



Godalming Junior School

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. If you have any concerns you should contact our Designated Safeguard Leads, Adam Samson, Kate Wilkinson, Louise Munz and Nancy Kirby

RELATIONSHIP AND SEX EDUCATION POLICY

This policy was reviewed: Summer 2022

This policy will be reviewed next: Summer 2023

POLICY INFORMATION

In keeping with current [DFES legislation](#) and the [Surrey Guidelines for sex education](#) and after reviewing existing practice within the school, a revised sex education policy has been formulated by the personal, social, health and economic education coordinator (PSHE) and science coordinator in consultation with the head, staff and governors. The implementation of the policy is the responsibility of all teaching staff.

Due to the nature of the subject, this policy should be read and implemented in conjunction with other existing, related policies, including [Teaching and Learning](#), [The Equality Act 2010](#), the [DfE Relationships Education guidance](#) (2021 updated) and recommendations made by the [PSHE Association 2020](#).

What is relationship and sex education (RSE)?

At Godalming Junior School, we define relationship and sex education as lifelong learning about physical, moral and emotional development. We believe relationships and sex education is vital for pupils at our school; we teach the importance of different types of relationships that our pupils may experience in their lives, including marriage and civil partnerships. Our school's overarching aims are that pupils understand what stable relationships, respect, love and care look like. During the program of study at Godalming Junior School, we will teach about sex, sexuality, sexual health and the changes that will happen during puberty. This learning is not about the promotion of sexual orientation or sexual activity.

AIMS

Our Relationship and Sex Education programme is an integral part of our whole school PSHE education. Our provision contributes to the requirement of the [Education Reform Act 1988](#); this states that the school curriculum should be one which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and

- prepares pupils for the opportunities, responsibilities and experiences of adult life.

These aims will be developed in partnership with parents and will lay the foundation for further work in secondary school.

OBJECTIVES

The intended outcomes of our program is that the pupils will:

- be able to recognise and understand how to build positive relationships and treat others with kindness, consideration and respect; as well as the importance of being honest, truthful and how to respect boundaries ([ref. GJS Values](#))
- be able to recognise and report abuse, including emotional, physical and sexual. This will be focussed on respecting boundaries and privacy
- be able to recognise peer pressure and understand the meaning of consent; referring to personal space, physical contact and the sharing of images online (ref. [E-safety Policy](#))
- develop a clear understanding of their bodies, including the changes which have taken place since birth and those which will take place in the years ahead
- develop the skills needed to maintain personal relationships, including what is acceptable behaviour, and to encourage pupils to move towards taking responsibility for themselves and their own well-being, physically, emotionally and socially.
- improve their understanding of risks, hazards and dangers and practice skills that will help to keep themselves safe, including online. (ref. [E-safety Policy](#))

Through RSE we will ensure to comply with statements relating to sex education in the [National Curriculum for Science concerning the reproductive processes in humans and animals](#).

Moral and values framework

The relationship and sex education programme will reflect the school ethos. It will also demonstrate and encourage the following values:

- respect for self;
- respect for others;
- responsibility for their own actions; and
- responsibility for their family, friends, school and wider community.

Equal opportunities

The relationship and sex education programme will be given in accordance with the school's [Equality policy](#) and [Inclusion Policy](#).

After whole class teaching, where appropriate, pupils will be given opportunities to discuss specific issues related to puberty in single sex groups and ask anonymous questions.

Resources and methods of teaching will be in line with the criteria set out in the [Equality Policy](#) and will allow young people to understand what the law allows and does not allow.

Care is taken to ensure that children don't feel stigmatised by their home circumstances. Resources will include many types of families, for example: single parents, LGBT+ parents, adoptive parents, foster carers and other structures; this helps to foster equality for all.

When delivering RSE we ensure that we are inclusive and meet the needs of all pupils, including those with special education needs and disabilities (SEND) by teaching to meet the needs of pupils and tailoring content and/or delivery where needed. This is especially relevant if pupils are at different development stages to their peers. In these circumstances, the school will work closely with parents to ensure that the needs of their child are met effectively and sensitively.

ORGANISATION OF THE RELATIONSHIP AND SEX EDUCATION PROGRAMME

Coordination

Relationship and sex education will be coordinated by the personal, social, health and economic education coordinator in consultation with the head teacher, staff and governors.

Delivery

The RSE programme is principally taught in years 5 and 6. The sessions will be led by the class teacher. However issues associated RSE will be covered in the other year groups as part of the wider PSHE and will be delivered by a HLTA who has received PSHE training and accreditation.

The aspects of RSE contained within the Science curriculum will be taught by the class teacher alongside the rest of the agreed programme.

National Curriculum science units associated with RSE:

- (a) that the life processes common to humans and other animals include nutrition, movement, growth and reproduction; and
- (b) about the main stages of the human cycle, including puberty into adolescence.

Both of these science units are covered in Year 5

The PSHE subject leader will have oversight of the topic of RSE and ensure:

- a) through the school monitoring processes, it is taught consistently in line with this policy
- b) Prove action plans and reviews annually on the teaching of the subject
- c) The content is age appropriate, in line with [DfE guidelines](#) and accessible to all abilities of children, including those with SEND

Teaching and learning methods

Our RSE programme will be taught through a range of teaching methods including:

- active learning methods which involve the children's participation will be used.
- during circle time discussions, where children can reflect on what they have learnt
- high quality resources, in the form of video clips and books. These will support our RSE provision and will be regularly reviewed
- lessons are differentiated and reviewed by the class teacher each year to ensure that it is accessible for each child in the cohort.

By The end of their primary school career, children should know:

- 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

Resources

- video material will be available for parents to view prior to their use;
- various books are available to the children in the library; and
- other materials used will be available on request.

SPECIFIC ISSUES STATEMENTS

Working with parents

The school is committed to working with parents. Under the Education Act 1993 pupils can be withdrawn by their parents from parts of sex education that are outside the compulsory elements contained in the science National Curriculum. Before making this decision, parents must consider any detrimental effects that withdrawal might have on their child. There is no right to withdraw from Relationships Education.

We aim to share the content and material with parents whenever possible and invite discussion prior to any component of the programme which may be deemed 'sensitive'. A copy of the Policy will also be available for any interested parent.

Should parents choose to exercise their right to withdraw their child from some or all of sex education, they will meet with the head teacher to discuss the nature and purpose of the RSE curriculum and then where necessary, make appropriate arrangements for the child during these lessons. Through the Relationships and Sex Education provision, parents have the right to request their child be excused from the sex education element of the RSE only.

Parents are invited to meet with either the class teacher, the PSHE lead or the headteacher if there are any concerns or questions on the RSE curriculum.

Difficult questions

Sometimes children may ask explicit or difficult questions in the classroom. Teachers will use their professional skill and discretion before answering and if necessary deal with the questions later individually. It is essential that all appropriate questions are answered. Due to the ease of access to the internet, unanswered questions may lead children to search for answers in inappropriate sources. Therefore, in some circumstances, teachers will discuss a child's concerns with their parents and offer support in how to address this query at home.

Any sensitive questions addressed to non-teaching staff (eg. lunchtime supervisors, LSAs) should be referred to the class teacher who will be aware of the child's background and level of maturity to allow a more considered answer. Similarly, if a child is using abusive terms or sexual language in the playground, the class teacher needs to be informed and appropriate action taken.

Confidentiality

Teachers are aware that effective Relationship and Sex Education, which brings an understanding of what is and is not acceptable in a relationship, can lead to the disclosure of a child protection issue. If a teacher becomes concerned that a pupil is at risk, they should follow the school's child protection and safeguarding procedures.

Procedures for monitoring and evaluating

Teachers will be required to evaluate their teaching programmes and feedback to the coordinator. The children's progress will be assessed in line with the school's [Feedback](#) and [Assessment Policy](#) and recorded in the appropriate manner for the subject.

The policy will be reviewed on an annual basis in meetings with staff taking in account feedback from parents and pupils.

Dissemination of the Policy

The policy will be made available to governors, staff, inspectors and visitors taking part in the programme.

