



James Bateman Middle School

Relationships and Sex Education (RSE) and Health Education Policy 2021

1. Context/Introduction

Relationship and Sex education (RSE) and Health education supports children's lifelong learning about wellbeing and, more particularly, physical, moral, emotional and cultural development. RSE is about understanding of the importance of loving and caring relationships and focuses on the teaching of 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.

Research demonstrates that good, comprehensive Relationship and Sex Education does not make young people more likely to become sexually active at a younger age.

2. Statutory Requirements

At James Bateman, we must provide relationships education to all pupils as per section 34 of the Children and Social Work Act 2017. At James Bateman, 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 (RSE and Health Education Guidance 2019, DfE) issued by the secretary of state as outlined in section 403 of the Education Act 1996. At James Bateman Middle School we teach RSE as set out in this policy.

3. Aims and Objectives for Sex and Relationship Education

The aim of RSE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health-related behaviour. This should take place with consideration of the qualities of relationships within families.

The objectives of Relationship and Sex Education and Health Education are:

To provide the knowledge and information to which all pupils are entitled;

- To clarify/reinforce existing knowledge;
- To raise pupils' empathy, self-esteem and confidence, especially in their relationships with others in all contexts, including online;
- To help pupils' understand their feelings and behaviour (including sexual feelings), so they can lead fulfilling and enjoyable lives and also know how to take care of themselves and receive support if problems arise;
- To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities;

- To develop pupils' personal attributes including kindness, integrity, generosity, honesty, perseverance and resilience;
 - To develop pupils' confidence to be participating members of society and to value themselves and others;
 - To develop pupils' skills for a healthier, safer lifestyle;
 - To support pupils' development and use of skills including communication skills and assertiveness skills to cope with the influences of their peers and the media;
 - To teach pupils' respect and care for their bodies;
 - To prepare pupils for puberty and adulthood and give them an understanding of sexual development and the importance of health and hygiene
- To allow pupils to develop a positive, inclusive attitudes towards all types of family relationships, including same-sex or relationships with include transgender people.

4. Curriculum (including Moral and Values Framework)

RSE is taught in the context of relationships and reflects the values of the Personal, Social and Health education (PSHE) framework. In addition, RSE promotes self- esteem and emotional health and well-being and helps pupils form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community. We have developed the curriculum in consultation with parents, pupils and staff, 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.

For more information about our curriculum, please refer to our curriculum map in Appendix 1, 2 and 3.

5. Delivery of RSE

RSE is taught within the personal, social, health education (PSHE) curriculum. Biological aspects of RSE are taught within the science curriculum. 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
-

Sex education will focus on:

- How a baby is conceived and born

For more information about our RSE curriculum, please refer to Appendix 1, 2 and 3

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).

The curriculum, teaching and resources will be appropriately differentiated and personalised for pupils based on their needs in order for them to have full access to the content of the relationships and sex education and health education. Factors considered include:

- Age
- Physical and emotional maturity
- Religious backgrounds
- Special educational needs and disabilities (SEND)

Child Protection / Confidentiality

Teachers need to be aware that effective relationships and sex education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

The staff member will inform the Principal /Designated Safeguarding lead in line with the Safeguarding Board and school procedures for child protection.

A member of staff cannot promise confidentiality if concerns exist.

Dealing with difficult questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique for all year groups.

Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

Use of visitors

When appropriate, visitors such as the school nurse may be involved in the delivery of sex and relationship education. Visitors will complement and not substitute or replace planned provision as it is the PSHE Leader's and teacher's responsibility to plan the curriculum and lessons.

6. Roles and responsibilities

6.1 The Governing Body

The Governing Body will approve the RSE policy, and will hold the Principal of James Bateman Middle School to account for its implementation.

6.2 The Deputy Principal

The Deputy Head, along with the PSHE Coordinator, 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 7).

6.3 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 PSHE Coordinator and Deputy Head.

6.4 Pupils

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

7. Parents'/carers' right to withdraw

Parents/carers do not have the right to withdraw their children from relationships education or health education.

Parents/carers have the right to withdraw their children from some or all of the [non-statutory/nonscience] components of sex education within RSE.

At James Bateman Middle School, puberty is taught as a statutory requirement of science and covered by our Y5 science curriculum.

Sex education is also taught as human reproduction in Y7. Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the Deputy Head.

Alternative work will be given to pupils who are withdrawn from sex education.

8. Training

Delivery of RSE is included in our continuing professional development calendar.

The Deputy Head and PSHE Coordinator 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.

9. Monitoring and Evaluation arrangements

Monitoring is the responsibility of the Headteacher, named governor and teacher with responsibility RSE and Health education.

The School will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson visits, planning, feedback from pupils, teachers and parents.

The effectiveness of the RSE programme will be evaluated by assessing children's learning, consulting with parents/carers and implementing change if required. This policy will be reviewed annually by the Headteacher.

At every review, the policy will be approved by the Directors' Resources Committee. Reviewed & Agreed by the Governing body on:

Appendix 1: Relationships education expectations

Relationships Education in schools – DfE Guidance 2019

The focus should be on 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. The guidance states that:

	Pupils should know...
Families and people who care for 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 (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious). • 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.

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

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

To see where our PSHE curriculum covers the above in the following topics see Appendix 4

Appendix 2: Health education expectations

Physical health and mental well-being education in schools – DfE Guidance

The focus should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end:

	Pupils should know...
<u>Mental wellbeing</u>	<ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.

	<ul style="list-style-type: none"> • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet and safety harms	<ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.
Physical health and fitness	<ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and Prevention	<ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.

	<ul style="list-style-type: none"> • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to immunisation and vaccination
Basic First Aid	<ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.

To see where our PSHE curriculum covers the above in the following topics see Appendix 4

Strands of science curriculum that cover physical health and mental well-being education:

Y5 (Spread over 2 units)

The Human body:

- Diet and exercise
- Digestive system
- Teeth & tooth care
- Circulatory system
- Blood/organ donation
- Drugs and lifestyle
- Nutrients and water

Y8

Health and lifestyle:

- Nutrients
- Food tests
- Unhealthy diet
- Drugs
- Alcohol
- Smoking
- Digestive system
- Skeletal system
- Muscular system

- Joints/arthritis
- Respiratory system
- Asthma

Appendix 3: Sex education expectations

The DfE recommends that teaching:

- Draws on knowledge of the human life cycle set out in science lessons to explain how a baby is conceived and born.

Strands of the science curriculum that cover sex and relationships education are:

Y5 (spread over 2 units)

- Puberty
- Brief introduction to menstruation
- Reproduction in plants & animals
- Animal changes
- Life cycles
- Old age
- Gestation in humans and animals

Y7 (spread over 2 units)

In 'reproduction'

- Adolescence
- Reproductive systems
- Fertilisation and implantation
- Contraception
- IVF/Fertility Issues
- Development of a foetus & pregnancy choices
- Birth
- The menstrual cycle
- The menopause (briefly touched upon)

Appendix 4:

Strands of PSHE curriculum that cover RSE & Health & Wellbeing:

Year 5		
Autumn 1	Relationships	Be Yourself

		<ul style="list-style-type: none"> You are Unique Let it Out Uncomfortable Feelings The Confidence Trick Do the Right Thing Making Amends
Autumn 2	Health & Wellbeing	<u>Aiming High</u> <ul style="list-style-type: none"> You can do Anything Breaking Down Barriers Future Focus Equal Opportunities Innovation & Feelings Onwards & Upwards
Spring 2	Relationships	<u>TEAM</u> <ul style="list-style-type: none"> Together Everyone Achieves More Communicate Collaborate Compromise Care Shared Responsibilities
Summer 1	Health & Wellbeing	<u>It's my Body</u> <ul style="list-style-type: none"> Your Body is Your Own Sleep Well, Be Well Taking Care of our Changing Bodies Harmful Substances How We Feel and Think About Our Bodies Healthy Choices

Year 6		
Autumn 1	Relationships	<u>Healthy Relationships</u> <ul style="list-style-type: none"> Family & Friends Think Before You Act It's OK To Disagree You Decide Secrets False Friends
Autumn 2	Health & Wellbeing	<u>Safety First</u> <ul style="list-style-type: none"> You are Responsible What are the Risks? Making Your Mind Up In an Emergency Keep IT Safe

		<ul style="list-style-type: none"> • Click Safe, Click Happy
Summer 1	Health & Wellbeing	<p><u>Thinking Positive</u></p> <ul style="list-style-type: none"> • The Cognitive Triangle • Thought Are Not Facts • Facing Your Feelings • Choices & Consequences • Being Present • Yes I CAN!
Summer 2	Relationships	<p><u>Growing Up</u></p> <ul style="list-style-type: none"> • Changing Bodies • Emotional Changes • Just the Way You Are • Relationships • Let's Talk About Sex • Human Reproduction

Year 7		
Autumn 2	Health & Wellbeing	<p><u>Healthy Lifestyles</u></p> <ul style="list-style-type: none"> • Sleep • Online Stress FOMO • Puberty • Healthy Relationships • Introducing Consent
Spring 2	Health & Wellbeing	<p><u>Drugs & Alcohol</u></p> <ul style="list-style-type: none"> • Understanding Drugs • Tobacco Risks & Influences • Alcohol & Risks
Summer 1	Relationships	<p><u>Making Sense of Relationships</u></p> <ul style="list-style-type: none"> • Healthy Relationships • Gender Stereotypes

		<ul style="list-style-type: none"> • Safer Online Relationships • Sexualised Behaviour • Sharing Sexual Images • Consent •
Summer 2	Relationships	<p><u>Friendships & Diversity</u></p> <ul style="list-style-type: none"> • Bullying • Forming Positive Relationships • Discrimination (disability etc.)

Year 8		
Autumn 2	Relationships	<p><u>Friendships & Managing Influences</u></p> <ul style="list-style-type: none"> • Cyberbullying • Peer Pressure • Self Esteem • Sexting <p><u>Knife Free</u></p> <ul style="list-style-type: none"> • Knife Free • Role Models
Spring 1	Relationships	<p><u>Healthy & Unhealthy Relationships</u></p> <ul style="list-style-type: none"> • Healthy & Unhealthy Relationships • Consent • Sharing Inappropriate Images
Spring 2	Health & Wellbeing	<p><u>Basic First Aid & Keeping Safe</u></p> <ul style="list-style-type: none"> • Allergies • Asthma • Basic Life Support • Bleeding • Choking • Head Injuries • How to get Help
Summer 1	Health & Wellbeing	<p><u>Mental Health & Wellbeing</u></p> <ul style="list-style-type: none"> • Attitudes to Mental Health • Promoting Emotional Wellbeing • Promoting Emotional Wellbeing • Unhealthy Coping Strategies

		<ul style="list-style-type: none"> • Healthy Coping Strategies
--	--	---

Appendix 5: 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

Include notes from discussions with parents and agreed actions taken. E.g. Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom.

