St. John's Primary School



Relationships and Sex Education Policy

"You should be protected from things that could harm you."

Article 36 United Nations Rights of the Child

Thinking
Learning
Caring

At St John's School, we understand the importance of educating pupils about relationships and sex, in order for pupils to make responsible and well-informed decisions in their lives. Relationships and Sex Education (RSE) needs to start early in primary school so that children learn about their bodies, can recognise if other people make them feel uncomfortable or unsafe and can report abuse and get help. Many children start puberty before they leave primary school so it is important that all pupils know what to expect before it happens. The programme will be taught objectively and does not intend to promote any form of sexual orientation. However, RSE absolutely must be inclusive and relevant. The following points are just some of the features of contemporary society which need to be acknowledged:

- Some parents/carers are in same-sex relationships;
- Some children are adopted;
- Some children have special educational needs or disabilities and may have different concerns and questions from their peers;
- There are many different family structures;
- Some children may live with domestic violence;
- Some children may already 'feel different' about their sexuality;
- Children of primary school age are known to have participated in 'sexting';
- The age at which some children reach puberty is as young as 9 (year 4 or 5);
- Religious and cultural differences need to be accommodated;
- Access to pornography and harmful material is easier than ever;
- The illusion of the perfect body still persists in the media and pressurises young boys as well as young girls.

Teaching staff have a responsibility to inform our children about sex and relationships in a factual but sensitive style that will engage and support them. Subject content will be age appropriate and developmentally appropriate. It will be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents. It will help children to make informed and responsible decisions.

Pupil's will acquire knowledge and form positive beliefs, values and attitudes which will support their own and others' well-being and attainment and ensure healthy transitions into young people and happy adults who make a meaningful contribution to society.

Education (Jersey) Law 1999 Article 13 Section 4 states that 'In discharging his or her duty under this article, the Minister shall have regard to the need for the Jersey Curriculum to be balanced and broadly based and to prepare children for the opportunities, responsibilities and experiences of adult life.'

The Aim and Content of Sex and Relationships Education

Aims

SRE provides a positive ethos and environment for learning. It aims to safeguard children and young people by:

- Creating a positive culture around issues of sexuality and relationships.
- Progressively building on children's knowledge about their own bodies and identifying and accepting how they develop using age-appropriate scientific vocabulary.
- Recognising private body parts, keeping children safe on and offline and enabling children to seek additional help, support and advice where necessary.
- Teaching children about human reproduction.
- Teaching children about the importance of hygiene.
- Identifying and respecting differences between people.
- Challenging stereotypes around gender and families.

- Promoting positive mental health and well-being and developing positive self-image and self-esteem.
- Developing self-respect, respect for others', confidence and empathy.

These aims align with the Sexual Health Strategy for Jersey 2015-2020

Planning and Teaching of RSE Education

RSE is provided through curriculum subjects such as Science, Religious Education and PSHE, visits from outside agencies, and other related curriculum areas as part of a student's preparation for adult life.

Statutory guidance:

Science Key Stage 2	Year 5 Living things and their habitats describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals. Year 5 Animals, including humans describe the changes as humans develop to old age.
Religious Education Key Stage 2	Learn from Religion by talking about stories which focus on values, relationships or religious teachings, considering the relevance of this teaching to their own lives; developing an understanding of what it means to belong to a community;
PSHE and Citizenship Key Stage 1 and 2	Health and Wellbeing what is meant by a healthy lifestyle how to maintain physical, mental and emotional health and wellbeing how to manage risks to physical and emotional health and wellbeing ways of keeping physically and emotionally safe about managing change, including puberty, transition and loss how to make informed choices about health and wellbeing and to recognise sources of help with this how to respond in an emergency to identify different influences on health and wellbeing Relationships how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts how to recognise and manage emotions within a range of relationships how to recognise risky or negative relationships including all forms of bullying and abuse how to respond to risky or negative relationships and ask for help how to respect equality and diversity in relationships.

RSE is not compulsory in Jersey primary schools. However, primary schools are required to teach the elements of sex education contained in the science curriculum and PSHE curriculum.

Parents' right to withdraw their child

Parents' have the right to withdraw their children from the [non-statutory/non-science] components of RSE.

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

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

Child Protection / Confidentiality

Effective relationship and sex education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. As with any disclosure, the staff member will inform the Designated Safeguarding Lead in line with school policy.

Roles and responsibilities

Head Teacher

The Head Teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory components of RSE.

PSHE Lead

PSHE Lead is responsible for the for the overview and yearly review of the PSHE and RSE Curriculum across the school and the updating of the RSE Policy to ensure it is relevant and reflective of what is being delivered within the school.

Staff

Staff are responsible for the delivery of RSE in a sensitive and appropriate way. They are responsible in ensuring that all RSE resources used are adapted and pitched correctly to suit the learning needs of their class. Staff are expected to model positive attitudes towards RSE at all times and be able to highlight and respond to the individual needs of students. Staff are responsible for reporting any concerns to the DSL.

Students

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

Parents

The role of parents in the development of their children's understanding about relationships is vital. Parents are invited to a *Meet the teacher* evening each year whereby the specific contents of the RSE curriculum for their child's year group is shared and discussed with parents. These sessions help support parents in managing conversations with their children on these issues and are an opportunity to discuss how RSE contributes to wider support in terms of pupil well-being and keeping children safe. In the summer term, when most areas of RSE will be taught, a letter will be sent to parents reminding them of the areas to be covered and inviting them to speak with their class teacher should they have any questions or concerns.

Other relevant policies

PSHE policy

Well-Being Policy

Child protection and Safe-guarding policy

Anti-bullying policy

Change History

Version	Date Issued	Issued by	Reason for Change	Presented To	Approved by:	Date
0.2	February 2024	Sharon Day	New planning and resource adopted	Staff	HT	February 2024