



KING HENRY VIII JUNIOR SCHOOL

Relationship and Sex Education Policy King Henry VIII Junior School November 2022

Name of policy	Date reviewed	By whom	Next review	Responsibility
Relationship and Sex Education Policy	November 2022	DSL	Annually Nov 2023	DSLs

RATIONALE AND ETHOS

This policy covers our School's approach to the guidance as laid out in the [DfE, Relationships and Sex Education \(RSE\) 2020](#). It was produced through consultation with DSLs across the Coventry School Foundation, the School Governors with responsibility for Safeguarding, and relevant subject leads at each Foundation School setting. The policy is shared with parents and carers and feedback will be used at each annual review.

We believe Relationships and Sex Education (RSE) is important for our pupils and our schools because through incorporating it within our curriculum, we put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.

We view the partnership of home and school as vital in providing the context to developing healthy and safe relationships. We ensure RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND); recognising that pupils with special educational needs may be more vulnerable to exploitation, bullying and other issues due to the nature of their SEND.

Lessons will be undertaken by high quality teaching that is differentiated and personalised, as a starting point to ensure accessibility. We ensure RSE fosters gender equality and LGBTQ+ equality by ensuring that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect.

'Pupils should be able to understand the world in which they are growing up, which means understanding that some people are LGBTQ+, that this should be respected in British Society, and that the law affords them and their relationships recognition and protections' (DfE, 2019b)

LEGISLATION (STATUTORY REGULATIONS AND GUIDANCE)

Department for Education statutory guidance states that from 2020, all Junior Schools must deliver relationships education. This is in response to the identified risks children and young people may face through their increased online activities and the need to support them to be safe and healthy, and manage their academic, personal and social lives in a positive way.

King Henry VIII Junior School (hereafter KHJS) is responding positively to Government guidelines in laying down and conveying to parents the nature of its Relationship and Sex Education policy, its content and methods of delivery and monitoring its future development. The content for relationships education can be found in full in Appendix A&B at the end of this policy document.

PRIMARY SCHOOLS: RELATIONSHIPS EDUCATION

DfE guidance states, *'it will be for Primary Schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils'*.

KHJS aims to prepare our pupils for puberty by teaching about sexual development and the importance of health and hygiene, whilst also helping pupils to develop feelings of self-respect, confidence and empathy. It is our belief that the teaching of some aspects of sex education will enable a smooth transition phase to secondary schooling in support of pupils' ongoing emotional and physical development. Parents should be assured that an annual review of policy enables suitable adaptations tailored to the age and physical maturity of each cohort. Ensuring that both boys and girls are prepared for the changes that adolescence brings and drawing on knowledge of the human life cycle set out in the national curriculum for Science.

Documents that inform the KHJS RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2022)
- Children and Social Work Act (2017)
- Sexual Violence and Sexual Harassment between children in schools and colleges (DfE, 2018)
- DfE Relationships Education, Relationships and Sex Education (RSE), and Health Education in England: statutory guidance for governing bodies, proprietors, headteachers, principals, senior leadership teams, teachers. (2019a) (2019b)

Specific guidelines related to Sex Education from the 1993 Education Act and the Amendments added since 1994, (please see DfEE Circular 5/94), including Relationship and Sex Education (RSE 2000):

- That all students should be offered the opportunity of receiving a comprehensive, well planned programme of relationship and sex education during their school careers;
- That the school curriculum should be one which 'promotes the spiritual, moral, cultural, mental and physical development of students at the school and of society';
- That this programme prepares such students for the opportunities, responsibilities and experiences of adult life;
- That it includes education on HIV and AIDS and other sexually transmitted diseases;
- That relationship and sex education "must be provided in such a manner as to encourage young people to have regard to moral considerations and the value of family life";
- That the parents of a student "may, if they wish, withdraw that student from all or part of the relationship and sex education provided". They should understand how to exercise this right;
- That "the teaching offered by schools should be complementary and supportive to the role of parents and should have regard to parents' views about its content and presentation";
- That in defining the purpose and content of relationship and sex education, schools should aim to offer balanced and factual information, acknowledging the major moral and ethical issues involved;

- That Governors have available a written policy on Relationship and Sex Education for parents and convey the content and methods to be used in any aspect of such teaching.

This Relationship and Sex Education Policy is available to all parents on request and opportunities will be made during the academic year to discuss material and teaching methods used in Relationship and Sex Education. Particular attention and decisions are taken with regards to parents from some religious groups and ethnic minorities who may not feel comfortable in dealing with the subject publicly; parents are encouraged to contact the school to request a meeting with the relevant Life Choices/PSHE co-ordinator should they have any concerns or questions.

The focus in the Junior School will involve teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. As previously stated, it will also include some aspects of sex education to enable a smooth transition phase to secondary schooling in support of pupils' ongoing emotional and physical development.

Broad outcomes at the Junior School include:

- Prepare children for all types of relationships that they may experience by living in modern Britain.
- Enable children to reflect upon different relationships, those who care for them, the importance of family life, respect for others and their views,
- 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, including respect for their own bodies.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Scientifically understand the way humans reproduce.
- Know what they should do if they are worried about any matters relating to their bodies.

For a full listing of related topics please refer to Appendix A.

Curriculum development will enable a continuation of key principles regarding the characteristics of positive relationships whilst also ensuring pupils receive a comprehensive, well planned programme of sex education.

Broad outcomes at include:

- Prepare children for all types of relationships that they may experience by living in modern Britain.
- Enable children to reflect upon different relationships, those who care for them, the importance of family life, respect for others and their views,
- Know and understand that they should have regard for moral considerations and the value of family life.
- Understand they have a responsibility to apply what they have learned to the relationships they develop as teenagers and eventually as adults.

For a full listing of related topics please refer to Appendix B.

TEACHING RESPONSIBILITIES

There is a Head of PSHE. The programme is taught by pastoral staff as well as other selected members of staff, including the expertise of the School Nurse and in some instances, external agencies with specific expertise on these matters.

It is also the Head of PSHE's responsibility to ensure that members of staff are given suitable training, so they can teach about relationships and sex effectively and handle any difficult issues with sensitivity.

TEACHING

The RSE programme is an integral part of the Junior School PSHE provision and will cover healthy and safe relationships. Our RSE programme is inclusive of all faiths and sexual orientations. We will ensure RSE is matched to the needs of our pupils by ensuring that all lessons are age appropriate.

Care is taken to ensure that the RSE education programme is presented by means of various techniques and strategies such as videos, discussions, visiting speakers as well as formal written information. In this way it is intended that children of all abilities will be able to draw important information and insights in this area.

Learning about relationships and sex education in PSHE education lessons will link to/complement learning in curriculum subjects such as Science and PE. Pupils will be encouraged to reflect on their own learning and progress, by undertaking discussions with their peers and Form Tutors within the PSHE lessons.

An overview of the learning in each year group can be found in Appendix C.

In relation to the above, the aim for PSHE education is to provide pupils with:

- Accurate, balanced and relevant knowledge;
- Opportunities to turn that knowledge into personal understanding;
- Opportunities to explore, clarify and if necessary, challenge, their own and others' values, attitudes, beliefs, rights and responsibilities;
- The skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives;
- Opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem, and empathy.

MONITORING, REPORTING AND EVALUATION

Teachers will critically reflect on their work in delivering RSE through discussions with PSHE lead. Pupils will have opportunities to review and reflect on their learning during lessons by communicating with their Form Tutors. Pupil voice will be taken into account in

adapting and amending planned learning activities through pupil surveys and lesson feedback.

While there is no formal examined assessment for these subjects, there are some areas to consider in strengthening quality of provision, and which demonstrate how teachers can assess outcomes. For example, through written work and class participation.

SAFE AND EFFECTIVE PRACTICE

We will ensure a safe learning environment by ensuring all pupils are made aware of the objectives for each PSHE lesson. Teachers and pupils will agree ground rules at the start of the academic year. Pupils will be reminded of the ground rules for safe discussions at the start of all PSHE lessons with RSE content. Sensitive issues will be handled initially by the Form Tutor, supported by the Head of PSHE and if necessary, Pastoral Deputy Head. Pupils will be able to raise questions anonymously if needed.

SAFEGUARDING

Teachers conduct RSE lessons in a sensitive manner.

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. If a disclosure is made, the teacher will consult with the Designated Safeguarding Lead (DSL) and in his/her absence a Deputy DSL. The DSL/DDSL will then deal with the matter as set out in our Safeguarding and Child Protection Policy. Visitors/external agencies which support the delivery of RSE will be required to follow the protocol for visiting speakers also laid out in the Child Protection policy.

CHILD ON CHILD ABUSE

In accordance with government guidelines, we assume that sexual harassment and online sexual abuse is happening in our school settings and put a whole school approach in place to address this. The following list of initiatives is not exhaustive, nor site specific but serves to illustrate our commitment to encouraging pupils to report concerns and specific behaviours by their peers:

- Pupil Voice Surveys (including identified hotspots across the site)
- School Council meetings
- Keystrokes notifications from monitoring school computers
- Assemblies – encourage pupils to report low level concerns in order to change behaviours
- Circle Time discussions
- Cross-curricular discussions and debates

We recognise the significance of our professional judgement when managing child on child abuse. In particular, the power relationship at play and the intent of the perpetrator. These elements are addressed through curriculum content on healthy and unhealthy

relationships (see appendix B for an overview) and annual pastoral INSET encourages colleagues to notice subtle shifts in pupil behaviour that might indicate signs of peer on peer abuse.

Further information on child on child abuse can be found in the Child Protection Policy

SHARING OF CONSENSUAL OR NON-CONSENSUAL NUDE AND SEMI-NUDE IMAGES OR VIDEOS

“Sharing of consensual or non-consensual nude and semi-nude images or videos” refers to any sharing of youth-produced sexual imagery between children. This includes:

- A person under the age of 18 creating and sharing sexual imagery of themselves with a peer under the age of 18;
- A person under the age of 18 sharing sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult;
- A person under the age of 18 being in possession of sexual imagery created by another person under the age of 18.

The school has a responsibility to educate children in the risks relating to ‘sharing consensual or non-consensual nude images or videos’ and how to keep themselves safe online (see appendix A & B for where this is covered in the RSE curriculum).

Any incidents or suspected incidents of ‘sharing consensual or non-consensual nude images or videos’ should be reported to the Designated Safeguarding Lead (DSL) without delay. Please refer to the Safeguarding and Child Protection Policy (section 5.10) for procedural details.

In line with DfE Advice ([Searching, screening and confiscation Advice for headteachers, school staff and governing bodies](#) p.13) any material found on a device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police.

Colleagues should follow advice from UKCIS, [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#).

- **Never** view, copy, print, share, store or save the imagery yourself, or ask a child to share or download – **this is illegal**.
- If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL (or equivalent) and seek support.
- **Do not** delete the imagery or ask the young person to delete it.
- **Do not** ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL (or equivalent).
- **Do not** share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- **Do not** say or do anything to blame or shame any young people involved.

- **Do** explain to them that you need to report it and reassure them that they will receive support and help from the DSL (or equivalent).

We will work with parents as necessary if their child is involved in the sharing of consensual or non-consensual nude images or videos.

We operate a culture of safeguarding and young people should feel confident to disclose if they have sent an inappropriate image of themselves. Children will always be supported to retrieve and delete the images.

PARENTS AND CARERS

We are committed to working with parents and carers and welcome their involvement with any element of the RSE programme. Should parents wish to view teaching material, contact can be made with the relevant school to this from the Head of PSHE.

Parents/carers will be able to withdraw their children from Junior School classes which address sex education - i.e. those that do not sit within the Relationships Education curriculum nor the statutory National Curriculum Science, however we would strongly encourage parents/carers to look carefully at the curriculum before they make an informed decision. In such circumstances the school would hope to discuss any concerns to see if fears could be allayed. Where children are withdrawn, they will be given a self-study lesson under indirect supervision.; parents/carers will also be given access to the lesson content.

RIGHT TO WITHDRAW

At the Junior School level, the parental right to withdraw their child/children from taught RSE lessons will be respected. However, we will ensure that all parents have complete access to the RSE curriculum to make an informed decision and we strongly encourage any parent to arrange a meeting to discuss their concerns.

Appendix A: Primary Schools Relationships Education (p. 20-22 DfE, RSE Statutory Guidance)

By the end of primary school:

Families and people who care for me	<p>Pupils should know</p> <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.
	<ul style="list-style-type: none"> • 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 marriage¹³ 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.
Caring friendships	<p>Pupils should know</p> <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 the friendship is repaired or even strengthened, and that resorting to violence is never right. • 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.

	<ul style="list-style-type: none"> • 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.

