

Duffield Meadows Primary School



Relationships and Sex Education Policy

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Duffield Meadows Primary School Relationships and Sex Education Policy

Introduction

This policy sets out the approach for Relationships and Sex Education in our school.

It has been developed in line with current regulations from the Department of Education (DfE) on Relationships Education, Relationships and Sex Education (RSE) and Health Education (July 2019) issued under the Section 80A of the Education Act 2002 and Section 403 of the Education Act 1996.

At Duffield Meadows Primary 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. Our RSE programme is integrated as part of the PSHE curriculum. 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

What is RSE?

The Sex Education Forum provides the following succinct definitions of Relationships Education and RSE:

Relationship Education is learning about the physical social and emotional aspects of human relationships including friendships, family relationships, and relationships with other children and adults. Relationships Education supports children to be safe, happy, and healthy in their interaction with others now and in the future.

Relationships and Sex Education (RSE) is learning about the emotional social and physical aspects of growing up, relationships, human sexuality and sexual health. It should equip children with the information, skills and positive values to have safe fulfilling relationships and take responsibility for their health and wellbeing.

Rationale and Ethos

The aim of Relationships and Sex Education at Duffield Meadows 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 believe that children and young people need to know how to be safe and healthy and how to manage their academic, personal and social lives in a positive way. We recognise the central importance of healthy respectful relationships focussing on family and friendships (in all contexts, including online) in supporting children and young people's mental health and wellbeing, academic achievement and future success. Our programme also aims to support pupils in their development of personal attributes such as kindness, integrity, generosity, honesty and respect and to support our wider work of building resilience and character that we know are fundamental to pupils being happy, successful and productive members of society.

Our 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.

The Department for Education (DfE) recommends 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 boys and girls are prepared for the changes that adolescence brings and drawing on the knowledge of the human life cycle - how a baby is conceived and born.

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.

Statutory Content - Relationships Education and Health Education

Relationships Education

Relationships Education aims to put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

It teaches children what a relationship is, what friendship is, what family means and who can support them. It also covers, in an age-appropriate way, how to treat each other with kindness, consideration and respect.

In line with DfE statutory guidance, by the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

In line with DfE statutory guidance, by the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

Curriculum

'PSHE Matters' scheme overview

Our RSE programme is integrated as part of our PSHE curriculum 'PSHE Matters', a spiral, progressive curriculum produced by Derbyshire County Council which is used across the school.

In Key Stage 1 (age 5-7)

Children will learn about recognising naming and managing their emotions; what makes them special; what makes a good friend; how to be kind to others; what's special about them and their families; how families are different; life cycles; about changes and how they have changed since babyhood; how boys and girls bodies are different; the correct names for sexual body parts; that some parts of their body are private; how to ask for help if they are worried or concerned.

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. Some elements of sex education 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, menstruation and the key facts about the life cycle.

Furthermore, statutory National Curriculum science content includes:

In Key Stage 1

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- That animals, including humans, have offspring that grow into adults

In 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

RSE Delivery

Roles and responsibilities

There is a coordinator in school who is responsible for overseeing and monitoring the implementation of the integrated RSE and PSHE scheme of work, storing resources and providing support for staff. All staff support the policy and have been integral in its development. The Governors are ultimately responsible for the policy.

How RSE is provided

Different teaching and learning methods are used to ensure pupils' full participation and development of skills and a safe learning environment is established in all PSHE lessons.

RSE is provided:

1. Within the taught, age appropriate, spiral RSE programme within the integrated PSHE curriculum, curated by the PSHE coordinator.
2. Within Science as stipulated by the national curriculum and/or as negotiated between the Science and PSHE coordinators.
3. Through other curriculum areas for example Drama, English etc.
4. Through assemblies.
5. Via the provision of appropriate leaflets and other information sources such as visitors.
6. Through pastoral support and targeted intervention, where appropriate, with vulnerable individuals
7. Delivery in response to incidents.

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

Safe Learning Environment

RSE or PSHE is conducted in a safe learning environment through the use of ground rules for pupils, staff and visitors:

- Nobody (teacher or pupil) should be expected to answer a personal question
- No one will be made to contribute to a discussion if they feel uncomfortable
- We have a right to pass if we don't want to comment
- We agree to join in and make positive contributions
- We will listen to each other without interruption

The following approaches will also be used:

- 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.
- 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.

- In most cases, teachers will attempt to answer pupils' questions and concerns in a sensitive, age and development appropriate manner.
- Questions do not have to be answered directly and can be addressed later. Teachers will use their skill and discretion in these situations and, if necessary, refer to the PSHE coordinator for advice and support.
- 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.
- Teachers are careful not to be drawn into providing more information than appropriate to the age of the child.

- 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 child protection/safeguarding guidelines will be followed.

Assessment

Assessment is central to teaching and learning in all curriculum subjects and PSHE is no different. Our integrated PSHE curriculum provides opportunities and resources for assessment of RSE learning. Assessment of pupils' existing knowledge may also often be the starting point for RSE work. Needs assessments is built into lesson planning where required as each group may have different knowledge, experience and understanding.

The elements of RSE that form part of the Science curriculum are assessed within the requirements of that subject.

Continuity and Progression

Continuity and progression will be generated through the adoption of a whole school approach to the planning and delivery of clearly defined and progressive learning objectives covering knowledge, skills and understanding.

Monitoring and Evaluation

The scheme of work and curriculum used by the school will be evaluated and updated as required by the PSHE Coordinator.

Equality and Sensitive Issues

At Duffield Meadows, 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:

- Research conclusions that girls typically engage easier in RSE. Therefore, we will consider the particular needs of boys, as well as girls, and use approaches that will actively engage them. We shall also be proactive in combating sexism, misogyny, sexualised behaviour and sexist bullying.

- 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 differentiated 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.

Pastoral support for Pupils / dealing with sex related incidents

All members of staff will be approachable to discuss relationship and sex issues with the children. Midday Supervisors and Teaching Assistants will receive further training to enable them to confidently deal with sex related issues which include homophobic / gender related bullying.

Menstrual wellbeing

The onset of menstruation can be confusing or even alarming for girls if they are not prepared and pupils will be taught key facts about the menstrual cycle in an age appropriate manner. In addition to curriculum content, schools we will also make adequate and sensitive arrangements to help girls prepare for and manage menstruation including requests for menstrual products with provision made for menstruation including those impacted by period poverty.

Parental Engagement

We recognise the prime role of parents/carers in the development of their child's understanding about relationships and sex. 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.

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.

We work in active partnership with parents/carers and keep them informed about our RSE provision by way of letters and the School's website. If a parent/carer has any concerns about the RSE provision, we suggest that they speak directly to the class teacher or PSHE Coordinator prior to delivery of the specific RSE content. If any 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

Visitors such as a school community nurse or other suitably qualified professionals, may supplement the SRE curriculum as a planned event with the teacher present. We ensure that visitors are made aware of the RSE policy in order that they support the children in an appropriate manner.

Dissemination of this policy

The policy is freely available to parents on the school website.

Policy Development and Review

This policy was produced in consultation with the school staff, Governors and parents/carers. The Governing body reviews this policy every three years. The Governors may, however, review the policy earlier than this if the Government introduces new regulations/guidance or if the Governing body receives recommendations on how the policy might be improved.