NORWOOD GREEN JUNIOR SCHOOL

RELATIONSHIP EDUCATION POLICY

Policy ratified by the GB: June 2026

Policy to be reviewed: June 2029

Our School's Values

Norwood Green Junior School's values and aims are central to every aspect of school life. They represent the school's approach and are the core aspect of this policy.

Our School's Values (chosen by the pupils, parents, governors and staff):

1) Respect
2) Honesty
3) Determination/Resilience
4) Kindness and inclusiveness
5) Responsibility
6) Friendship

British Values

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those with different faiths and beliefs

Ethos and belief Values Statement:

Norwood Green Junior School is committed to developing kind, well-rounded children who become successful and contribute to the school and their community. To achieve this children are taught to be confident and value themselves. They are also taught to be kind and respectful so they develop good social skills.

Our Schools Aims

We aim that our pupils:

1. Achieve Success and High Standards: Empower pupils to strive towards high academic and personal standards. Develop them into 'Successful Learners. '
2. Promote Happiness and Health: Teach children the skills to be happy and maintain a healthy lifestyle. Encourage them to become 'Healthy Advocates'.
3. Build Confidence: Foster self-confidence in pupils to ensure they feel capable and assured in their abilities. Shape them into 'Confident Communicators'.
4. Nurture Rights Awareness: Educate children about their rights and responsibilities. Help them become 'Worldly Wise'.
5. Encourage Kindness and Responsibility: Develop pupils to be kind and responsible

Introduction

The policy accords with whole school policies including, 'Teaching, Learning & Assessment' and 'Child Protection'.

At Norwood Green Junior School pupils are taught about respectful relationships through PSHE. The published PSHE scheme 'Jigsaw' is used to deliver 2019 DFE statutory guidance

'Relationships education. Marriage traditions of different faiths are taught in Religious Education (RE LA guidance document 'Widening Horizons'). Reproduction is taught through the life cycle of animals (Science National Curriculum 2014). Puberty and hygiene are taught through bespoke lessons using BBC animations. The lessons comply with DFE statutory guidance 'Physical and Mental Wellbeing' 2019. These elements build onto Key Stage 1 learning and provide pupils with relevant skills, knowledge and understanding in line with national age-related expectations. They help prepare pupils with the necessary building blocks for KS3 Science and PSHE education which addresses human reproduction.

RATIONALE

- It is believed that: 'Effective … relationship education is essential if young people are to make responsible, informed and healthy decisions about their lives, both now and in the future'. Although **'human reproduction' is not part of the Norwood Green Junior School curriculum**, lessons taught are seen as the foundations for taught in KS3.

- Through clearly taught values and a successful series of PSHE lessons, the school believes that young people learn to respect themselves and others and move confidently from childhood through adolescence and into adulthood.

- Through PSHE, in particular lessons referring to healthy relationships, pupils are taught that they have rights and the school believes that society gains from children who are confident and who can make responsible and well-informed decisions about their lives. The value the school places upon informed and thought through decision making is evident in the school's 'British Values' which highlight the importance of liberty.

- We are committed to provide a comprehensive series of PSHE lessons for all children so that anxiety that some children may experience due to ignorance or misinformation is avoided concerning puberty.

Through teaching pupils their rights and responsibilities in accordance with the UN 'Rights of the Child', the school believes that pupils will be more likely to have the necessary knowledge and skills required for respectful relationships. They will have greater understanding of how others should behave appropriately toward their feelings and body and equally their responsibility for treating others with respect.

Definition of Relationship Education

"The focus in primary school 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."

DFE statutory guidance Relationships Education 2019

At Norwood Green pupils are taught to respect different family models, considering the self esteem of all pupils. If homophobia arises, it is challenged in accord with the Equality Act 2010. Pupils are taught homophobic bullying is wrong and hurts others' feelings. Pupils are reminded

that ‘Same Sex’ marriage is legal and that homophobia is illegal. The introduction of the DFE statutory guidance 2019 (legal from September 2020) has not required a change to the school’s PSHE curriculum in any significant way.

Pupils are taught about what constitutes a healthy relationship. Every other year, pupils have a special themed week about respectful relationships ‘Learning to Respect’. This includes age appropriate lessons on domestic violence and is linked to a borough initiative. This is a response to the high numbers of domestic violence cases amongst the schools’ parents.

Implementation

Relationships Education recognises the needs of pupils and is adapted to respond to these needs. This is done through providing pupils with opportunities to ask questions about puberty anonymously.

The Objectives from the National Curriculum for Science and PSHE

The school follows the objectives from the Science National Curriculum (NC 2014) and the PSHE non-statutory guidelines.

Science:

Statutory requirements

Pupils should be taught to:

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Describe the life process of reproduction in some plants and animals.
- Describe the changes as humans develop to old age.

Notes and guidance (non-statutory):

Pupils should observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment.

Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

Pupils might work scientifically by: observing and comparing the life cycles of plants and animals

Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

Parental Involvement

Parents are provided with the opportunity to view materials relating to hygiene and puberty before pupils are taught. They are encouraged to talk about the learning with their children at home. In the rare occasion that a parent requests that their child is exempt from puberty lessons, parents are encouraged to reconsider their decision by a member of the Senior Leadership Team who stress the importance of children being prepared for the changes that happen to their body. Ultimately the parent will be permitted to withdraw their child from the lessons on puberty, which are deemed by the school to be under the umbrella term of 'sex education', therefore giving parents the right of withdrawal.

The Delivery of PSHE/Citizenship at Norwood Green Juniors

This is taught through designated PSHE lessons, in other curriculum areas and through whole school activities.

This is delivered through: -

- Hygiene and puberty lessons are taught in Years 5 and 6. These lessons are taught in single sex groups to accommodate needs of the school's catchment area. They are delivered by a school nurse. They include additional practical information for girls regarding menstruation. Boys and girls are taught about the development of each other's bodies. As well as developing pupils' scientific knowledge it is felt that by learning about each other they further develop empathic understanding and attitudes.
- Health Education: A mixture of issues such as: healthy eating, hygiene, personal safety, the importance of exercise.
- Citizenship: is taught through current affairs, class council, assemblies and debate.
- Circle time – this is a mixture of discussion and games. Themes include co-operation, friendship, problem solving, decision making, resolving conflict and sharing feelings. Circle times are conducted within a framework of established ground rules. These are attentive listening, mutual appreciation, right to pass, confidentiality and respect for others.

- Cross Curricular Opportunities
  Opportunities are identified within other curriculum areas for children to learn about:
    - having a sense of responsibility
    - gaining confidence in their achievements
    - sharing opinions
    - respecting the differences between people
    - recognising how their behaviour affects others
    - working co-operatively
    - keeping safe

Relationship Education Year 3 – 6

Year 3:

- Relationships - Responsibility and guilt

Year 4:

- Relationships - Loss and bereavement.

Year 5:

- Animal reproduction (2014)
- personal hygiene
- changes in the body related to puberty, such as periods and voice breaking when these changes are likely to happen

Year 6:

The programme will include: -

- personal hygiene
- changes in the body related to puberty, such as periods and voice breaking when these changes are likely to happen

Managing difficult questions

If a child asks a teacher about questions related to human sexual reproduction or other related challenging questions, teachers are to ask the child to speak to their parents and to explain that this is not taught at primary level in Norwood Green but should be taught in KS3. If a child asks about same sex relationships/marriage the teacher is to explain that it is the legal for people who are gay to marry, adopt children and it is illegal to treat people who are gay in a non-respectful manner.

Organisation of Teaching:

Before teaching, a set of ground rules are agreed with the class in order to create a safe environment in which pupils are comfortable. This will serve to minimise any feeling of embarrassment or anxiety.

Teaching will take place in separate gender groups.

Teaching Strategies:

Teachers will use their discretion and skill to address difficult or explicit questions. Anonymous written questions will be asked by the children and the teachers will filter these for age appropriateness. The head teacher will be consulted regarding any concerns relating to these questions.

Confidentiality

- Pupils are encouraged to talk to their parents/carers
- Ground rules used
- Pupils are made aware that teachers cannot offer unconditional confidentiality

- Pupils are informed of sources of confidential help; child line, GP, school nurse

Child Protection

If a pupil discloses a child protection issue or infers through behaviour during SRE, the named Child Protection Designated Officer (Mrs Sehgal, Head Teacher) is informed. In her absence Jon Makepeace (Deputy Head Teacher & deputy Child Protection Officer) are informed. The member of staff should not ask the child questions about their disclosure and they should seek advice from the Child Protection Designated Officer regarding confidentiality, following child protection procedure. There may be rare occasions when a primary teacher is approached by a primary-aged child who is sexually active or is contemplating sexual activity. This must be viewed as a child protection issue.

Monitoring and Evaluation

The monitoring and evaluation of the programme will be through: -

- Feedback from the year groups to the PSHE and Science Co-ordinators from lessons taught
- Feedback from parents on an informal basis
- Feedback from the children through an evaluation form

Appendix A: DFE Statutory guidance

Relationships education (Primary)

Updated 25 July 2019
The focus in primary school 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.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.
Respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

From the beginning, teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers should include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents and carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; for example, looked after children or young carers.

A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred

to as ‘virtues’) in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This can be achieved in a variety of ways including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Through Relationships Education (and RSE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online.

Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

By the end of primary:

Families and people who care for me

Pupils should know:

- 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

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.

Caring friendships

Pupils should know:

- 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

Respectful relationships

Pupils should know:

- 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

Pupils should know:

- 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

Pupils should know:

- 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, for example family, school or other sources

Managing difficult questions

Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. The school's policy should cover how the school handles such questions. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.

Meeting these objectives will require a graduated, age-appropriate programme of Relationships Education. Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods should take account of these differences (including when they are due to specific special educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups. Schools should consider what is appropriate and inappropriate in a whole-class setting, as teachers may require support and training in answering questions that are better not dealt with in front of a whole class.

Sex education (Primary)

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationships Education.

The content set out in this guidance covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

As well as consulting parents more generally about the school's overall policy, primary schools should consult parents before the final year of primary school about the detailed content of what will be taught. This process should include offering parents support in talking to their children about sex education and how to link this with what is being taught in school. Meeting these objectives will require a graduated, age-appropriate programme of sex education. Teaching needs to take account of the developmental differences of children.

Where a maintained primary school chooses to teach aspects of sex education (which go beyond the national curriculum for science), the school must set this out in their policy and all schools should consult with parents on what is to be covered.

Primary schools that choose to teach sex education must allow parents a right to withdraw their children. Unlike sex education in RSE at secondary, in primary schools, headteachers must comply with a parent's wish to withdraw their child from sex education beyond the national curriculum for science.

Schools will want to draw on the good practice for conversations with parents around the right to withdraw.
Schools must also ensure that their teaching and materials are appropriate having regard to the age and religious backgrounds of their pupils. Schools will also want to recognise the significance of other factors, such as any special educational needs or disabilities of their pupils.

Appendix B: DFE Statutory Guidance

Physical health and mental wellbeing (Primary and secondary)

Updated 25 July 2019

Menstruation

The onset of menstruation can be confusing or even alarming for girls if they are not prepared. Pupils should be taught key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health. In addition to curriculum content, schools should also make adequate and sensitive arrangements to help girls prepare for and manage menstruation including with requests for menstrual products. Schools will need to consider the needs of their cohort of pupils in designing this content.

Changing adolescent body

Pupils should know:

- 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

Appendix C

Norwood Green Junior School

Puberty and Hygiene Guidance

A letter will be sent out to parents prior to any lessons taught

Connections to National Curriculum

Year 5:

- Animal reproduction (2014)
- personal hygiene
- changes in the body related to puberty, such as periods and voice breaking when these changes are likely to happen

Year 6:

The programme will include: -

- personal hygiene
- changes in the body related to puberty, such as periods and voice breaking when these changes are likely to happen

Organisation of Teaching:

Before teaching, a set of ground rules are agreed with the class in order to create a safe environment in which pupils are comfortable. This will serve to minimise any feeling of embarrassment or anxiety.

Teaching will take place in separate gender groups. These sessions are led by teachers and supported by a school nurse.

Children are reminded about sensitivity toward the other gender and encouraged to not talk about sensitive issues with other children as it might make them feel uncomfortable.

Teachers need to watch all films in advance to anticipate what needs further explanation and if there are any potentially humorous parts. Children are allowed to laugh but a balance must be gauged to ensure that the atmosphere is supportive and an appropriate balance is struck.

Teaching Strategies:

Teachers will use their discretion and skill to address difficult or explicit questions. Anonymous written questions will be asked by the children and the teachers will filter these for age appropriateness. The Head teacher/Deputy Headteacher will be consulted regarding any concerns relating to the appropriateness of questions asked (to comply with the 2020 Relationships Policy). On a previous day please give pupils pieces of paper to write anonymous questions on regarding the topic relevant to their year group. Make papers available throughout the lesson to allow children to write questions as they think of them.

Confidentiality

- Pupils are encouraged to talk to their parents/carers
- Ground rules used
- Pupils are made aware that teachers cannot offer unconditional confidentiality
- Pupils are informed of sources of confidential help; child line, GP, school nurse

Child Protection

If a pupil discloses a child protection issue or infers through behaviour during SRE, the named Child Protection Designated Officer (Mrs SehgalHead Teacher) is informed. In her absence Jon Makepeace (Deputy Head Teacher & Deputy Child Protection Officer) are informed. The member of staff should not ask the child questions about their disclosure and they should seek advice from the Child Protection Designated Officer regarding confidentiality, following child protection procedure. There may be rare occasions when a primary teacher is approached by a primary-aged child who is sexually active or is contemplating sexual activity. This must be viewed as a child protection issue.

Monitoring and Evaluation

The monitoring and evaluation of the programme will be through: -

- Feedback from the children through an evaluation form
- Informal feedback from teachers.

The Lessons

Year 5 Girls Only

Learning Intentions:
To understand what to do when having a period (L.I. not written on the board)
To understand what it might feel like to have your period.

Activity
No worksheets necessary for teaching of menstruation.
http://www.bbc.co.uk/education/clips/zwvnvcw
(Start time 0:00 – 5:06/ 7:25- end) Have two browser windows open with the different starting times ready.
Watch the film and pause and discuss with children.
Teachers to use practical resources of sanitary towels. (Do NOT use Jigsaw- too Scientific and impersonal).

Year 5 Boys and Girls

Learning Intention:
To understand the importance of personal hygiene & washing.

Activity
Watch animation 11 minutes long.
Please pause the cartoon and talk to children.
http://www.bbc.co.uk/education/clips/zv2w2hv

Interactive website for teacher to use
http://www.freddyfit.co.uk/kids/articles/good-hygiene-habits.php

Pupils can follow activity to mark on an outline of a human where on the body to wash or design a NHS leaflet.

Year 6 Boys and Girls

Lesson 1: Learning Intention:
To understand the importance of personal hygiene & washing.

Activity
Watch animation 11minutes long.
Please pause the cartoon and talk to children.

http://www.bbc.co.uk/education/clips/zv2w2hv

Interactive website for teacher to use

http://www.freddyfit.co.uk/kids/articles/good-hygiene-habits.php

Pupils can follow activity to mark on an outline of a human where on the body to wash or design a NHS leaflet.

Lesson 2: Learning Intentions:

1. To describe the changes in humans as they develop from children into adults through puberty.

2a. To understand what to do when having a period (L.I. not written on the board)

2b. To understand what it might feel like to have your period.

1. Activity

Show same episode to boys and girls. BBC operation Ouch series 4 episode 10.
http://www.dailymotion.com/video/x50jqu3 (skip the ad before the children come in)
Watch in segments as it is 28 min long. Provide children with questions from quiz at the beginning. Pause and allow children to make notes if they want to.

2a & b Activity

Show same animation to boys and girls.
No worksheets necessary for teaching of menstruation.
http://www.bbc.co.uk/education/clips/zwvnvcw
(Start time 0:00 – 5:06/ 7:25- end) Have two browser windows open with the different starting times ready.
Watch the film and pause and discuss with children.
Teachers to use practical resources of sanitary towels. (Do NOT use Jigsaw- too Scientific and impersonal) THIS PART (with sanitary towels) NOT NECESSARY WITH BOYS.
https://www.youtube.com/watch?v=WBvBIwVU9ik