

Approved by:	Chair of Governors, Rabbi Belovski, HT	Date: September 21
Last reviewed on:	September 2021	
Next review due by:		

Contents

1. Aims	1
2. Statutory requirements	2
3. Policy development	2
4. Definition	2
5. Curriculum	3
6. Delivery of RSE.....	3
7. Roles and responsibilities	3
8. Parents’ right to withdraw.....	4
9. Training.....	4
10. Monitoring arrangements	4
Appendix 1: Curriculum map.....	5
Appendix 2: By the end of primary school pupils should know	6
Appendix 3: Parent form: withdrawal from sex education within RSE.....	9

1. Aims

JCAT understands that pupils must be provided with an education that prepares them for the opportunities, responsibilities, and experiences of adult life. A key part of this relates to relationships and health education, which must be delivered to every primary-aged pupil.

Our Relationships and Sex Education curriculum, along with our Personal, Social, Health Education (PSHE) curriculum, aims to provide our pupils with the knowledge, understanding and skills that they need to manage their lives both now and, in the future, so they can become healthy, independent, and responsible members of their community and the wider society. We provide opportunities for our children to reflect on and clarify their own values and attitudes, enabling them to make well-informed choices and explore the complex and sometimes differing views that they encounter, both now and in the future.

Our school is committed to our strong Jewish ethos which fosters a love of our traditions and culture in a modern orthodox setting. Alongside this, we believe that our pupils must be good British citizens. We recognise the multicultural, multi faith and ever-changing nature of the United Kingdom and we also understand the vital role we have in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

We want our children to learn to understand and respect diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

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.

2. Statutory requirements

As a primary academy 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 JCAT schools we teach RSE as set out in this policy.

3. 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 or working group pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy.
4. Pupil consultation – we investigated what exactly pupils want from their RSE in upper KS2.
5. Ratification – once amendments were made; the policy was shared with governors and ratified.

4. 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.

5. 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 in consultation with parents, pupils, and staff, considering 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

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. 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 including consent.
- Online relationships
- Being safe

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).

7. Roles and responsibilities

7.1 The governing board

The Local Governing Body will approve the RSE policy and hold the headteacher to account for its implementation.

7.2 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/non-science] components of RSE (see section 8).

7.3 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/non-science] 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.

7.4 Pupils

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

8. 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.

9. 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 will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by Mrs Simmons and Ms Ashrae through:

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

This policy will be reviewed by Sarah Simmons, Head Teacher every year for the time being. At every review, the policy will be discussed by the Local Governing Body and ratified by the Trust Board.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Reception	Autumn Term 2	<p style="text-align: center;"><u>Looking after myself-Hygiene-Families</u></p> <ul style="list-style-type: none"> • Children to consider the routines and patterns of a typical day understand some areas in which the children can look after themselves e.g. dressing and undressing • Children to learn what areas of the body are private, and the difference between good touches and bad touches (My Body Is Mine) • Children to understand why hygiene is important and explain why it is important to keep clean • Children to learn about how all families are different and to understand how members of a family can help each other 	Dimensions Resource
Year 1	Spring Term 2	<p style="text-align: center;"><u>Our Body-Similarities and Differences</u></p> <ul style="list-style-type: none"> • Learn the names for different parts of the body and which areas of the body are private • To learn about body awareness-My Body is Mine and review “Good touches” and “bad touches” • Children to recognise similarities and differences in our bodies • Children reflect on the similarities and differences between people • Children to recognise and respect similarities and differences between people 	Dimensions Resource

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 2	Autumn Term 2	<p style="text-align: center;"><u>Changing and Growing</u></p> <ul style="list-style-type: none"> • How our bodies change as we grow up, and how these changes affect us • To learn the names for different parts of the body • To identify safe situations and those which may be risky, like other children or adults taking improper photographs of them. • They should be able to identify trusted adults (both at home and school) who they can talk to if they feel worried. • Within this age group they should understand about different types of families, including those with same sex parents. The emphasis being on all different types of families • To learn about the physical changes in their bodies as we grow up 	Dimensions Resource
Year 3	Summer 1	<p style="text-align: center;"><u>E-Safety-Friendships</u></p> <ul style="list-style-type: none"> • To know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • Understanding the importance of boundaries within friendships and personal relationships is important, including online and through technologies such as mobile phones and games. • Understanding the importance of boundaries within friendships and personal relationships is important, including online and through technologies such as mobile phones and games. • They should know what films, programmes and online content they should and shouldn't be watching, in addition who to tell, if someone encourages them to watch inappropriate content 	Dimensions Resource

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 4	Summer 2	<ul style="list-style-type: none"> • Children to learn about the emotional and physical changes of growing up, coping strategies for different emotions, as well as looking after their bodies and the onset of puberty. • To understand what parts of their body are private • Introduce the word “consent” in the context of their bodies and relationships • Girls will be introduced to the subject of periods and this will be included in a session guided by the Headteacher and Rebbetzin Fromson 	Dimensions Resource <u>Headteacher and Dr Rebbetzin Fromson-period lessons</u>
Year 5	Summer 2	<ul style="list-style-type: none"> • To know about, recognise and understand changes that occur during puberty • Children learn about human reproduction in the context of the human life-cycle • Children to learn what an unhealthy relationship is, review what “consent” means and reflect on the many different types of relationships that exist • Children will be taught the names the male and female sex cells and reproductive organs 	Dimensions Resource <u>Head Teacher and Dr Rebbetzin Fromson Led- 8 sessions</u>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 6	Summer 2	<ul style="list-style-type: none"> • To know about, recognise and understand changes that occur during puberty • Children learn about human reproduction in the context of the human life-cycle • Children will learn how to use appropriate language to discuss sex and relationships with confidence • Children to learn about the “Consent” continuum process, communication and consequences • Children can identify sources of information, support and advice for children and young people • Children to learn about gender identities and have an awareness of transgender issues • Reflect on the many different types of relationships that exist 	<p>Dimensions Resource <u>Head Teacher and Dr Rebbetzin Fromson Led - 6 sessions</u></p>

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"> • 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. • 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 marriage 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	<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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<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	<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

TOPIC	PUPILS SHOULD KNOW
Being safe	<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

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	