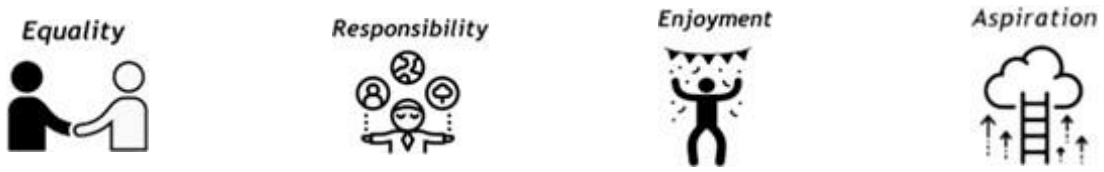
Darell Primary and Nursery School

Relationships and Sex Education Policy

Governors' Committee Responsible	**Full Governing Body**
Status	**Statutory**
Review Cycle	**Annually**
Date written/last review	**March 2023**
Date of next review	**March 2024 or sooner if required**
Approved By: **Joe Porter Headteacher**	
Approved By: **Janet Deboo - Chair of Governors**	J.E.Deboo

At Darell, our values drive everything that we do. As a school, we value:



Equality- we celebrate our differences and treat everyone equally and fairly.
Responsibility - we take responsibility for our behaviour. We are kind and caring to ourselves and others.
Enjoyment - we are passionate about learning and look for enjoyment in everything we do.
Aspiration - we place no ceiling on what we can achieve. We challenge each other to be the best that we can be.

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1. Aims

The aims and objectives of this policy are to:

- Provide guidance and information on all aspects of Relationships and Sex Education (RSE) in school for parents, governors, teaching and non-teaching school staff.
- To be accessible to all of these groups on request and to be presented in such a way that is easily understandable.

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Equip children and young people with the information, skills and values which are needed to lead safe, fulfilling, enjoyable relationships.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

At Darell, PSHE is at the core of what we do and enables our children to become empathetic,

safe, and responsible members of society who are not afraid to stand up for what they believe is right.
We have created our PSHE curriculum with the aims for it to be an enriching and relevant curriculum that is made for our children. Most importantly, we believe that the children's PSHE learning should make a difference to their lives. Weaving through the heart of our PSHE teaching is the promotion of our school values; enjoyment, equality, aspiration and responsibility. Children are provided with a strong understanding of the diverse world around them but also the dangers that might be presented to them. We aim to supply children with the tools and confidence to overcome these situations and to know where they can seek help.

2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Darell Primary and Nursery School we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Pupil consultation – we investigated what exactly pupils want from their RSE
3. Staff consultation – all school staff were given the opportunity to look at the policy
4. Parent/stakeholder consultation – parents and any interested parties were given the opportunity to look at the policy and feedback
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity.

RSE is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about relationships, feelings, sexuality and sex. The subject is infinitely wider than a few lessons about 'birds and bees'! Puberty and human reproduction are taught within the wider framework of learning about relationships. RSE covers many topics such as families and friendships, safe relationships and respecting ourselves and others. RSE is **not** about the promotion of sexual activity or one sexual orientation over another.

Why teach RSE?

Britain has one of the highest teenage pregnancy rates in Europe. In developing the Teenage Pregnancy Strategy beyond 2010 (www.education.gov.uk) the government commissioned a review of the evidence regarding what works in RSE. This review provides a research base from which to develop RSE for all children and young people. Conclusions aimed at reducing unintended conceptions in young people clearly indicate that high quality sex and relationship education should, amongst other things:

1. Empower pupils
2. Meet local needs
3. Ensure the entitlement of all children to relationship education and undertake specific work to meet the needs of vulnerable and marginalised children and young people
4. Reinforce value messages
5. Focus on risk reduction

6. Ensure that children and young people have a critical awareness of the messages that are portrayed in all different forms of media.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum with Darell's children in mind, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born.

For more information about our curriculum, see our curriculum overview in Appendix 1.

6. Delivery of RSE

6.1 What subject does RSE come under?

RSE is taught within the personal, social, health and economic (PSHE) education curriculum.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respecting ourselves and others
- Online relationships
- Being safe

For more information about our RSE curriculum, see Appendix 1.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

6.2 Progression of RSE

We aim to provide the basis for an ongoing programme of RSE that begins in Nursery and continues through to Year 6 that will assist children to:

- provide a safe framework in which sensitive discussions can take place
- develop positive values and a moral framework that will guide their decisions, judgements and behaviour
- help pupils develop feelings of self-respect, confidence and empathy
- create a positive culture around issues of sexuality and relationships
- teach pupils the correct vocabulary to describe themselves and their bodies
- understand the consequences of their actions and behave responsibly within all relationships
- have the confidence and self-esteem to value themselves and others, and to have respect for individual conscience and the skills to judge what kind of relationships they want
- communicate effectively
- avoid being exploited, or exploiting others
- avoid being pressurised into behaviours, or situations, they do not feel comfortable with
- understand the processes of puberty, conception and birth
- show respect for their own bodies and other people's

- recognise their emotions and express them effectively and appropriately

6.3 RSE delivery

Staff will use a variety of learning approaches and teaching methods which encourage pupils to participate, question and communicate. This may include:

- posters
- leaflets
- books
- quizzes
- small group discussion
- art
- question box activities
- case studies
- age-appropriate videos
- role play
- debates

As part of our safeguarding duty we understand that we need to teach the children about being safe and looking after their bodies. Talk PANTS helps children understand that their body belongs to them, and they should tell someone they trust if anything makes them feel upset or worried.

Further information and resources that parents and carers can use to support their child's learning about this topic are available on the NSPCC website: https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/

6.4 Consent

Consent is agreement that is given willingly and freely without exploitation, threat or fear, and by a person who has the capacity to give their agreement. With children, we often use the language "asking for permission."

School-age children are never too young to learn this in ways that make sense to them. If one friend wants to borrow something from another friend, they must get permission. If one friend wants to hug their friend, they should check if their friend is OK with that first. Linking permission-seeking to physical contact is an important part of safeguarding children. They need to be taught about boundaries, saying no to unwanted touch and seeking help when they are worried or upset by anything they have been asked to do or by how they have been touched. Consent is taught explicitly in all years as part of PANTS education.

Conversations around consent should be ongoing. At Darell we incorporate consent into everyday conversations. For example, asking for consent to help them with their jumper or asking for consent before taking their temperature if they are unwell.

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE

- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Confidentiality cannot be guaranteed for children or their parents. Should any individual be in possession of information that they feel may indicate a child is at risk of harm in any way they will always report this, in confidence, to the school's Designated Safeguarding Lead who will deal with it in line with school policy. Other information, views or beliefs will be kept within the confines of the classroom where they are discussed, or between the individuals who are discussing them.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the head teacher.

The PSHE and RSE lead and will support the headteacher with the implementation of the RSE curriculum.

7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. Pupils are expected to follow the RSE ground rules:

- No one will be expected to answer a personal question
- No one will be forced to take part in a discussion
- Only the correct names for body parts will be used
- The meanings of words will be explained in a sensible and factual way
- Everyone will listen and respect each other

7.5 Parents

We hope and expect that our programme will support the initiation of dialogue at home. Parents and teachers both need to engage with children about the messages that they get from the media, and give them opportunities for discussion. Therefore, parents will be informed and supported to understand the programme delivered at Darell Primary and Nursery School and the part they can play in this. We have an important role to play in helping and supporting parents to talk to their children and we will do so by providing a clear outline of our work in school newsletters and through this policy, and by request.

8. Parents' right to withdraw

Parents and carers are not allowed to withdraw their children from health and relationship education as it is a compulsory subject as of September 2020. This includes the teaching of puberty in Year 4. Parents are not allowed to withdraw their children from the science curriculum. (Y5 – To describe the life process of reproduction in some plants and animals. This learning does not mention sexual intercourse)

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE:
Year 2 – to name parts of the body including external genitalia.
Year 6- to understand that sexual intercourse can lead to conception and that is how babies are usually made.

Requests for withdrawal for either of these two lessons should be put in writing using the form found in Appendix 2 of this policy and addressed to the head teacher. Parents of pupils who are withdrawn from these two lessons will be given the resources and lesson slides to help aid the conversation at home.

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

Staff will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by the PSHE and RSE lead through INSET training, learning walks, pupil voice and having an open dialogue with class teachers.

Pupils' development in RSE is assessed by class teachers as part of our internal assessment systems.

This policy will be reviewed by the PSHE and RSE lead annually. At every review, the policy will be approved by the Headteacher.

11. Equality

11.1 Protected Characteristics

The DfE Guidance 2019 (p. 15) states, "*Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics… At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum*".

Schools have a legal duty to promote equality (Equality Act 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states "*Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.*"
"*Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours. School pastoral and behaviour policies should support all pupils." (DfE, 2019)*

At Darell Primary and Nursery School we promote equality and respect for all and value every individual child. Our PSHE and RSE curriculum and lessons reflect this and embrace the British Values of individual liberty and mutual respect.

11.2 Adapted teaching

We believe it is important that PSHE and RSE content is not adapted but the delivery is. All lessons are adapted to meet the needs of the individual child to ensure lessons are fully inclusive. Staff are sensitive to the individual needs of children ensuring that activities are accessible to everyone.

Appendix 1: PSHE KS1/2 curriculum map (please see full map on website)

	Families and Friendships	Safe Relationships	Respecting Ourselves and Others	Belonging to a Community	Media Literacy and Digital Resilience	Money and Work	Physical Health and Mental Wellbeing	Growing and Changing	Keeping Safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year (non-statutory)	Safety in different environments; risk and safety at home; emergencies

Curriculum Map – PSHE

Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online (Interwoven with 'My Hidden Chimp')	Responding to hurtful behaviour; managing confidentiality; recognising risks online (Interwoven with 'My Hidden Chimp')	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene; support with puberty (statutory)	Medicines and household products; drugs common to everyday life
Year 5	Managing friend-ships and peer influence	Physical contact and feeling safe	Responding respect-fully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; work-place stereo-types	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, First Aid.

Equality *Responsibility* *Enjoyment* *Aspiration*

Curriculum Map – PSHE

Year 6	Attraction to others; romantic relationships; civil partner-ship and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time	Human reproduction and birth; increasing independence; managing transition (non-statutory)	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the

Darell Primary and Nursery School

Withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	
School signature	