



Relationships and Sex Education Policy (RSE) 2019/2020

Adopted by Governors on: _____

Next review date – November 2020

The Department for Education (DfE) defines Relationships Education as:

“Teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults”

DfE; Relationships Education, Relationships and Sex Education (RSE) and Health Education, June 2019.

Roles and Responsibilities at Jesse Gray:

The member of staff responsible for the co-ordination, development, monitoring and evaluation of RSE is Emma Kirk (PSHE Subject Leader). The governors who have oversight are Liz Hopkins and Kaj Ghattora. This policy is to be reviewed annually and also in the light of any related issue that may occur such as any new findings arising from educational research, local or national guidance.

Rationale:

Through Relationships Education (and RSE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. This will be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

(DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education, June 2019).

At Jesse Gray, RSE is to be taught alongside PSHE, and is developmental and appropriate to the age / stage of each pupil. It is part of a planned framework of lessons, taught in a safe and supportive atmosphere, aiming for all pupils to feel comfortable to engage in open discussion and feel confident to ask questions/for help if needed.

Our JG framework is developed using DfE guidelines, including extensive consultation with staff, parents & governors. Full details can be found on our website via following link:

<https://www.jessegray.notts.sch.uk/page/?title=RSE+%2D+Relationships+%26amp%3B+Sex+Education+%40+JG&pid=473>

By the end of primary school:	
Families and people who care for me	Pupils should know <ul style="list-style-type: none">• 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.
Caring friendships	Pupils should know <ul style="list-style-type: none">• How important friendships are 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

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	<p>the friendship is repaired or even strengthened, and that resorting to violence is never right.</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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 bad 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 e.g. family, school and/or other sources.

Equal Opportunities:

Our school meets its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

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Dyslexia Statement:

Jesse Gray is currently working towards becoming a Dyslexia Friendly School; this allows us to not only meet the needs of children with dyslexia but other pupils within the school; evidence suggests that more children benefit when dyslexia friendly approaches are used throughout the school. All teaching and support staff have received in-school training on dyslexia. We aim to ensure that our school is 'dyslexia friendly' by using a variety of teaching styles and resources.

Monitoring and Evaluation

The RSE lead will ensure that all pupils have equal access to the programme of study through a thorough process of monitoring, evaluation and assessment, which takes into consideration the pupils' needs, maturity, age, ability and personal circumstances.

Class teachers assess pupils' understanding and progress through a variety of processes. These include tasks/activities, discussion, questioning and observations.

Pupil Voice:

The term 'Pupil Voice' describes how pupils give their input to what happens within the school and classroom. Our desire is for pupils to know that their expertise, opinions and ideas are valued in all aspects of school life. Pupil Voice permeates all levels of our work together, from pupils participating in small group classroom conversations to students establishing procedures, events and contributing to the overarching ethos of the school. It is also evident through the work of the School Council

Working with Parents and Carers:

We recognise that parents and carers are key partners in our delivery of a comprehensive RSE programme for pupils at the school. The Relationships Education we deliver is designed to support the important role of parents and carers in this area.

"There is no right to withdraw from Relationships Education or Health Education" **DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education, June 2019.**

Parents have the right to withdraw their children from those aspects of sex education that are not included in the Science Curriculum, with alternative work being set for children who have been withdrawn from these lessons. Relationships education is a statutory part of the school's curriculum and, consequently, parents may not withdraw pupils from these lessons. In line with DfE guidance, the head teacher will automatically grant a request to withdraw a pupil from any sex education delivered in lessons, other than as part of the Science curriculum.

Review of Policy:

This policy will be reviewed annually by JG RSE team [including staff/govs] in November 2020.