may be at risk, the issue will be dealt with in line with the school's Safeguarding and Child Protection Policy.

Monitoring, reporting and evaluation

The RSE curriculum, alongside the PSHE curriculum, will continually be monitored and evaluated by the PSHE co-ordinator in consultation with the Head and Governors. The pupils will have opportunities to discuss the content in class and adaptations will be made, if required. At parent consultation evenings, parents are invited to view resources.

Policies:

The RSE policy should be read alongside the following related policies: PSHE, Anti-Bullying and Harmful Peer Relations (Child on Child Abuse), Online Safety and Acceptable Use Policy, Safeguarding and Child Protection and Drug and Harmful Substances.

Policy Review

Parents were consulted when this policy was created and their attention is drawn to the policy when it is reviewed annually so that they may comment. The policy is available on the school's website.

Appendix A:			
	Statutory Guidance – Relationships Education	PSHE - Year group	Assemblies/ Our Time/ Other subject areas
Families and people who care for me	<p>Pupils should know:</p> <p>that families are important for children growing up because they can give love, security and stability.</p> <p>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.</p> <p>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 for them.</p> <p>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.</p> <p>that marriage/civil partnership represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p> <p>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>	<p>Reception:</p> <p>Who are my special people and why are they special to me? Who is my family and how do we care for each other?</p> <p>Year 2:</p> <p>That everybody needs to be cared for ways in which they can care for others. Different types of family Growing from young to old and how people’s needs change Increasing independence</p> <p>Year 3</p> <p>To identify people who are special to them and to recognise how they affect each other. Who is now in my network of special people, and how do we affect each other? To recognise different patterns of family life, including their own and those of others they know.</p> <p>Year 4</p> <p>Healthy, respectful relationships.</p> <p>Year 6</p> <p>Healthy, respectful relationships.</p>	<p>Mothering Sunday</p> <p>R.E – The importance of families in world religions</p> <p>Childline, NSPCC workshops</p>
Caring Friendships	<p>Pupils should know:</p>	<p>Reception:</p>	

	<p>how important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>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.</p> <p>how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help or advice from others, if needed.</p>	<p>What is a friend? How can I be a good friend? How do I make new friends? How can I make up with friends when I have fallen out with them? How does what I do affect others? Do I know what to do if someone is unkind to me?</p> <p>Year 1: Friends – importance of friendship Listening to others and playing cooperatively Can I describe what a friend is and does? How do I make new friends? How do I keep friends? How can I make up with my friends when things go wrong?</p> <p>Year 2: To understand that friendship patterns change and to develop strategies for coping.</p> <p>Year 3: What does a good friend do? Do I know how to listen to and support my friends? How do I cope when relationships change? What are some of the similarities and differences between me and my classmates? To be able to see things from another point of view, and to use this in resolving conflict. Making new</p>	<p>Our Time – friendship issues Learning dispositions that encourage empathy, imagination etc</p> <p>Annual initiatives such as Manners Maestros and Alleyn’s Acts of Kindness</p> <p>Year 4 Spring Services have highlighted themes like the Importance of friendship and celebrating differences</p> <p>Rock Choir has performed songs linked to friendship</p>
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		<p>friends in a new school/year group</p> <p>Year 4: Friendship and dealing with peer pressure</p> <p>Year 5: How do I recognise how other people feel and respond to them? How do I cope when I disagree with someone? How and from whom do I get support when things are difficult?</p> <p>Year 6: How have I been affected by changes I have already experienced? How are my friendships and relationships changing?</p>	
<p>Respectful relationships</p>	<p>Pupils should know:</p> <p>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.</p> <p>practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>the conventions of courtesy and manners.</p> <p>the importance of self-respect and how this links to their own happiness.</p> <p>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</p>	<p>Reception:</p> <p>How can I play and work well with others? How can I respect the needs of others? How does my behaviour make other people feel?</p> <p>Year 1: Bullying, being different</p> <p>Year 2: Appreciate that we are all different. Express aspects of our own identity. Feel proud of who we are as individuals. Express our own opinions and listen to others. Appreciate the way that our tastes all differ. Identify our own likes and</p>	<p>Year 5 humanities - anti-semitism in 1930s Britain and Germany.</p> <p>Commonwealth soldiers in WW2 and the Indian army.</p> <p>Women's Rights and their roles in WW2.</p> <p>RE topics frequently have a moral dimension that is examined.</p> <p>House events promote social interaction between year groups such as through sharing of work assemblies and the Easter Egg Hunt.</p>

	<p>others, including those in positions of authority.</p> <p>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.</p> <p>what a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>the importance of permission-seeking and giving in relationships with friends, peers and adults.</p>	<p>dislikes. Recognize that we have different strengths and abilities. Feel good about our own qualities and talents.</p> <p>Year 3: Respect friend's differences and value them. Respect to others linked with human rights.</p> <p>Year 4: Dealing with unkindness and bullying. Difference and diversity</p> <p>Year 5: Being kind to others Challenging stereotypes- the elderly Being lonely and loneliness Homelessness Human Rights – respect fairness</p> <p>Year 6: Do appearances matter? Is it ever right to judge someone on what they look like? What is prejudice? Discrimination in our society. What is racism? The difference between enabled and disabled. Respecting each other. Refugees and asylum seekers Resilience</p> <p>Across the school re respect</p> <p>Across the school anti-bullying</p>	<p>The pupils are used to mixing with children in other classes and year groups with the youngest and oldest knowing one another.</p> <p>Buddy systems within year groups to support new children or between year groups at the start of year to explain new processes facilitate interaction.</p> <p>The curriculum offers the opportunity to learn about different cultures and peoples.</p>
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<p>Online relationships</p>	<p>Pupils should know:</p> <p>that people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>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.</p> <p>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>how information and data is shared and used online.</p>	<p>CEOPs – Jessie and Friends –</p> <p>Reception– Watching videos</p> <p>Year 1 – Sharing Pictures and Year 2 – Playing games</p> <p>Year 2 - Lee and Kim’s adventure...Animal Magic.</p> <p>Year 4 – Play like share films – sharing online</p> <p>Year 6 – Cyberbullying, grooming. Newsround Caught in the Web – grooming, addiction and sharing passwords.</p>	<p>Signing up to the school’s IT Acceptable Use agreement (Junior, Infant and EYFS versions) at the start of each year alongside consideration of the need for such an agreement. This is continuously reinforced in lessons, recorded in their Day books, and the notion of leaving a positive digital footprint is promoted.</p> <p>An annual focus on online safety highlighted on Safer Internet Day each Lent term and supported through lesson activities and visits from outside speakers as well as promoted in PSHE.</p>
<p>Changing adolescent body</p>	<p>Pupils should know:</p> <p>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>about menstrual wellbeing including the key facts about the menstrual cycle.</p>	<p>Year 2:</p> <p>What are the names of the main parts of the body?</p> <p>What can my body do?</p> <p>When am I in charge of my actions and my body?</p> <p>How do babies change and grow?</p> <p>How have I changed since I was a baby?</p> <p>What do babies and children need?</p> <p>What are my responsibilities now I’m older?</p> <p>That everybody needs to be cared for ways in which they can care for others.</p> <p>Different types of family</p>	

		<p>Growing from young to old and how people’s needs change</p> <p>Increasing independence</p> <p>To understand that they have responsibility for their body’s actions and that their body belongs to them.</p> <p>Year 4:</p> <p>What is puberty?</p> <p>What is a positive, healthy relationship?</p> <p>Year 6</p> <p>Revise - What is puberty?</p> <p>What is a positive, healthy relationship?</p> <p>Human Reproduction in the context of the human life cycle</p> <p>Conception and pregnancy</p>	
<p>Being Safe</p>	<p>Pupils should know:</p> <p>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>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.</p> <p>that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>how to respond safely and appropriately to adults they may encounter who they do not know</p>	<p>All year groups – NSPCC</p> <p>Years 1 and 4 – strangers</p> <p>Discussed with Year2, 4 and 6 children when learning about their bodies.</p> <p>Year 2:</p> <p>To understand that they have responsibility for their body’s actions and that their body belongs to them.</p> <p>Year 4:</p> <p>PANTS rule – good and bad secrets</p> <p>Year 6:</p> <p>Consent - learned in RSE lessons</p>	<p>It’s Good to Talk</p> <p>Childline posters. Also ELO talks about this in assembly.</p>

	<p>how to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>how to ask for advice or help for self and for others, and to keep trying until they are heard</p> <p>how to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>where to get advice from e.g. family, school and/or other sources.</p>		
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