



## WAKEFIELD GIRLS' HIGH SCHOOL - Junior Section

<b>Document Reference</b>	<b>Relationships and Sex Education Policy</b>
<b>Version Number</b>	V1.02
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<b>Consultation</b>	PSHE Lead
<b>Checker Person Name  Quality Assurance</b>	Sam Rowley, WGHS Director of Junior Section
<b>Name of Approver / Committee  Date Ratified</b>	WGHS GEC 11.10.2023
<b>Date of Next Review (Annually)</b>	<b>October 2024</b>

**VALIDITY - policies should be accessed via FireFly to ensure the current version is used**

### CHANGE RECORD - REVIEW PERIOD ANNUAL

<b>Version</b>	<b>Date</b>	<b>Change details</b>
V1.00	Nov 2021	Drafted, Vanessa Hutchinson
V1.01	Sept 2022	Reviewed V Hutchinson
V1.02	Sept 2023	Reviewed V Hutchinson

To be published on the following:

<b>Staff shared</b>	<b>X</b>	<b>School website</b>	<b>X</b>
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## **WGHS JS Relationships and Sex Education (RSE) Policy**

### **1. Purpose**

In WGHS Junior Section, we aim to provide a positive, safe and comfortable environment to prepare children for the future. We value the importance of Relationships and Sex Education (RSE) taught at an appropriate, age related level, to support and safeguard children through their physical, mental and emotional development.

The school recognises the importance of family life and the primary role of the parent or guardian in establishing core values. These values involve an appreciation of human and social diversity, and a fostering of self-worth whilst recognising, accepting and respecting differences. WGHS JS does not promote any one form of relationship, but ensures that there is no stigmatisation or bullying of children based on their or their family's choices in terms of sexuality, gender or family structure.

We uphold the articles from the United Nations Convention on the Rights of the Child. The following underpin this policy:

Article 19: Every child has the right to be protected from harm

Article 2: Every child has the right to be treated equally and with respect

#### Links with other school policies

- WGSF Equal Opportunities Policy
- WGSF Safeguarding and Child Protection Policy
- WGHS Teaching and Learning Policy
- WGHS JS Behaviour Policy
- WGHS JS Anti-bullying Policy
- WGHS JS PSHE Policy

### **2. Approach to teaching RSE**

A primary aim of the school is for each child to develop the skills and knowledge to make decisions. Decisions about how they relate to others can only be made if they have adequate knowledge and understanding of their own physical and emotional development. This is not a task for the school in isolation, and we seek to work with parents to ensure that the teaching of relationship and sex education reflects their expectations and complements the approach at home.

Children and young people have a right to good quality education (Article 28), as set out in the United Nations Convention on the Rights of the Child.

#### We believe that:

RSE should be inclusive of difference: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief, or other life experience.

It will also help children understand how they can be caring and respectful in relationships and friendships, and how to keep safe online.

We know that RSE plays a vital part in meeting schools' safeguarding obligations. Inspection teams are clear that schools must have a preventative programme that enables children to learn about safety and risks in relationships.

Schools maintain a statutory obligation under the Children Act (2004) to promote their children's wellbeing, and under the Education Act (2011) to prepare children and young people for the challenges, opportunities and responsibilities of adult life.

A comprehensive RSE programme can have a positive impact on children's health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.

This policy was written by the Junior Section Wellbeing Officer in consultation with the Director of the Junior Section, The safeguarding Governors, Science Subject Leader, PHSE Subject Leader (Senior/Junior/WGPPS) and includes parental input. Consultation with WGPPS and Senior school was also carried out to ensure consistency throughout the Foundation.

### **3. Aims and Intended Outcomes**

In the Junior Section we aim to deliver an RSE curriculum where the children are educated and informed with age appropriate lessons by:

- delivering RSE through cross curricular links e.g. PSHE, Science, RE and PE
- establishing a safe, open and positive learning environment.
- ensuring that the teaching, resources and materials are appropriate and have taken into account the age and religious backgrounds of the children.
- guiding the sex education curriculum content through the Science and PSHE curriculum.
- resourcing flexibly in order to meet the needs of the children and curriculum.
- ensuring additional links to RSE through teaching PANTS, assemblies, British Values
- encouraging outside visitors e.g.: Samaritans, ChildLine and School nurses.

### **4. Relationship and Sex Scheme Outline**

Educating children, and ensuring they grow up to lead safe, happy, healthy and successful lives, is at the heart of what we do at WGHS Junior Section. Year 3-6 PSHE lessons are based on the Jigsaw PSHE scheme which builds upon the WGPPS scheme of work. The scheme is supplemented/enhanced as appropriate by class teachers in each year group.

Jigsaw PSHE scheme is fully compliant with the DfE Statutory Relationships & Health Education Guidance. This document maps the guidance to Jigsaw PSHE 3-11 by Year Group and Puzzle (unit of work) showing the depth and breadth of the curriculum coverage, however this is adapted by each year group as appropriate.

[Jigsaw Statutory-Relationships-and-Health-Education-Map.pdf](#)

### **Families and People who care for us**

#### **Students will learn:**

- 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.
- About marriage and civil partnership as a legal declaration of commitment, made by two adults who love and care for 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**

### **Students will learn:**

- How important friendship is 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.

## **Respectful relationships**

### **Students will learn:**

- 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**

### **Students will learn:**

- 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.

## Being safe

### **Students will learn:**

- 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 uncomfortable 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, for example family, school or other sources.

## Related Statutory Science Curriculum Content

In the Junior Section Year 3-6, children learn:

- To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- To identify that humans and some other animals have skeletons and muscles for support, protection and movement
- To describe the simple functions of the basic parts of the digestive system in humans
- To identify the different types of teeth in humans and their simple functions
- To describe the life process of reproduction in some plants and animals
- To describe the changes, as humans develop to old age
- To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- To describe the way nutrients and water are transported within animals, including humans
- To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

## Non-Statutory Sex Education

As part of statutory Health Education, children are taught in an age appropriate way about puberty and the associated physical and emotional changes from Year 4 onwards. As part of the science curriculum, children learn in Year 2 that animals, including humans, have offspring which grow into adults. In Year 5, they describe the changes as humans develop to old age and about how reproduction occurs in some plants and animals.

Alongside this, children in Year 4 are taught to recognise the signs and changes that may occur during the onset of puberty, in preparation for further lessons on this subject which also focus on

emotional changes and menstruation in Year 4. These lessons form part of the statutory requirements for Health Education.

The DfE guidance 2019 also recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of children, and this should include how a baby is conceived and born. Sex education is not compulsory in primary schools, therefore, following consultation with both staff and parental bodies, the non statutory elements on human reproduction will not be delivered in the Junior Section until further DfE guidance is published.

In Year 6 the children are taught

- that for a baby to begin to grow, part comes from a mother and part comes from a father; that in most animals including humans the baby grows inside the mother
- that when a sperm and egg meet, this is called conception;
- how a baby develops in the womb and how babies are born

We believe that our RSE teaching to children will ensure that they are better prepared for transition to a secondary education, whether within the foundation or elsewhere, and also support their personal and social development as they grow into young adults.

As we do not teach any non statutory content regarding sexual intercourse, parents do not have a right to withdraw their children from these lessons – please see the relevant section within this policy in regard to this process.

Jigsaw PSHE scheme of work- Unit 6 “Changing Me” has been adapted by the school to be respectful of the full spectrum of parental beliefs and expectations. The resources we use when teaching the RSE units are available for parents/carers to view on request to the Head of the Junior Section.

Outline of the topics that may be discussed in each year group:

**Year 3:** The focus is on feelings and how we cope when things change.

- Consolidation of Year 2- name of external male/female reproductive body parts
- Discuss changes they can and can't control as they grow up
- How human needs change at different stages of life- baby child adult
- Know which body parts are private- NSPCC PANTS lesson- recap from Y2.
- Describe how female bodies change on the outside as you grow older and vocabulary used

**Year 4:** The children will learn about puberty and the importance of personal hygiene including looking after their SHED (sleep, hygiene, exercise, diet) through a session presented by Matron and follow-up lessons in class.

- Recap male female external reproductive body part names.
- Looking at how your body changes as you grow up
- Internal female body parts and menstruation
- How do I feel about puberty- Q&A discussion

- Changes in life- discuss what we can control and suggest strategies on how to cope with changes

**Year 5:** Lessons build upon what was learnt in Year 4 about changes during puberty and menstruation and will include a workshop presented by Matron. They will discuss ways to cope with the changing emotions they may experience during puberty.

- Changes during puberty including ways to cope with the changing emotions that they may experience during this time.
- Menstruation- what children know and understand about periods

**Year 6:** The lessons in class and presentation by Matron will recap what has been learnt in the Year 4 and 5 RSE sessions and address any questions/concerns that children may have. They will look at how a baby develops during different stages of pregnancy.

- Discussion about truths and myths of puberty.
- To understand the journey of a baby from conception to birth.

## 5. Delivery of RSE

Our Relationships and Sex Education programme will be delivered in an age appropriate and sensitive manner by class teachers. Most RSE teaching is taught as part of the “Changing Me” strand of the Jigsaw PSHE scheme. Following staff consultation in November 2021, it was agreed that staff would teach the statutory RSE as suggested by Jigsaw in each year group, with appropriate adjustments. Sex education in primary schools is not compulsory therefore sexual reproduction in humans will not be taught until Year 7

We aim to provide a learning atmosphere where children feel safe and relaxed, and where they feel confident to engage in discussions around potentially sensitive subjects and themes.

Ground rules in class and across the school are essential when discussing sensitive subject matter and teaching RSE. Clear ground rules are established in partnership with the class, then reinforced at the start of each relevant lesson. As a minimum, ground rules are likely to include the following basic guidelines which are part of the Jigsaw Charter:

- Listen politely to each other
- Everyone gets a turn to speak, if they want to
- Everyone has a right not to speak
- Everyone’s contribution is respected
- We don’t ask or have to answer any personal questions
- We use anatomically correct language when we have learnt it

Delivery methods will be adjusted for remote learning.

## Safeguarding

Sometimes disclosures may be made during RSE sessions that require further action. In these cases safeguarding procedures must be followed immediately. If relevant disclosures occur the WGSF Child Protection and Safeguarding Policy is followed. If any child questions raise safeguarding concerns, teachers will refer the matter to the Designated Safeguarding team.

### **6. Dealing with sensitive issues and managing difficult questions**

Primary-age children will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education including, but not exclusively questions relating to LGBTQ+. The teachers will support the children in age appropriate lessons and children can make informed decisions free of prejudices. Teachers will be sensitive towards religious or cultural factors.

Teachers will use correct terminology. The teacher will use their professional knowledge and discretion in addressing the questions either as a whole class, in small groups or have a 1:1 talk.

Pupil's questions will be dealt with honestly and sensitively and in an age appropriate way.

A question box will be available for children to ask anonymous questions.

If staff are faced with a question they do not feel comfortable answering within the classroom, techniques such as distancing, the use of a question box, or creating a time to talk to a child individually will be used. Children may also be signposted back to parents/carers and the teacher will contact the parents/carers to give a context to the conversations that have been held in class.

Since RSE incorporates the development of self-esteem and relationships, children's learning does not just take place through the taught curriculum but through all aspects of school life including the playground. All staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

Through the course of the programme of teaching on RSE there is likely to be discussion about same sex relationships. Members of staff are encouraged to answer relevant questions openly and frankly.

The children may have prior or current experience of LGBTQ+ relationships through their family, friends, news, media and fictional television programmes (soap operas, dramas etc.). The children need to be aware that there are many types of relationships and discrimination or prejudice based on sexuality is both illegal and against the values of equality and fraternity that we are striving for in our school and wider society.

### **7. Working with Parents**

The school is committed to working with parents and has involved them in the formulation of this policy. It is school policy that the personal beliefs and attitudes of staff will not influence the teaching of Relationship and Sex Education within the guided framework.

Parental consultation has been completed. Parents/carers will be sent a letter in the spring term inviting them to attend a meeting/drop-in session about the RSE lessons taught in the summer term. They will be signposted towards the RSE policy on Firefly and asked to complete feedback forms with any concerns/questions/comments. Parents will be aware of when these lessons will be taught.



## Withdrawal

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Although parents cannot withdraw their children from the statutory sex education delivered through the science curriculum and safeguarding education taught across the school. Parents cannot withdraw their children from Relationship or Health Education.

As the RSE curriculum does not teach the nonstatutory sex elements, parents do not have a right to withdraw their child.

If parents have concerns these will be discussed with the Director of the Junior Section or class teacher. Parents will be encouraged to not withdraw their child from lessons.

## **8. SEN / Equal Opportunities**

All children, including those with Special Educational Needs and learning difficulties are included in Relationship and Sex Education lessons. The programme will help children understand their physical and emotional development and enable them to make positive decisions in their lives. Please see the SEN/Equal Opportunities policy

## **9. Monitoring and Evaluation**

The Director of the Junior Section has responsibility for monitoring the teaching of Relationship and Sex education and ensuring the programme is being effectively implemented.

This will be done through a combination of checking planning throughout the year, lesson observations and work scrutiny.

The RSE curriculum will be reviewed by teachers, analysing whether it meets the priorities and needs of their year group. Feedback from children, as well as parents and governors, will also be gathered and taken into account.

The PSHE Subject leader/Wellbeing Officer will:

- Support colleagues in the teaching of RSE and review and share experiences in staff meetings
- Order necessary resources.
- Monitor the time allocation given to PSHE on the timetable.
- Monitor planning to check unit coverage and learning activities and undertake a yearly work scrutiny.
- Arrange interviews with children to discuss PSHE, including the teaching of RSE.

## **10. Assessment and Recording**

Teachers assess the children's work in RSE by observing how they implement what is encouraged in terms of positive attitudes and behaviour and how they develop their self-confidence and self-esteem.

To ensure children are reflective regarding progress with their learning they may complete self assessment tasks to assess their work or contribution to the lesson.

At the end of each lesson children are given the opportunity to ask any further questions. Teachers include information about a child's personal and social development as part of the summer report and it may also be reported on by the form teacher at other stages throughout the year.

## 12. Staff Training

All staff will attend any relevant training. There will also be regular INSET provision for staff within school. The Director of the Junior Section and Wellbeing Officer will attend and disseminate any relevant training.

Link to Department of Education RSE Guidance.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1090195/Relationships\\_Education\\_RSE\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1090195/Relationships_Education_RSE_and_Health_Education.pdf)

## **Appendix A: Jigsaw RSE curriculum**

[Jigsaw Statutory-Relationships-and-Health-Education-Map.pdf](#)

## **Appendix B: Jigsaw Guide for Parents**

[RSE-Guide-for-Parents-and-Carers-leaflet-2019-2020.pdf](#)

## **Appendix C: RSE curriculum Implementation timeline 2021-2022**

### ***By the end of Autumn 2:***

Consultation PSHE Subject leader WGPPS and PSHE Senior Subject leader and teaching staff.

### ***By the end of Spring 1:***

Draft policy written and shared with staff/parents. This will include:

- A date for a face to face meeting (if possible) alongside a live stream sent to parents with at least one weeks notice.
- One week before the meeting a detailed plan of the RSE curriculum and an online space to anonymously leave any questions/comments will be made available to parents.
- The meeting will present the curriculum, answer questions left in the online space and explain the options parents have going forward. Questions will also be taken on the night.
- Right to withdrawal forms will be offered digitally one week after the meeting. In the interim, a drop in session will be available each day after school if parents have questions after the meeting.

### ***By the end of Spring 2:***

Policy signed off by Governors/SLT.

Parental consultation concluded by publishing the ratified policy and the detailed curriculum plan on the school learning platform.

Staff training and resources ready.

### ***By the end of Summer term:***

Sex Education lessons taught. Once lessons have been delivered, assessment of understanding and progress in RSE will be carried out and reported on in the End of Year Report to parents as an independent section in the PSHE report.

## **Appendix D: DfE Statutory Relationships & Health Education Guidance**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1019542/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1019542/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)