



# QUEEN ELIZABETH GRAMMAR SCHOOL WAKEFIELD

## QEGS Relationships and Sex Education Policy

### RSHE Policy

(Part of the PSHE Policy - Junior Section)

**Document Control:**

**Document Owners & Contact Persons:**

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## **Rationale**

We want the boys at QEGS to grow up into healthy, safe and informed young people, who can make healthy life choices and a positive contribution to society. A caring and supportive Relationship Sex and Health Education (RSHE) curriculum must support young people in developing self-confidence in preparing for the physical and the emotional changes they will encounter as they grow into adults.

Young people need reassurance about their self-image, behaviour, feelings and relationships. They also need knowledge appropriate to their levels of maturity and this includes the need to be well prepared with thorough understanding before they can be expected to make considered choices. In order to place the biological aspects covered in the Science curriculum into a moral and social context, we need to provide a broad, balanced Relationship, Sex and Health Education (RSHE).

The role of the school is supportive and complementary to the role of parents in the teaching of RSHE.

This policy has been written so that parents, carers and staff are clear about the statutory requirements regarding RSHE education, so that pupils receive their educational entitlement.

## **Aims of Relationship Sex and Health Education**

RSHE within our school aims to provide opportunities for pupils to develop the skills, knowledge and understanding they need to lead confident, healthy, independent lives and become active and informed citizens. Information will be delivered in an accepting and honest way, which enables young people to contribute, and as deemed age-appropriate.

## **Organisation**

The implementation of this policy is the responsibility of all staff in the school.

The PSHE co-ordinator, in consultation with the science co-ordinator and matron, will monitor and review.

Aspects of RSHE may be addressed in other curriculum areas such as RE, Science and Literacy.

A range of teaching styles will be employed, to encourage pupil participation, so that the boys can discuss and reflect on ideas and content, whilst developing their communication skills.

## **QEGS Junior School Relationships provision from September 2020 as part of our RSHE Policy**

Sex education is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationships Education.

The focus will 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.

## **A 'From start to finish approach...'**

Boys will be taught about what a relationship is, what friendship is, what family means and who the people are who can support them. Boys will 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.

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. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents and carers amongst other structures.) Drawing attention to these in a range of contexts should enable boys 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.

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.

The principles of positive relationships also apply online especially as, by the end of primary school, many boys 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.

Boys are taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing. This is already part of our PSHE curriculum and falls under the RSHE umbrella.

Through RSHE, we should teach boys the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. This can be delivered by focusing on boundaries and privacy, ensuring boys 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.

Boys should know how to report concerns and seek advice when they suspect or know that something is wrong. It is important to balance teaching them 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 KS2**

### **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

### **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

### **Assessment and Inclusion**

Teachers will have a scheme of work to support the delivery of RSHE as part of the PSHE curriculum. Teachers will be responsible for assessing where their boys are both in knowledge and maturity and match learning opportunities to their individual needs. The scheme of work provides clear learning and objectives and the class teacher should assess against these. The scheme is planned to ensure progress and it is the responsibility of the class teacher to plan so that the scheme is fully delivered.

Pupils come from a variety of cultures and families and all are entitled to learn in a supportive environment free from fear. Some pupils use homophobic terms and other sexual language as a way to harass other pupils. This is unacceptable and will be dealt with as any other form of harassment, through the school behaviour policy.

### **Answering Questions**

It is important that young people feel they can ask questions if they are confused or concerned about any aspect of RSHE. Teachers will answer pupil questions appropriately and using their professional judgement, in line with this policy. There is no expectation that any teacher delivering RSHE will automatically answer pupil questions, as this may not be in line with the year group's RSHE learning intentions or infringe personal boundaries. However, in this instance, pupils will be advised to talk to their parents or carers. If this is not appropriate, they will be directed towards another member of staff, another adult they trust or advised as to where they may be able to access information eg helplines, websites, leaflets etc.

### **Confidentiality**

It is important that for the effective teaching of RSHE there must be a trusting relationship between the class teacher and boys, however, any concerns staff may have should be discussed immediately with the DSL. The safety of our boys is a paramount concern and the school is legally obliged to refer concerns regarding child protection issues, including sexual abuse to other agencies such as social services.

### **Staff Professional Development**

Staff with specific responsibility for delivering the programme will be consulted as to their particular training requirements. It is essential that teachers delivering the programme are confident in their abilities, and in the support offered by this policy.

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