



**Mosaicic**  
JEWISH PRIMARY SCHOOL

# Relationship and Sex Education (RSE) Policy

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## **Context**

Mosaic Jewish Primary school's key aims are set out in the three key principles of: Inspiration, Respect and Excellence. Personal, Social, Health and Citizenship Education is an integral part of the ethos and values of our school and we uphold it as an entitlement for all our pupils. We are committed to a whole school approach to ensure a shared understanding of PSHCE and the values underpinning it and to deliver an effective programme that meets the needs of our pupils.

## **Aims**

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- 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
- Teach pupils the correct vocabulary to describe themselves and their bodies

## **Statutory requirements**

As a primary free school, we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. At Mosaic Jewish Primary School, we teach RSE as set out in this policy.

## **Definition**

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

## **Curriculum**

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary. We have developed the curriculum by looking at the requirements of the National Curriculum whilst also taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

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 curriculum, see our curriculum map in Appendix 1.

## **Delivery of RSE**

RSE is taught within the personal, social, health and economic (PSHE) education curriculum as well as in its own standalone group of sessions, normally in the summer term of each year group. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

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

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.

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).

## **Roles and responsibilities**

### **1. The governing board**

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

### **2 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 components of RSE (see “Parents’ right to withdraw” section).

### **3 Staff**

Staff are responsible for:

- Delivering 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 components of RSE.

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 headteacher.

All class teachers are responsible for teaching the RSE curriculum that is relevant to their year group.

### **4 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 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.

## **Confidentiality and Child Protection**

Confidentiality issues are central to RSE. Mosaic Jewish Primary School is committed to acting in the best interest of all the individuals within the school community. RSE should take place within a safe and supportive environment that facilitates relevant discussion. Confidentiality contributes to this and will be used as a ground rule for all RSE lessons.

Different aspects of confidentiality need to be considered:

- being clear how confidentiality is interpreted in the school setting;
- minimising the risk of inappropriate or unplanned disclosure in the classroom;

- implications of disclosure for child protection.

(All staff should refer to the school policy on child protection for further detail.)

In practice confidentiality as a ground rule will mean:

- respect for the privacy of the individual – no one will be pressured to answer questions or to share anything they don't want to ;
- everyone taking responsibility for what they share ( children may need guidance on this issue);
- sometimes not talking about something outside the group or using names;
- the teacher being bound by the same rules, except where a child discloses something that the teacher is obliged to report. Staff will reassure pupils that, if confidentiality has to be broken, they will be informed first and supported.
- Teachers cannot offer or guarantee absolute confidentiality. It is a subject best raised during a discussion of ground rules. It can help to use words like 'keeping secrets' or 'telling' and 'good' and 'bad' secrets so that the children are clear what you are talking about.
- When appropriate, pupils will be informed of sources of confidential help such as the school nurse (in a one-to-one setting) and Childline.

Teachers need to be aware that effective RSE, which brings an understanding of what is and is not acceptable in a relationship, can lead to a disclosure of a child protection issue. In the event of this happening the school's child protection policy must be adhered to.

### Visitors

All staff and visitors involved in the delivery of RSE are also clear that they cannot offer or give unconditional confidentiality to children in the school. Staff are also aware of the school's child protection procedures.

### Resources

All resources are selected to ensure that they are consistent with the schools ethos and values and support the RSE aims and objectives. Care is taken to ensure resources comply with the school's equal opportunities policy. The co-ordinator will allocate resources as appropriate, linked to the scheme of work. These will be stored by each year group in a 'topic box'. Some of the books are available to pupils and parents in the library.

### Specific Issues

We recognise that some aspects of RSE for teachers, pupils, parents and the wider school community may be considered sensitive or challenging. What constitutes a sensitive/challenging issue is likely to vary according to the individual, group, place or context.

We respect the varied beliefs and values held by our school community, however personal beliefs and attitudes will not influence the teaching of RSE. Teachers and all those contributing to RSE are expected to work within our agreed values framework as described in this policy and supported by current legislation and guidelines.

Teachers will try to ensure that a balanced viewpoint is presented however:

*'The need for balance should not be regarded as inhibiting a clear stand against racism and other forms of discrimination. Our common values require that there are behaviours we should not tolerate. For example, racism, bullying and cruelty are never acceptable in any form'.*

*(QCA Teachers Guide, 2002, p 57)*

Pupils may ask questions or seek information about specific issues. It is school policy to address these questions and provide information in a straightforward age and maturity appropriate way. The school nurse may be used to support this process. In this way, pupils will be offered reassurance and will have misinformation corrected.

### **Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. The headteacher may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

### **Monitoring arrangements**

The delivery of RSE is monitored by Luke Barker (PE and PSHE Lead) through:

- Planning scrutiny.
- Learning walks.
- Discussions with staff.

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

This policy will be reviewed by PSHE coordinator every three years. At every review, the policy will be approved by the Curriculum and Assessment Committee of the governing board.

## Appendix 1

### Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Reception	Summer 1	<p>Our lives</p> <ul style="list-style-type: none"> <li>• Routines and patterns of a typical day.</li> <li>• Why is hygiene important?</li> <li>• All families are different.</li> </ul>
Year 1	Summer 1	<p>Growing and caring for our lives.</p> <ul style="list-style-type: none"> <li>• Basic hygiene principles.</li> <li>• Concept of growing and changing.</li> <li>• Explore different types of families and who to ask for help.</li> </ul>
Year 2	Summer	<p>Differences</p> <ul style="list-style-type: none"> <li>• Concept of male and female stereotypes.</li> <li>• Differences between males and females.</li> <li>• Understand how differences are part of a lifecycle.</li> <li>• Sexual differences and name body parts.</li> </ul>
Year 3	Summer	<p>Valuing difference and keeping safe</p> <ul style="list-style-type: none"> <li>• Differences between male and female and name body parts.</li> <li>• Consider touch and to know that a person has the right to say what they like and dislike.</li> <li>• Different types of families and who to go to for support and help.</li> </ul>
Year 4	Summer	<p>Growing Up</p> <ul style="list-style-type: none"> <li>• Explore the human lifecycle</li> <li>• Identify some basic facts about puberty.</li> <li>• Explore how puberty is linked to reproduction.</li> </ul>
Year 5	Summer	<p>Puberty</p> <ul style="list-style-type: none"> <li>• Explore emotional and physical changes occurring in puberty.</li> <li>• Understand male and female changes.</li> <li>• Explore the impact of puberty on the body and the importance of personal hygiene.</li> <li>• How to get support during puberty.</li> </ul>
Year 6	Summer	<p>Puberty, relationships and Reproduction</p> <ul style="list-style-type: none"> <li>• Consider puberty and reproduction.</li> <li>• Consider physical and emotional behaviour in relationships.</li> <li>• Explore the process of conception and pregnancy.</li> <li>• Explore positive and negative ways of communicating in a relationship.</li> </ul>

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

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<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>
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>

### 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			
Agreed actions from discussion with parents			
Signed: Date:			

**IMPLEMENTATION OF THE POLICY**

This policy, including the supporting guidance will be implemented and delivered by all staff.

Opportunities for parents to attend workshop style meetings to support the implementation of this policy will be provided.

The full policy, including Supporting Guidance and Scheme of Work is available on request to parents / carers and governors from the PD (Personal Development) Co-ordinator and Head teacher.

The review and monitoring of this policy will be the responsibility of the PD Co-ordinator and will include:

- Review of planning and guidance.
- Liaison with class teachers.
- Classroom observation in line with other curriculum areas.
- Carrying-out a regular audit of provision in order to ensure we are meeting the needs of all our pupils and delivering an effective programme.
- Release time for the Co-ordinator to enable them to carry out the above.

Governors in liaison with class teachers have the opportunity to observe RSE sessions. The PD Co-ordinator is available to discuss the RSE programme with them informally. They will report formally to the governors annually.

**ACCEPTED & APPROVED BY THE FULL GOVERNING BOARD**

**Chair of Governors:** .....

**Head Teacher:** .....

**Date:** .....

**Review Date:** .....