Granby Junior School



RSE Policy

Review Date	Approved by	Governor Minute Reference
July 2027		

Date: July 2026

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Improving life for local people

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Philosophy

At Granby Junior School we believe that effective Relationships and Sex Education (RSE) is essential for young people to make responsible and well-informed decisions about their lives. The RSE programme is integrated as part of the PSHE curriculum (see separate PSHE policy) and is delivered as such that it meets the National Healthy Schools Standard. This school policy is in line with current regulations from the Department of Education (DfE) on Relationships Education, Relationships and Sex Education (RSE) and Health Education (July 2025)

Relationships Education and Health Education are taught in this school as statutory subjects. Elements of sex education, though non-statutory are also part of an integrated PSHE programme of work. For the purposes of this policy we will refer to Relationships Education and Sex Education as combined subjects, as any learning about the physical and sexual aspects of growing up is taught in the context of positive healthy relationships.

Relationships and Sex Education make a significant contribution to the school's legal duties to:

- prepare pupils for the opportunities, responsibilities and experiences of adult life, and
- promote the spiritual, moral, social, cultural, mental and physical development of pupils

Aims

The aim of Relationships and Sex Education at Granby Junior is to equip children and young people with the information, skills and values they need to have safe, fulfilling and enjoyable relationships and take responsibility for their health and wellbeing.

We recognise the central importance of relationships in supporting children and young people's mental health and wellbeing, academic achievement and future success. We aim to put in the key building blocks of healthy respectful relationships, focussing on family and friendships, in all contexts, including online. Our programme also aims to support pupils in their personal development with regard to attributes such as kindness, integrity, generosity, respect and honesty. These approaches support our wider work of building resilience in our pupils.

The integrated PSHE and RSE curriculum aims to:

- Develop communication and skills to be effective in friendships and relationships
- Ensure children are able to name parts of the body and describe how their body works; learn how to care for their body and value health, fitness and hygiene.
- Respect their own and other peoples' bodies and personal space
- Recognise appropriate and inappropriate touching, be able to keep themselves safe and to know when and how to ask for help and support.
- Recognise that difference is OK and celebrate it and so recognise and challenge pressure to conform to gender stereotypes.
- Be confident with their body image and prepared for puberty. We focus on attitudes, values and skills, as well as knowledge and understanding. This will include developing self-esteem, the skills to manage relationships and most importantly keep themselves safe in all their relationships

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Content

The DfE recognises 5 elements to Relationships Education. These are:

1. Families and people who care for me
2. Caring friendships
3. Respectful, kind relationships
4. Online safety and awareness
5. Being Safe

The DfE recognises 9 elements to Health education. These are:

1. General wellbeing
2. Wellbeing online
3. Physical health and fitness
4. Healthy eating
5. Drugs, alcohol, tobacco and vaping
6. Health protection and prevention
7. Personal safety
8. Basic first aid
9. Developing bodies

We recognise that RSE does not come just through the curriculum. In responses to relationship, health and sex related issues all staff will model positive, matter of fact answers in an age-appropriate way.

The PSHE Matters Scheme Overview

In Lower Key Stage 2 (age 7-9) Pupils learn about change in friendships, relationships and families; how to be a good friend online and offline; managing conflict in friendships; how and why their bodies are changing; staying safe online; about gender stereotypes and their impact; about feelings and how to cope with them; what a baby needs, about privacy, boundaries and secrets and who to talk to if they feel anxious or unhappy.
In Upper Key Stage 2 (age 9-11) Pupils learn about the important relationships in their life; about how to show love to others; the different kinds of families and partnerships ; about marriage and stable loving relationships and their importance for having babies and bringing up children; how to recognise healthy and unhealthy relationships; the different types of bullying, why they are unacceptable and how to respond; the physical and emotional changes in puberty, including menstruation, and how to cope with them; how babies are conceived, how they develop and are born; the impact of social media on self-esteem, body image, health and safety and ways to manage this.

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Some elements of RSE are statutory. Learning about 'the changing adolescent body' is part of statutory Health Education. Children will learn key facts about puberty including physical and emotional changes, about menstruation and the key facts about the life cycle.

National Curriculum Science is also statutory. This includes:

Key Stage 2

- Describe the differences in the life cycle of a mammal, an amphibian and insect and a bird
- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age
- Recognise the impact of diet exercise drugs and lifestyle on the way their body's function.

Equal Opportunities / Sensitive Issues

At Granby Junior we deliver RSE with regards to the Equality Act 2010 and observance of the protected characteristics of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership and sexual orientation. We recognise that children have varying needs regarding RSE depending on their circumstances and background. To achieve this, the school's approach to RSE will take into account:

- Some pupils may have learning, emotional or behavioural difficulties, or special educational needs or disabilities (SEND) that result in particular RSE needs at different times. We will ensure that RSE is accessible to all pupils through high quality teaching that is adapted and personalised
- We recognise that our pupils may come from a variety of family situations and home backgrounds. We will take care to ensure that there is no stigmatisation of children based on their home circumstances and deliver the curriculum sensitively and inclusively.

Teaching provision

RSE is provided through:

1) Different teaching and learning methods are used to ensure pupils' full participation and development of skills.
2) A safe learning environment is established in all PSHE lessons including the ground rules encompassing:

1) we will not ask personal questions
2) we have a right to pass if we don't want to comment
3) We agree to join in and make positive contributions
4) We will listen to each other without interruption.
5) Science as stipulated by the national curriculum and/or as negotiated with the PSHE coordinator.
6) Assemblies.
7) Delivery in response to incidents.

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A Safe Learning Environment

In order for PSHE or RSE to be conducted safely the following will be in place:

- Ground rules are explained, displayed and referred to wherever appropriate. (When receiving external visitors, they will have sight of and understanding of the ground rules)
- No one in the classroom will be expected to answer a personal question.
- Distancing techniques such as the use of scenarios, will be used to help to keep pupils safe. There will be no need for anyone to discuss their own personal issues.
- Pupils will be expected to engage and listen during lessons; however, it is accepted that sometimes it is inappropriate for them to be expected to take part in the discussion.
- In most cases, the correct names for body parts will be used.
- The meanings of words will be explained in a sensible and factual way.
- Care will be taken not to use materials or approaches that may trigger trauma or distress.

Dealing with questions

Sometimes an individual child will ask an explicit or difficult question in the classroom.

- Questions do not have to be answered directly and can be addressed later. We believe that individual teachers must use their skill and discretion in these situations and refer to the PSHE coordinator if necessary.
- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole class setting.
- Teachers should set the tone by speaking in a matter of fact way and ensuring that pupils discuss issues in a way which does not encourage giggling and silliness.
- Pupils are encouraged, where appropriate, to write down questions anonymously and post them in a box. The teacher will have time to prepare answers to all questions that are relevant.
- If a question is too personal the teacher should remind the pupil of the ground rules. No one [teacher or pupil] should be expected to answer a personal question.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later, on an individual basis. If a teacher is concerned that a pupil is at risk of sexual abuse, then the usual child protection/safeguarding guidelines will be followed.
- Teachers are careful not to be drawn into providing more information than appropriate to the age of the child.
- Pupils must not be given the impression that teenagers inevitably have sex. The view that sex should be between two people who are mature enough to make informed decisions should be emphasised.
- Only the correct names for body parts will be used. Meanings of words will be explained in a sensible and factual way

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Roles and Responsibilities

Parental Engagement

We recognise the prime role of parents/carers in the development of their child's understanding about relationships and sex. We work in active partnership with parents/carers in the development and review of RSE. The school will ensure that parents/carers are: made aware of the school's approach and rationale for RSE through the policy; involved in the review of the RSE policy; made aware of the school's PSHE curriculum; and encourage them to support their child's learning at home through shared learning activities, if appropriate.

A parental consultation is undertaken bi-annually, or whenever there are major changes to the RSE curriculum or statutory requirements.

Parents/carers have a legal right to withdraw their children from dedicated sex education lessons delivered outside the science curriculum. They do not have a right to withdraw their children from those aspects of RSE that are taught in national curriculum Science, Relationships Education or Health Education. There is a coordinator in school who is responsible for overseeing and monitoring the implementation of the RSE scheme of work and to act as a support for staff. All teaching staff supports the policy and have been integral in its development. The Governors are ultimately responsible for the policy.

If a parent/carer has any concerns about the RSE provision, we will take time to address their concerns and allay any fears they may have. If parents/carers decide to withdraw their child, we shall work with them and their child to explore possible alternative provision. In the event of a request to withdraw we will document this process and ensure a record is kept.

Working with Outside Agencies / Visitors

We consult with the school nurse when appropriate. We ensure that visitors are made aware of the policy in order to use appropriate language when addressing the children.

Pastoral support for Pupils / dealing with sex related incidents

All members of staff will be approachable to discuss relationship, health and sex issues with the children. We will ensure that girls in KS2 are comfortable with the provision made for menstruation.

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