



# Trafalgar Junior School

Believe, Inspire, Achieve

Reviewed by TL&A & PPC Committee: Spring 2024

Next Review: Spring 2025

## Relationships and Sex Education (RSE) policy

### Intent

#### Policy

This policy is a working document drafted by the Head of School and RSE subject leader in consultation with staff, pupils and parents. The policy is reviewed and approved by the governing body annually.

All documents that help inform the school's RSE policy are included in Appendix A.

#### Statutory requirements

As a primary school, Trafalgar Junior School is required to teach the statutory content outlined in Relationship Education and Health Education 2019, including puberty. We are also required to teach the Science National Curriculum 2014, which includes human reproduction.

All statutory content is included in Appendix B.

With regards to Relationships and Sex Education (RSE) 2019, the DfE guidance recommends that all primary schools *"have a sex education programme tailored to the age and the physical and emotional maturity of the pupils,"* and *"should ensure that boys and girls are prepared for changes that adolescence brings and...how a baby is conceived and born."*

#### Definition of RSE

At Trafalgar Junior School, we define RSE as the emotional, social and physical aspects of growing up, which involves learning about relationships, sexual reproduction, healthy lifestyles, diversity, personal identity and staying safe on and offline. Reproduction will focus on the biological process of reproduction and the human life cycle, linked to our statutory science content.

RSE is not about the promotion of sexual activity or the promotion of a particular sexual orientation or gender identity.

The details of our RSE provision are included in our PHSE overview in Appendix C. This document also highlights all non-statutory sex education elements of the RSE programme which are taught in year 6.

#### Aims of RSE

Our RSE programme aims to help children develop the knowledge, understanding, skills and attitudes they need to live confident, healthy, safe and independent lives now and in the future. Our RSE aims to:

- promote our school's ethos and values
- provide a supportive and safe framework in which sensitive discussions can take place
- prepare children for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- help children develop feelings of self-respect, confidence and empathy
- create a positive culture around issues of sexuality, emotions and relationships
- teach children the correct vocabulary to describe themselves and their bodies

## Implementation

### Curriculum

RSE is delivered through a variety of opportunities including: assemblies, specific RSE lessons, throughout the school day as part of the school's ethos and values, via the use of external specialist visitors and organisations, e.g. NSPCC and the school nurse, and through the science, computing, physical and religious education curriculum. Any external visitors will adhere to the school's policy on use of visitors.

Our RSE lessons are timetabled and taught by class teachers through our PSHE curriculum programme, developed by the PSHE Association, called Programme Builders.

All content is delivered at a level appropriate to both the age and development of the children, including those with special educational needs and disabilities. Lessons are differentiated to suit the needs of all children, and selected resources, such as books and film clips, are used to support our RSE provision.

Any relationship content is taught within the context of developing positive, healthy, respectful and non-exploitative relationships, taking care to ensure that there is no stigmatisation of children based on home circumstances and personal identity. Teachers are fully aware of the need for religious, family and cultural sensitivity and respect the backgrounds and personal identities of all our children.

Children are taught the anatomical terms for body parts. Where slang or everyday terms relating to RSE are raised, teachers will ensure there is discussion about what is and is not acceptable language to use. Furthermore, the use of respectful language which challenges sexism, homophobia and other forms of prejudice will be established and upheld throughout all aspects of school life.

An overview of PSHE taught in each year group, including Relationship and Health Education, and RSE content, can be found in Appendix C. Lesson resources that are used to support the non-statutory parts of the year 6 RSE curriculum are available on request.

### Answering questions

If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the Head of School or RSE subject leader. Questions may be referred to parents/carers if it is not appropriate to answer them in school. We will also use a question box where questions may be asked anonymously.

Good practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Where a question or comment from a child in the classroom indicates the possibilities of abuse or risk of harm, teachers will pass this information to the designated person for safeguarding and child protection, in line with school policy and procedures.

### Roles and responsibilities

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

The Head of School is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from the non-statutory elements of RSE taught in year 6.

Class teachers are responsible for: delivering RSE in a sensitive way; modelling positive attitude to RSE; monitoring progress; and responding to the needs of individual children.

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.

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

Parents should contact the Head of School or RSE subject leader with any queries about the policy or curriculum delivery.

### **Right to withdraw**

Prior to teaching the content, we will notify parents of upcoming non-statutory and RSE content. Parents who wish to withdraw their children from the non-statutory aspects of sex education, which are not part of the statutory science curriculum, should advise the Head of School in writing as soon as possible. Although parents have the right to withdraw their children from the non-statutory parts of the curriculum, we would strongly urge that all children participate fully in all lessons. It is vitally important that children receive clear and relevant information from a trusted adult rather than picking up misinformation from other children or from informal, unendorsed sources.

### **Staff training**

It is important that all staff feel comfortable to deliver RSE lessons. Staff training will be included in the school's continuing professional development programme, to include sessions such as the importance of teaching RSE at primary school, confidentiality, creating ground rules, handling controversial issues, responding to awkward questions, current law and practice, learning outcomes and school policy.

## **Impact**

### **Monitoring and evaluation**

We assess pupils' learning in RSE in line with approaches used in the rest of the curriculum (including assessment for learning). We report to parents/carers at the end of the school year on children's learning and progress within RSE as part of PSHE.

Year group monitoring and subject leader reviews will take place regularly as part of the school's monitoring schedule and will include lesson observations, peer support, pupil/staff/parent surveys, scrutinising of staff planning and resources, and samples of children's work.

## RSE Appendix A: RSE links to other policies, legislation and guidance

Other school policies that the RSE policy supports:
<ul style="list-style-type: none"> <li>• Positive Behaviour Policy Inc. Anti-bullying</li> <li>• Attendance &amp; Lateness Policy</li> <li>• Safeguarding Policy Inc. Child Protection</li> <li>• Online Safety</li> </ul>
Legislation and guidance that inform the school's RSE policy include:
<ul style="list-style-type: none"> <li>• <a href="#">Education Act (1996)</a></li> <li>• <a href="#">Learning and Skills Act (2000)</a></li> <li>• <a href="#">Education and Inspections Act (2006)</a></li> <li>• <a href="#">Equality Act (2010)</a></li> <li>• <a href="#">Supplementary Guidance SRE for the 21st Century (2014)</a></li> <li>• <a href="#">Children and Social Work Act (2017)</a></li> <li>• <a href="#">DfE: Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (2019)</a></li> <li>• <a href="#">Keeping children safe in education – statutory safeguarding guidance (2019)</a></li> <li>• <a href="#">United Nations Convention on the Rights of the Child</a></li> <li>• <a href="#">Citizenship programmes of study for key stage 1 and 2</a></li> <li>• <a href="#">Promoting fundamental British values as part of SMSC in schools (2014)</a></li> <li>• <a href="#">SEND code of practice: 0 to 25</a></li> </ul>

For staff & GB information only

Date of change	Summary of significant changes and the reasons
Spring 2023	No changes

**RSE Appendix B: RSE provision, including statutory aspects of Sex Education within the Science National Curriculum and statutory aspects of Relationships and Health Education**

<b>Statutory aspects of Sex Education within the Science National Curriculum:</b>	
<p><b>Key Stage 1:</b></p> <ul style="list-style-type: none"> <li>• identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> <li>• notice that animals, including humans, have offspring which grow into adults</li> <li>• describe the importance for humans of hygiene</li> </ul>	<p><b>Key Stage 2:</b></p> <ul style="list-style-type: none"> <li>• describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>• describe the life process of reproduction in some plants and animals</li> <li>• describe the changes as humans develop to old age</li> </ul>

<b>Statutory aspects of Relationships Education:</b>	
By the end of key stage 2, pupils should know...	
<b>Families and people who care for me</b>	<ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• 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.</li> <li>• 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.</li> </ul>
<b>Caring friendships</b>	<ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• 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.</li> <li>• 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.</li> </ul>
<b>Respectful relationships</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• 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.</li> <li>• 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.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>

<b>Online relationships</b>	<ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>
<b>Being safe</b>	<ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• 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.</li> <li>• that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>

<b>Statutory aspects of Health Education:</b> By the end of key stage 2, pupils should know...	
<b>Health and prevention</b>	<ul style="list-style-type: none"> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> </ul>
<b>Changing adolescent body</b>	<ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>

### RSE Appendix C: Trafalgar Junior School's PSHE overview, including Relationships and Health Education

We use the PSHE Association's scheme, Programme Builders, to deliver our PSHE curriculum. PSHE content in year 3 is statutory as laid out in the Relationships and Health Education for primary schools.

Year 3		
Relationships	Living in the wider world	Health and wellbeing
<ul style="list-style-type: none"> <li>To understand what makes a family and to know what the features of a family life are.</li> <li>To understand personal boundaries and relate this to being able to safely respond to others.</li> <li>To understand the impact of hurtful behaviour.</li> <li>To be able to recognise respectful behaviour.</li> <li>To know how to be courteous and polite.</li> <li>To know the value and importance of self-respect.</li> </ul>	<ul style="list-style-type: none"> <li>To understand the value of rules and laws.</li> <li>To know about rights, freedom and responsibilities.</li> <li>To know how the internet is used and understand how to assess information online.</li> <li>To understand that different jobs require different skills.</li> <li>To understand job stereotypes.</li> <li>To be able to set their own personal goals.</li> </ul>	<ul style="list-style-type: none"> <li>To know how to make good choices about health and their habits.</li> <li>To know what affects theirs and others' feelings and know how to express them.</li> <li>To identify their own strengths and achievements.</li> <li>To understand risks and hazards.</li> <li>To understand safety in their local environment and also in unfamiliar places.</li> </ul>
Assessment of knowledge and skills		
<ul style="list-style-type: none"> <li>Can they recognise different family types?</li> <li>Can they explain what to do if someone is making them or someone else upset or worried?</li> <li>Can they describe what information is appropriate to share with different people?</li> <li>Can they describe how to keep themselves safe online?</li> <li>Can they explain how to be respectful towards others?</li> <li>Can they explain and describe the importance of rules and laws in wider society?</li> <li>Can they recognise and challenge gender stereotypes?</li> <li>Can they identify how their achievements and skills can be linked to future jobs?</li> <li>Can they explain what good choices can be made about their health and habits?</li> <li>Can they explain how to be safe in their local environment and how to identify risks in unfamiliar areas?</li> </ul>		
Key vocabulary		
relationship, single parent, same sex parents, step-parents, blended families, foster, adoptive, privacy, personal boundaries, gender, stereotypes, body part, penis, testicles, vagina, vulva		

### RSE Appendix C: Trafalgar Junior School's PSHE overview, including Relationships and Health Education

We use the PSHE Association's scheme, Programme Builders, to deliver our PSHE curriculum. PSHE content in year 4 is statutory as laid out in the Relationships and Health Education for primary schools, including puberty.

Year 4		
Relationships	Living in the wider world	Health and wellbeing
<ul style="list-style-type: none"> <li>• To understand what a positive friendship is including online friendships.</li> <li>• To know how to respond to hurtful behaviour.</li> <li>• To manage confidentiality including risks posed online.</li> <li>• To be able to respect differences and similarities but also know how to discuss differences sensitively.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand what makes a community.</li> <li>• To understand what a shared responsibility is.</li> <li>• To know and understand how data is used and shared.</li> <li>• To be able to make sensible decisions about money.</li> <li>• To know how to use money safely and keep it safe.</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to maintain a balanced lifestyle including oral and dental hygiene.</li> <li>• To know and understand what the physical and emotional changes of puberty are.</li> <li>• To know which are the external genitalia and name them correctly.</li> <li>• To know what their personal hygiene routines are.</li> <li>• To know about medicines and household products including drugs common to everyday life.</li> </ul>
Assessment of knowledge and skills		
<ul style="list-style-type: none"> <li>• Can they identify a positive friendship including ones online?</li> <li>• Can they define confidentiality and explain when this may be required?</li> <li>• Can they discuss matters sensitively?</li> <li>• Can they describe how data might be used and or shared?</li> <li>• To describe how to make good choices about money in a scenario given?</li> <li>• Can they describe and maintain a balanced lifestyle and describe their own hygiene routines?</li> <li>• Are they aware of puberty?</li> <li>• Can they recognise the emotional and physical changes of puberty?</li> <li>• Can they explain how to obtain information, help and advice about puberty?</li> <li>• Can they understand how the body changes throughout life?</li> <li>• Can they describe and explain how to keep safe around medicines and everyday common drugs?</li> </ul>		
Key vocabulary		
positive, relationship, confidentiality, sensitive, community, data, balanced, puberty, male, female, penis, testicles, vagina, vulva, medicine, drug		



### RSE Appendix C: Trafalgar Junior School's PSHE overview, including Relationships and Health Education

We use the PSHE Association's scheme, Programme Builders, to deliver our PSHE curriculum. PSHE content in year 5 is statutory as laid out in the Relationships and Health Education for primary schools, including puberty. All science content is statutory and in year 5 includes the life process of human reproduction.

<b>Year 5</b>		
<b>Relationships</b>	<b>Living in the wider world</b>	<b>Health and wellbeing</b>
<ul style="list-style-type: none"> <li>To be able to manage their own friendships and understand peer influence.</li> <li>To understand which physical contact is acceptable and what they feel comfortable with.</li> <li>To be able to respond respectfully to a wide range of people.</li> <li>To recognise prejudice and discrimination.</li> <li>*To describe the life process of human reproduction (part of statutory science curriculum).</li> </ul>	<ul style="list-style-type: none"> <li>To know how to protect the environment.</li> <li>To be able to show compassion for others.</li> <li>To know and understand how information online is targeted.</li> <li>To understand the roles and impact of different media types.</li> <li>To identify their job interests and aspirations.</li> <li>To understand what has influenced their career choice and explore workplace stereotypes.</li> </ul>	<ul style="list-style-type: none"> <li>To develop and understand healthy sleep habits.</li> <li>To understand the safety aspects around; the sun, medicines, vaccinations, immunisations and allergies.</li> <li>To recognise their own personal identity, individuality and their qualities.</li> <li>To understand their mental well-being.</li> <li>To keep safe in different situations including; responding to emergencies and first aid.</li> <li>To know and understand what the physical and emotional changes of puberty are.</li> <li>*To describe the changes as humans develop to old age (part of statutory science curriculum).</li> <li>At the beginning of each year the girls will be given a talk to help with the practical aspects of about menstruation and menstrual products.</li> </ul>
<b>Assessment of knowledge and skills</b>		
<ul style="list-style-type: none"> <li>Can they identify strategies to manage peer influence and the need for peer approval?</li> <li>Can they recognise when a friendship makes them feel uncomfortable, worried or safe and when to seek support?</li> <li>Can they identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations?</li> <li>Can they explain that it is never their fault if they have experienced unacceptable touch?</li> <li>Can they ask for, give and not give permission for physical contact?</li> <li>Can they recognise and safely challenge discrimination?</li> <li>Can they show compassion for others, the environment and animals living there?</li> <li>Can they describe how the media can influence our job choices?</li> <li>Can they explain that someone's gender identity does not always correspond with their biological sex?</li> <li>Are they aware of puberty?</li> <li>Can they recognise the emotional and physical changes of puberty?</li> <li>Can they understand how humans reproduce?* (part of statutory science curriculum)</li> <li>Can they understand how the human body changes throughout life?* (part of statutory science curriculum)</li> </ul>		
<b>Key vocabulary</b>		
friendship, peer influence, prejudice, discrimination, compassion, aspiration, stereotypes, male, female, puberty, penis, testicles, vagina, vulva, sex, gender, individuality		

## RSE Appendix C: Trafalgar Junior School's PSHE overview, including Relationships, Relationships and Sex (RSE) and Health Education

We use the PSHE Association's scheme, Programme Builders, to deliver our PSHE curriculum. Most PSHE content in year 6 is statutory as laid out in the Relationships and Health Education for primary schools, including puberty. *Any non-statutory RSE is in green italics.*

Year 6		
Relationships	Living in the wider world	Health and wellbeing
<ul style="list-style-type: none"> <li>To understand what attracts them to others.</li> <li>To understand romantic relationships, civil partnership and marriage.</li> <li>To be able to recognise and manage pressure.</li> <li>To understand consent in different situations.</li> <li>To be able to express their opinions and respect that of others.</li> <li>To be able to discuss topical issues respectfully.</li> <li><i>To understand what sexual intercourse is, how a baby is conceived and born, and what contraception is (linked to human reproduction taught as part of statutory science)</i></li> </ul>	<ul style="list-style-type: none"> <li>To value diversity.</li> <li>To safely challenge discrimination and stereotypes.</li> <li>To be able to evaluate media sources and share things online safely.</li> <li>To understand influences and attitudes towards money.</li> <li>To have knowledge of money and financial risks.</li> </ul>	<ul style="list-style-type: none"> <li>To know what can affect mental health and how to take care of it.</li> <li>To know ways to manage change, loss and bereavement.</li> <li>To keep their personal information safe.</li> <li>To understand how to regulate themselves and make good choices, including managing online time.</li> <li>To understand how drug use relates to law and media.</li> <li>To know and understand what the physical and emotional changes of puberty are.</li> <li>To understand how to keep safe in different situations, and that everyone has rights over their own bodies, including consent, female genital mutilation, and sharing things online</li> </ul>
Assessment of knowledge and skills		
<ul style="list-style-type: none"> <li>Can they explain what it means to be attracted to someone and know the different kinds of loving relationships, including a variety of couples?</li> <li>Can they explain the qualities of a healthy relationship including knowing ways that couples show their love and commitment to each other?</li> <li>Can they explain shared responsibility where pressure is put on someone to do something?</li> <li>Can they explain how to respond to pressure from others and how to manage it? Can they explain where to get support?</li> <li>Can they explain how to constructively challenge points of view they disagree with?</li> <li>Can they identify prejudice and discrimination and explain how to challenge this in a safe way?</li> <li>Can they explain the benefits of social media and also the risks and challenges of using social media?</li> <li>Can they explain how having or not having money can impact on someone's emotions? Can they also explain how money can be gained and lost?</li> <li>Can they identify what might have a negative impact on their mental health and how they might deal with that; also know what can be positive for their mental health?</li> <li>Can they recognise the emotional and physical changes of puberty?</li> <li><i>Can they understand what sexual intercourse is, how pregnancy occurs and how pregnancy can be prevented? Can they understand how a baby is born?</i></li> <li>Can they explain that everyone has rights over their own bodies? Can they understand how to keep safe in different situations: consent, FGM and sharing things online?</li> <li>Can they explain and understand why people choose to use drugs, the law surrounding this and the impact it may have on someone's life?</li> <li>Can they explain how the media might impact or influence someone to make good or bad choices?</li> </ul>		
Key vocabulary		
attraction, marriage, pressure, diversity, discrimination, stereotype, influence, bereavement, human reproduction, puberty, birth, penis, testicles, vagina, vulva, womb, egg, sperm, fertilisation, consent, FGM (female genital mutilation), sexting		