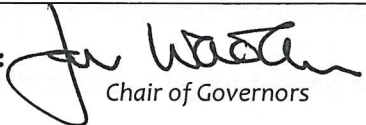


Relationships and Sex Education Policy

“We aim for all our children to develop a love of learning that will last them a lifetime, caring for and respecting the world around them, valuing differences and broadening moral values”

The Solent Schools, Vision, Values and Aims

Responsibility for policy review	Curriculum & Standards Committee
Date reviewed	19 October 2021
Review cycle	Three years. Next review: Autumn 2024
Linked Policies	
Signature:  Chair of Governors	19 October 2021 Date





1. Aims

The aims of Relationships and Sex Education (RSE) at the Solent Schools are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

The Solent Schools has a vision to deliver a vibrant, creative and relevant education for all pupils.

2. Statutory Requirements

As The Solent Schools we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are adhering to the guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance 2019 from DFE. The statutory guidance can be found at:

[Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/relationships-and-sex-education-rse-and-health-education)

At The Solent Schools we teach RSE as set out in this policy.

3. Policy Development

This policy has been developed in consultation with staff, stakeholders, parents and pupils. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations





3. Stakeholder, parents' and pupils' consultation
4. Ratification – once amendments were made, the policy was shared with governors and ratified
5. The Solent Schools RSE policy was added to the schools' websites for parents and carers to access

4. Definition

Through The Solent Schools PSHE programme we aim to provide children with the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. In providing children with an understanding of healthy and respectful relationships and appropriate boundaries, we consider effective RSE to be a fundamental part of our approach to supporting pupils to grow into confident, caring, responsible and respectful young citizens.

RSE is lifelong learning about personal, physical, moral and emotional development. It is set in the context of clear values about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It should teach children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices.

5. Curriculum

The Solent Schools curriculum is set out as per Appendix 1 but will be adapted as and when necessary.

We have developed the curriculum in consultation with staff, stakeholders and Government guidelines taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, school staff will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education, at Solent Junior School, will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.



6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum.

All elements of our Relationships & Sex Education programme will be delivered in an age-appropriate and sensitive manner as part of our regular weekly timetabled PSHE education programme. RSE is delivered predominantly by class teachers in mixed gender groups.

When teaching RSE, Solent Junior School use 'Golden Rules' which are shared and discussed at the beginning of every RSE lesson:

- We will not be expected to answer personal questions (pupil or teacher)
- We will not be forced to take part in a discussion
- Our written questions will remain anonymous
- We will use the correct scientific name for body parts
- All matters discussed in class will remain confidential
- We will not discuss what we have learnt with younger children
- We will be sensitive to other people's feelings and will not laugh or react rudely to people's questions or comments

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

At Solent Junior School:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our RSE curriculum, see Appendices 1 and 2.





The Solent Schools aim is to provide RSE that is relevant and tailored to meet the needs of pupils, depending on their age and stage of personal development. For this reason, The Solent Schools regularly review the RSE curriculum to evaluate its effectiveness and inform parents of any revisions to the school policy or curriculum as required.

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 (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

7. Diversity

The Solent Schools are dedicated to ensuring equality for all. Planning and resources are reviewed to ensure they comply with equalities legislation and the school's equal opportunities policy.

All RSE is taught without bias and in line with legal responsibilities such as those contained within the Equality Act (2010). Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions. The personal beliefs and attitudes of staff delivering RSE will not influence the teaching of the subject in school.

At The Solent Schools, we seek to recognise and embrace the diverse nature of our community. We aim to value and celebrate religious, ethnic and cultural diversity as part of modern Britain. We will explore different cultural beliefs and values and encourage activities that challenge stereotypes and discrimination and present children with accurate information based on the law. We will use a range of teaching materials and resources that reflect the diversity of our community and encourage a sense of inclusiveness. We do not use RSE as a means of promoting any form of sexual orientation.

8. Roles and Responsibilities

8.1 The Governing Board

The governing board will approve the RSE policy, and hold the Head of School to account for its implementation.



8.2 The Head of School

The Head of School is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Head of School.

8.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

9. Parents' Right to Withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from components of sex education within RSE. Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Head of School.

Alternative work will be given to pupils who are withdrawn from sex education.

10. Training

The Solent Schools believe in the importance of appropriate staff training to enable staff to deliver effective RSE. The PSHE leaders will access courses and INSET opportunities to assist staff involved in the delivery of the RSE curriculum in accordance of the School





Improvement Plan. In addition to this, the Head of School will invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE, when considered necessary.

11. Monitoring Arrangements

The delivery of RSE is monitored by the PSHE leaders through:

- Delivering RSE in a sensitive way
- Dedicated subject leadership time
- Planning scrutinies
- Learning walks
- Monitoring and assessment
- Pupil conference
- Staff audit

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the PSHE leads every three years, or sooner if there are key statutory changes. At every review, the policy will be approved by the Curriculum and Standards Committee of the Local Governing Body.



Appendix 1. Curriculum Map

Year Group	Term	Topic/Theme Details	Resources
Year 1	Autumn Spring	Growing and Changing: <ul style="list-style-type: none"> • How they are the same and different to others Relationships – Families and Friendship <ul style="list-style-type: none"> • What it means to be in a family and how families are different e.g., same sex parents Relationships: Safe Relationships <ul style="list-style-type: none"> • What it means to keep something private, including parts of the body that are private 	
Year 2	Spring	Growing and Changing: <ul style="list-style-type: none"> • How our needs and bodies change as we grow up Respecting Ourselves and Others <ul style="list-style-type: none"> • How friends can have both similarities and differences 	
Year 3	Summer 1	Living Long, Living Strong: <ul style="list-style-type: none"> • Understand the differences between males and females • Types of human contact • Develop an understanding of the human body 	
Year 4	Summer 2	Growing Up <ul style="list-style-type: none"> • Know that during puberty the body changes from a child into a young adult • Understand why the body changes during puberty • Identify some basic facts about pregnancy • Know about the physical and emotional changes that happen in puberty • Know that each person experiences puberty differently 	



Year 5	Summer 2	<p>Living and Growing</p> <ul style="list-style-type: none"> • Learn about the changes that happen to the human body as it grows from birth to old age, including puberty. Understand how we move from children to teenagers to adulthood. • Learn key facts about puberty and the changing adolescent body, including physical and emotional changes. • Learn key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health. • Know how changes at puberty affect the body in relation to hygiene • Know ways to get help during puberty 	
Year 6	Summer 2	<p>Living and Growing</p> <ul style="list-style-type: none"> • To explore the emotional and physical changes that occur during puberty • To explore the concept of body image and how social media, and surroundings can influence feelings around this • To describe how and why the body changes during puberty in preparation for reproduction, to consider reproduction in the context of relationships • To explore the process of conception and pregnancy and know some basic facts about both • Know that body changes are a preparation for sexual maturity, including menstruation and wet dreams • Learn key facts about puberty and the changing adolescent body, including physical and emotional changes. • Learn key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health 	

The Solent Schools incorporate the following themes as part of our PSHE and RSE



Appendix 2: By the end of primary school pupils should know

Topic	Pupils should know
Families and people who care about me	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

Topic	Pupils should know
Respectful relationships	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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



Topic	Pupils should know
Being safe	<ul style="list-style-type: none"> • 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 e.g. family, school and/or other sources



Appendix 3: Parent form: withdrawal from sex education within RSE

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	<i>Include notes from discussions with parents and agreed actions taken.</i>

