Relationships and Sex Education Policy

Reviewed: October 2019
Next Review: October 2021
Philosophy and Aims
Relationships and Sex Education (RSE) at Thames Ditton Junior School is taught with due regard to moral and legal considerations. Emphasis is placed on the values of family life and supportive relationships.

The aims are:
- To enable pupils to develop knowledge, communication skills and understanding in order to facilitate personal decision making.
- To enable pupils to be aware of personal, psychological, emotional and physical changes in themselves and others.
- To enable pupils to develop the ability to form positive, healthy relationships.
- To emphasise the role and value of family life.
- To enable pupils to understand the process of human reproduction.
- To generate an atmosphere where questions of a sexual nature can be asked and answered openly without embarrassment; with trust and confidentiality being assured.
- To enable pupils to understand the influence of external factors, such as the media, internet and peer groups, and remain independent decision makers.
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- To inform pupils of where they can go for further information and advice.

The values promoted, include:
- Respect for oneself and other people.
- Sensitivity towards the needs and views of others.
- To recognise and accept the differences of others.
- Taking responsibility for one’s actions in all situations.
- Honesty and loyalty in relationships.
- The importance and responsibilities of the family unit for all members.
- To recognise the physical, emotional and moral implications of certain types of behaviour.
- To understand risks associated with these behaviours.

School Ethos
The RSE policy at Thames Ditton Junior School is in accord with the School's Teaching and Learning Policy, the PSHE policy and the school ethos. This is in order to develop well-rounded individuals equipped to understand and respect concepts such as difference, fulfilling and appropriate relationships, and respect for, and understanding of, the way in which their own and other people’s bodies work.

RSE lessons at Thames Ditton will be age-appropriate, building knowledge and life skills over time in a way that prepares pupils for issues they will soon face.

Organisation
RSE is taught to all year groups in mixed sex or single sex groups, according to the content of the programme. The promotion of good relationships is taught through RE, PSHE, Circle Time and whole school assemblies, and is supported through the buddy systems in place within the school.

A letter is sent to parents/carers prior to the RSE lessons being taught. The letter outlines the curriculum content and gives parents the opportunity to view resources and discuss any matters arising with their children in a workshop held by teachers. Parents may exercise their right to withdraw children from lessons if they so desire. Representatives from outside agencies e.g. the school nurse can be involved in the delivery of aspects of this curriculum.
An outline of the RSE curriculum for each year group is available on our website and shared in Appendix 1.

Teaching and Learning Strategies
The content of the RSE programme is taught through the Jigsaw scheme of work (see Appendix 1) and covers the three elements of:
- Knowledge and understanding
- Attitudes and values
- Personal and social skills

The RSE programme at Thames Ditton Junior School is tailored to the age as well as physical and emotional maturity of the children. Positive and open relationships between staff and pupils support an environment where children can confidently ask questions and seek advice. Training enables staff to have a unified approach when dealing with children’s queries. If any sensitive issues are revealed to staff, these will be referred to one of the designated safeguarding leads (DSLs). The personal beliefs and values of staff are taken into account with regard to the delivery of the content of the RSE curriculum. Opportunities for debriefing and support from the Headteacher or Deputy Headteacher are available for staff after the RSE lessons.

Assessment and Monitoring
The policy and programme of studies will be reviewed by the PSHE co-ordinator and will be monitored by PSHE & Science Co-ordinators in conjunction with Senior Management and Subject Governors.

Cross-Curricular Links
Aspects of RSE are taught in a cross-curricular manner, with specific links to Science and PSHE, throughout the key stage.

Equal Opportunities
All pupils, regardless of race, gender and abilities are offered equal access to the content of the RSE programme.

Health and Safety
A high priority is given to the pastoral support of all pupils in this school. The schools’ team of pastoral staff (including DSLs) meet every half term to discuss the needs of specific children referred to them. Emphasis on the raising of self-esteem for all pupils is integral to the curriculum. The School Council, ‘Buddy’ and Peer mediation systems empower the children to raise pastoral concerns, and suggest ways of dealing with issues. The school follows the safety guidance supplied by Surrey County Council and the Local Authority’s safeguarding procedures.
Appendix 1

Year 3 Jigsaw Programme – ‘Relationships’ and ‘Changing Me’

· Identifying roles and responsibilities of each family member, reflecting on expectations for males and females
· Identify and put into practise some of the skills of friendship, including dealing with conflict.
· Keeping yourself safe and knowing who to ask for help if you are worried
· Looking at work of people around the world and how that can affect our lives
· Needs and rights of children around the world, including identifying how children’s lives might be different
· Expressing appreciation to friends and family
· Understanding that animals and humans go through changes between conception and growing up, including females usually having babies
· Understanding what a baby needs to live and grow
· Understanding how babies grow and develop in the uterus
· Expressing how you might feel about a new baby in the family
· Understanding how bodies need to change, in order to have babies and how girls and boys bodies change on the outside
· Understanding these changes and knowing how to cope with the feelings
· Recognising stereotypical ideas about parenting and family roles
· Expressing how you feel when ideas are challenged and be willing to change ideas sometimes

Year 4 Jigsaw Programme – ‘Changing Me’ and ‘Healthy Me’

Changing Me

· Learning that some of our characteristics have come from our birth parents and that this happens because the egg and sperm join together
· Learning to correctly label the internal and external parts of male and female bodies necessary for making a baby
· Learning to describe how a girl's body changes and that menstruation is a natural part of the change needed to make babies
· Learning to manage changes that will occur, not just in our bodies, but also with regards to our feelings during any changes

Healthy Me

· Learning to understand the facts about smoking, why some people choose to smoke and its effects on our health
· Learning to understand the facts about alcohol and its effects on health, particularly the liver
**Year 5 Jigsaw Programme – ‘Relationships’ and ‘Changing Me’**

· Understanding our own personal qualities and building self-esteem
· Recognising how friendships change and how to manage conflict
· Understanding what it means to be attracted to someone and how they might develop different types of relationships as they grow older
· Discussing feelings of jealousy and how this can be managed
· Learning how to stay safe when using technology and how to resist pressures to use it in a risky or harmful way
· Creating an awareness of own self-image and how body image fits into this
· Explaining how bodies change during puberty and the importance of looking after ourselves physically and emotionally
· Understanding of how conception takes place and how people can be medically assisted when choosing to have a baby
· Identifying what it means to become a ‘teenager’ and the responsibilities attached to this
· Discussing the changes that Year 6 will bring and how they will manage this transition

**Year 6 Jigsaw – ‘Relationships’ and ‘Changing Me’ units of work**

**Relationships**

· To identify the most significant/special people in my life so far.
· To recognise feelings we can have when someone dies or leaves and use some strategies to manage these feelings.
· To understand there are different types of loss and different stages of grief.
· To recognise when people are trying to gain power or control and to stand up for myself and others in these situations.
· To use technology positively and safely and recognise how it can be used to gain power or control.

**Changing Me**

· To be aware of my own self-image and how my body image fits into that.
· To explain how girls’ and boys’ bodies change during puberty and to understand the importance of looking after myself physically and emotionally.
· To ask questions about puberty changes.
· To describe how a baby develops from conception to birth.
· To understand how physical attraction changes the nature of a relationship.
· To prepare myself emotionally for starting secondary school.