



WOHL ILFORD JEWISH PRIMARY SCHOOL

SEX AND RELATIONSHIPS EDUCATION POLICY

REVIEWED: April 2020

NEXT REVIEW: April 2022

Signature of Headteacher:



From the UN Convention on the Rights of the Child

Article 3: The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 5: Governments must respect the rights and responsibilities of parents and carers to provide guidance and direction to their child as they grow up, so that they fully enjoy their rights. This must be done in a way that recognises the child's increasing capacity to make their own choices.

Article 12: Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

Article 13: Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 17: Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.

Article 19: Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.



WOHL ILFORD JEWISH PRIMARY SCHOOL

SEX AND RELATIONSHIPS EDUCATION POLICY

POLICY CONTEXT AND RATIONALE

Wohl Ilford Jewish Primary School (WIJPS) is committed to encouraging our children to respect themselves and each other, whilst fostering a safe and nurturing environment which supports all pupils to reach their true potential. Our aim is for every child to feel valued and respected and to be treated in a kind and considerate manner.

The intended outcomes of our Relationship and Sex Education (RSE) programme are that teachers will:

- Provide a secure and caring framework in which sensitive discussions can take place.
- Provide information which is accessible to pupils and is relevant to their age, maturity and needs.
- Prepare pupils for puberty, and give them an understanding of the importance of health and hygiene.
- Help pupils develop feelings of self-respect, self-worth, confidence and empathy together with a sense of moral responsibility.
- Assist pupils in acquiring and practising important life skills such as critical thinking, decision making, communication and assertiveness.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.

ROLES AND RESPONSIBILITIES

The policy was produced by the Deputy Headteacher and RSHE Lead through consultation with parents, governors, teaching staff and a group of pupil ambassadors. All stakeholders were invited to participate in the consultation and to discuss changes

and proposed content of the curriculum. This policy is reviewed by the RSHE lead annually. At every review, the policy is approved by the Headteacher.

LEGISLATION (STATUTORY REGULATIONS AND GUIDANCE)

We are required to teach relationships and sex education as part of our RSHE curriculum.

The RSE policy supports and complements the following policies:

Anti-bullying

Behaviour (including bullying)

E-safety policy

Spiritual, moral, social and cultural

Safeguarding and child protection (including extremism)

Documents that inform the school's 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 (2019)
- Children and Social Work Act (2017)

CURRICULUM DESIGN

At WIJPS, the intent of the RSE aspect of our RSHE curriculum is to deliver a curriculum which is accessible to all and ensures that each of our pupils know more, remember more and understand more about how they can play a positive and successful role in our community and our society, both as a child and an adult in the future.

Our Growth Mind set prepares our pupils for their future lives through the development of their confidence and sense of responsibility. It aims to help them understand their personal and social development, and enables them to tackle many of the moral, social and cultural issues that are a part of growing up.

Relationship and Sex Education is taught in line with the ethos of the school, which promotes a positive commitment to modern Orthodox Judaism and a sense of identity, alongside fostering self-respect and respect for others and the wider community.

Children have an accurate and relevant knowledge of RSHE and opportunities to create personal understanding, as well as being encouraged to explore and challenge a range of values, attitudes, beliefs, rights and responsibilities.

High quality resources support our RSE provision and are regularly reviewed by staff members.

Pupils are encouraged to reflect on their own learning and progress by constantly reviewing what they have learnt. Children have access to key knowledge, language and its meaning in order to understand the Relationship and Sex Education aspect of the RSHE curriculum.

An overview of the learning in each year group can be found embedded within the RSHE curriculum as below.

Term	Autumn			Spring			Summer		
Core Theme	Health and Wellbeing <i>Minimum of 10 lessons</i>			Relationships <i>Minimum of 10 lessons</i>			Living in the Wider World <i>Minimum of 10 lessons</i>		
Topics	Healthy Lifestyles	Growing and Changing	Keeping Safe	Feelings and emotions	Healthy Relationships	Valuing difference	Rights and Responsibilities	Environment	Money
Year 1	What helps keep bodies healthy; hygiene routines	Recognising what they are good at; setting goals. Change and loss and how it feels	keeping safe around household products; how to ask for help if worried about something	Recognising feelings in self and others; sharing feelings	Secrets and keeping safe; special people in their lives	Respecting similarities and differences in others; sharing views and ideas	Group and class rules; everybody is unique in some ways and the same in others	Looking after the local environment (CROSS YEAR-GROUP PROJECT WITH YEAR 2)	Where money comes from; how to use money - saving and spending money
Year 2	Healthy choices; different feelings; managing feelings	Recognising what they are good at; setting goals. Growing; changing and being more independent; correct names for body parts (including external genitalia)	Keeping safe in different situations; how to ask for help if they are worried about something; privacy in different contexts	Behaviour; bodies and feelings can be hurt	Listening to others and playing cooperatively; appropriate and inappropriate touch; teasing and bullying	Respecting similarities and differences in others; sharing views and ideas	Group and class rules; respecting their own and others' needs; groups and communities they belong to; people who work in the community; getting help in an emergency	Looking after the local environment (CROSS YEAR-GROUP PROJECT WITH YEAR 1)	Where money comes from; saving and spending money; making choices; keeping track of money spent/saved
Year 3	What makes a balanced diet; opportunities for making own choices with food; what influences their food choices; habits	Recognising what they are good at; setting goals. Describing feelings; conflicting feelings and how to manage feelings	School rules on health and safety; basic emergency aid; people who help them stay healthy and safe	Recognising feelings in others; responding to how others are feeling	Positive; healthy relationships and friendships; maintaining friendship; actions affect ourselves and others; working collaboratively	Recognising and responding to bullying	Discuss and debate health and wellbeing issues. Being a part of the community and who works in the community	Responsibilities; rights and duties	Enterprise; what it means; developing skills in enterprise (CROSS YEAR-GROUP PROJECT WITH YEAR 4)
Year 4	What makes a balanced lifestyle and making choices; drugs common to everyday life; hygiene and germs	Recognising what they are good at; setting goals. Changes at puberty. Changes that happen in life and feelings associated with change	How to keep safe in local area and online; people who help them stay healthy and safe	Keeping something confidential or secret; when to break a confidence; recognise and manage dares	Acceptable and unacceptable physical contact; solving disputes and conflicts amongst peers	Listen and respond effectively to people; share points of view	Discuss and debate health and wellbeing issues. Appreciating difference and diversity in the UK and around the world	Sustainability of the environment across the world	Role of money; managing money (saving and budgeting); what is meant by interest and loan
Year 5	What positively and negatively affects health and wellbeing; making informed choices; benefits of a balanced diet; different influences on food; skills to make choices	Recognising what they are good at; setting goals; aspirations; intensity of feelings; managing complex feelings. Coping with change and transition; bereavement and grief	Strategies for managing personal safety in the local environment; online safety; including sharing images; mobile phone safety	Responding to feelings in others	Actions have consequences of actions; working collaboratively; negotiation and compromise; giving feedback	Listening to others; raise concerns and challenge	Discuss and debate health and wellbeing issues. Rules and laws; changing rules and laws; anti-social behaviour; respecting and resolving differences	Different rights; responsibilities and duties	Importance of finance in people's lives; being a critical consumer; looking after money; interest; loan; debt management of money; tax
Year 6	Images in the media and reality; how this can affect how people feel; risks and effects of drugs	Recognising what they are good at; setting goals; aspirations. Changes at puberty (recap Y4); human reproduction; roles and responsibilities of parents	Independence; increased responsibility; keeping safe; influences on behaviour; resisting pressure; rights to protect their body and speaking out (including against FGM); who is responsible for their health and safety; where to get help and advice	Confidentiality and when to break a confidence; managing dares	Different types of relationships; positive and healthy relationships; maintaining relationships; recognising when a relationship is unhealthy (including forced marriage); committed; loving relationships; marriage. Acceptable and unacceptable physical touch; personal boundaries and the right to privacy	Listening to others; raise concerns and challenge. What makes people the same or different; recognising and challenging stereotypes; discrimination and bullying	Discuss and debate health and wellbeing issues. Human rights; the rights of child; cultural practices and British law. Being part of a community; groups that support communities. Being critical of what is in the media and what they forward to others	How resources are allocated; effect of this on individuals; communities and environment	Enterprise; setting up an enterprise (CROSS YEAR-GROUP PROJECT WITH YEAR 3)

YEARS 5 AND 6

In Year 5, in addition to the above, pupils cover: puberty, external changes to the body, menstruation and wet dreams, internal changes to the body, personal hygiene, emotions and feelings during puberty, and changes that may occur in friendship and other relationships.

In Year 6, pupils: recap and review puberty before introducing lessons on how babies are made, learn about change and becoming independent, concept of change throughout our lives, feelings associated with change including moving to secondary school and the new roles and responsibilities that this might bring, positive and healthy relationships, increasing pupils' understanding of what is meant by a positive, healthy and loving relationship is - an important part of safeguarding their health and wellbeing, how babies are made and having sexual intercourse, understanding that the decision to have a baby is something for when they are much older - this emphasises the importance of consent in this context.

SAFE AND EFFECTIVE PRACTICE

We ensure that clear ground rules facilitate a safe and supportive learning environment. We are committed to encouraging our children to respect themselves and each other, whilst fostering a safe and nurturing environment which supports all pupils to reach their true potential. Our aim is for every child to feel valued and respected and to be treated in a kind and considerate manner. Ground rules are established at the start of each lesson. Pupils are able to raise questions anonymously. Any sensitive issues are handled by trained members of staff. All staff teaching RSE are supported by the RSHE Lead as well as SLT. All staff have been trained to identify vulnerable pupils and have the appropriate guidance to support them. This policy dovetails with the school's suite of safeguarding policies.

SAFEGUARDING

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. In line with the WIJPS safeguarding policies, teachers understand that they cannot offer complete confidentiality should a disclosure be made. This would be explained to the pupil, should such a circumstance arise. All staff receive safeguarding training as part of their continuing professional development and are assessed in their understanding of the main safeguarding documents which underpin our practice. All volunteers receive safeguarding training from the DSL prior to working with our pupils and visitors to the school are given a document to read prior to having contact with pupils which clearly outlines the school's expectations and procedures.

ENGAGING STAKEHOLDERS

We work closely with parents to ensure that they are fully aware of what is being taught and provide additional resources and support through consultation meetings and communication relating to what will be taught during the year at termly intervals.

Parents/carers have the right to withdraw their children from RSE content that is not part of statutory NC Science, however, through dialogue, we impress the importance of the RSE element of the curriculum. If a parent/carer requests that their child be removed from relationships and sex education, we ensure that the child is placed in another classroom with another class and provide support by setting them some tasks. Governors have been informed of the RSE policy and curriculum at governing body meetings. Pupil voice is used to review and tailor our RSE programme to match the different needs of pupils through discussions with pupils as well as through feedback from teaching staff.

MONITORING, REPORTING AND EVALUATION

Teachers critically reflect on their work in delivering RSE through reviewing what has been taught by analysing the outcomes from the lessons. Pupils have opportunities to review and reflect on their learning during lessons by asking and answering questions, as well as comparing their initial thoughts and ideas at the start of the lesson to their understanding and awareness at the end of the lesson. Pupil voice is influential in adapting and amending planned learning activities.