

# PADNELL JUNIOR SCHOOL RELATIONSHIPS AND SEX EDUCATION POLICY



**Designated Committee:** Curriculum & Standards  
**Timing:** Annually  
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## Aims

At Padnell Junior School, we believe that Relationships Education helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives, in order to become informed, active and responsible citizens. The work we do in Relationships Education is delivered through the SCARF scheme and is followed by all classes in Padnell Junior School. PSHE also flows through all other curriculum areas. Under the guidance issued by the DfE, in September 2020, Relationships Education at primary school is compulsory. We believe that, to be effective, this should always be taught within a broader PSHE education programme. RSE enhances and is enhanced by learning related to topics including anti-bullying; keeping safe on and off line; keeping physically and mentally healthy, learning about drugs, alcohol and tobacco; and the development of skills and attributes such as communication skills, managing peer pressure, risk management, resilience and decision making.

The aims of Relationships Education at Padnell Junior School are to:

- Promote the spiritual, moral, cultural, mental and physical development of all pupils
- Prepare pupils for the opportunities, responsibilities and experiences of later life
- Encourage pupils to value themselves and others
- Allow pupils to acknowledge and appreciate difference and diversity
- Teach pupils how to make informed choices
- Prepare pupils to be positive and active members of a democratic society
- Teach pupils to understand what constitutes a safe and healthy lifestyle
- Provide a framework in which sensitive discussions can take place
- Promote safety in forming and maintaining relationships
- Provide pupils with a toolkit for understanding and managing their emotions
- Provide pupils with the opportunities to consider issues which may affect their own lives and/or the lives of others
- Help pupils to identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online
- 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

*"Reaching for the Stars"*  
*'Creating Stars, Leaving No Child Behind'*  
Successful, Teamwork, Aspirational, Respect, Smart Learner

- Teach pupils the correct vocabulary to describe themselves and their bodies
- Offer rich, exciting and memorable learning experiences
- Ensure RSE curriculum is accessible to all learners and promotes independence, resilience and confidence

### **Statutory requirements**

As a maintained primary school, we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

The Department for Education introduced compulsory Relationships Education for primary pupils and Relationships and Sex Education (RSE) for secondary pupils from September 2020.

From September 2020 it has been compulsory for all schools to teach Health Education. We are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

Through these subjects, we want to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society. At Padnell Junior School, we have committed to retain our current choice to continue to teach age-appropriate sex education alongside relationships education. In doing so, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

### **Policy development**

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

1. Review – a member of staff (PSHE Lead) pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all staff are given the opportunity to look at the policy and make recommendations.
3. Parent consultation – the policy is available for parents to read, alongside a PowerPoint explaining RSE at our school. They are invited to email questions into school and a response is provided.
4. Pupil consultation – Pupils are given the opportunity to complete 'Ask it baskets'. We investigated what exactly pupils want from their RSE.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

### **Linked Policies**

- Confidentiality policy
- Safeguarding Children Policy
- Anti-bullying Policy
- Teaching and Learning Policy
- Inclusion Policy

- DfE Keeping children safe in education (2023)

## Definition

Relationships Education is part of lifelong learning about the emotional, social, cultural and physical aspects of growing up, and involves learning about relationships, sex, human sexuality, sexual health, healthy lifestyles and diversity.

RSE, within PSHE, aims to give children and young people essential skills for building positive, enjoyable, respectful and non-exploitive relationships and the skills to stay safe both on and off line.

It enables pupils to explore their own and other's attitudes and values and builds their self-esteem and confidence to view their own sexuality positively.

Relationships Education is not about the promotion of sexual activity.

## Curriculum and Delivery of RSE

The PSHE subject leader and head teacher are responsible for the organisation of Relationships Education at Padnell Junior School. RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum.

Padnell Junior School follow SCARF Scheme of work. RSE will be taught by the class teacher, with whom the children have established a climate of trust, and an expert educator from Coram Life Education will be available for support and guidance. Extra lessons from an expert educator from Coram Life Education may deliver RSE lessons to the children to support their learning.

SCARF Relationships Education is a comprehensive sex and relationships education resource that brings together all the key elements of Relationships Education:

**Relationships, Keeping Safe, Emotional Health, and Puberty and Reproduction.** The content of the resource has been informed by the PSHE Association's Programme of Study and related Learning Opportunities.

SCARF Relationships Education is designed as a spiral curriculum that helps children to develop the knowledge and understanding, life skills, attitudes and values which they will use in a range of situations now and as they grow older. By ensuring that children receive this spiral curriculum, where the same key themes are taught each year, they can apply their learning to age-relevant scenarios, helping them to make healthy decisions and keep themselves and others safe.

Teachers are always present during sessions delivered by visiting speakers and the teachers remain responsible for the delivery of the curriculum. Whilst many aspects of RSE are taught throughout the year, some specific age-related aspects are delivered at a pre-planned point during the year, in order that parents/carers are informed and can be involved in supporting their child.

Class organisation may change depending on the children and learning. The children may be mixed class groupings for some teaching and then separated into single sex groupings to cover further aspects. Children will learn through a variety of activities such as discussion, drama, self-assessment, case studies, circle-time, and use of ICT. Lessons will

involve individual work, paired work, group work, class discussion and use of response partners.

Teachers will develop a safe environment for RSE to take place by:

- Setting clear ground rules
- Expectations of children and adults to treat each other with respect and sensitivity
- Discussions to be depersonalized to avoid embarrassment and to protect pupil and teacher privacy
- Be prepared to modify the programme if certain questions recur (perhaps because of media coverage).
- Use of 'Ask it baskets' so children can confidentially ask questions
- Allow individual staff to use their professional judgement as to answering questions in front of the whole class or individually
- Encourage pupils to ask their parents/carers any question outside the planned programme.

By the end of Primary school children should know the following RSE:

**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

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).

**Health Education** will focus on:

- Mental Wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid

- Changing adolescent bodies

**Primary sex education** 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 RSE curriculum, see Appendices 1 and 2.

## **Accessibility**

Padnell Junior School is committed to the provision of RSE to all of its pupils. As far as is appropriate, pupils with special educational needs will follow the same education programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or learning support assistants work with individual pupils where required, and if appropriate. It is not the school's policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement.

Our SRE programme is inclusive and acknowledges and accommodates the diversity within any group of people in terms of gender, religion, language, race, culture, social background, appearance, family set-up, special needs, ability or disability.

## **Roles and responsibilities**

### **The governing board**

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

### **The headteacher**

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE.

### **Staff**

Staff are responsible for:

- Delivering PSHE and 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 the non-statutory/non-science components of RSE

- Staff do not have the right to opt out of teaching PSHE or RSE. Staff who have concerns about teaching any aspects are encouraged to discuss this with the head.
- Understanding the procedure for reporting any safeguarding concerns that RSE disclosures may bring. In these cases the school's safeguarding children policy needs to be referred to.

## **Pupils**

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

## **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 the non-statutory/non-science 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 headteacher.

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

## **Training**

Staff will be supported on the delivery of RSE by the head teacher, PSHE lead and an expert educator from Coram Life Education (SCARF programme of study).

## **Monitoring arrangements**

The delivery of Relationships Education is monitored by Mrs H.Cooper (PSHE Lead), Mrs S.Luker (Head teacher) and year leaders with their team. This will be through: Lesson observations, learning walks, feedback from staff and children.

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

**This policy will be reviewed annually.** At every review, the policy will be approved by the Curriculum Standards Committee.

## **Monitoring and Review:**

This policy is monitored and reviewed by the Curriculum and Standards Committee.

## **Governor Approval and Review Dates:**

This policy was approved by the Curriculum and Standards Committee in February 2024. It is due for renewal in February 2025.

## Appendix 1: Curriculum map



PSHE and wellbeing long-term plan based on SCARF half-termly units and related key themes  
(Units include lesson plans that cover all the DfE statutory requirements for Relationships Education and Health Education)

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Myself Safe	4 Rights and Responsibilities	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping my body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
Y3	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage
Y5	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights and responsibilities Rights and responsibilities relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking responsibility Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body Image Sex education Self-esteem

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

TOPIC	PUPILS SHOULD KNOW
<p><b>Relationship Education Expectations</b></p> <p>Families and people who care about me</p>	<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> <li>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>



TOPIC	PUPILS SHOULD KNOW
Caring friendships	<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>
Respectful relationships	<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>

TOPIC	PUPILS SHOULD KNOW
Online relationships	<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>
Being safe	<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>

TOPIC	PUPILS SHOULD KNOW
<p data-bbox="255 308 459 411"><b>Health Education Expectations</b></p> <p data-bbox="282 472 432 539">Mental Wellbeing</p>	<ul data-bbox="499 308 2101 1058" style="list-style-type: none"> <li>• That mental wellbeing is a normal part of daily life, in the same way as physical health</li> <li>• That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</li> <li>• How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</li> <li>• How to judge whether what they're feeling and how they're behaving is appropriate and proportionate</li> <li>• The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</li> <li>• Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests</li> <li>• Isolation and loneliness can affect children and that it's very important for children to discuss their feelings with an adult and seek support</li> <li>• That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</li> <li>• Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they're worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)</li> <li>• It's common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Internet safety and harms	<ul style="list-style-type: none"> <li>• That for most people the internet is an integral part of life and has many benefits</li> <li>• About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing</li> <li>• How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private</li> <li>• Why social media, some computer games and online gaming, for example, are age restricted</li> <li>• That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health</li> <li>• Where and how to report concerns and get support with issues online</li> </ul>
Physical health and fitness	<ul style="list-style-type: none"> <li>• The characteristics and mental and physical benefits of an active lifestyle</li> <li>• The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise</li> <li>• The risks associated with an inactive lifestyle (including obesity)</li> <li>• How and when to seek support including which adults to speak to in school if they're worried about their health</li> </ul>
Healthy Eating	<ul style="list-style-type: none"> <li>• What constitutes a healthy diet (including understanding calories and other nutritional content)</li> <li>• The principles of planning and preparing a range of healthy meals</li> <li>• The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</li> </ul>
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> <li>• The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Health and Prevention	<ul style="list-style-type: none"> <li>• How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body</li> <li>• About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer</li> <li>• The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</li> <li>• About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist</li> <li>• About personal hygiene and germs including bacteria, viruses, how they're spread and treated, and the importance of handwashing</li> <li>• The facts and science relating to immunisation and vaccination</li> </ul>
Basic first aid	<ul style="list-style-type: none"> <li>• How to make a clear and efficient call to emergency services if necessary</li> <li>• Concepts of basic first aid, for example dealing with common injuries, including head injuries</li> </ul>
Changing adolescent bodies	<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>
<b>Sex Education Expectations</b>	<p><b>There's no list of expectations for sex education at the primary level, as it isn't compulsory, but if you choose to teach it then the DfE recommends that it should:</b></p> <ul style="list-style-type: none"> <li>• Make sure boys and girls are prepared for the changes that adolescence brings</li> <li>• Draw on knowledge of the human life cycle set out in science lessons to explain how a baby is conceived and born</li> </ul>

### 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	