



Relationships and Sex Education Policy

This policy sets out our school's approach to statutory Relationships Education and non-statutory Sex Education. It is produced by the PSHE team with the Head Teacher, Senior Leadership Team and in consultation with the governing body. The parents and pupils views have also been consulted and reflected in the development of this policy.

Requirements on schools in law

The Department for Education guidance stated (before Covid-19) that from September 2020, all primary schools must teach Relationships and Health Education. This has been extended to the Summer Term 2021 due to the current circumstances. The teaching of Sex Education in primary schools remains non-statutory, with the exception of the elements of sex education contained in the science national curriculum including the main external body parts, the human life cycle (including puberty) and reproduction in some plants and animals. Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within PSHE education lessons.

Within the statutory guidance document for RSE and Health Education, the DfE also encourages schools to deliver age-appropriate sex education if they feel their pupils need this information:

“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.”

Within this policy, as in the DfE guidance, Relationships Education is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. Relationships Education will focus on:

- Families and people who care for me.

- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Health Education is defined as providing the information needed to make good decisions about their own health and well being, to recognise issues in themselves and others, and to seek support as early as possible when issues arise. Health Education will focus on:

- Mental wellbeing
- Internet safety
- Physical health and fitness
- Healthy eating
- Facts and risks associated with drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived. This draws on knowledge of the human life cycle set out in the national curriculum for science. For the purpose of this policy, we specifically identify any non-statutory Sex Education that falls outside of Science and those related elements (the physical changes associated with puberty) within statutory Health Education.

Rationale and Ethos

At Danson, RSE is underpinned by the ethos and values of our school as reflected in our whole school motto, “Nurture, Inspire, Believe, Achieve”. The intended outcome of our PSHE curriculum is to support the children in building the essential life skills to support physical and emotional wellbeing – crucial for them to achieve their best, academically and socially. At Danson, we respect the backgrounds and values of all our children and families and have a commitment to ensure that our programme is relevant to all children and is taught in a way that is age and stage appropriate.

RSE is lifelong learning about personal, physical, moral and emotional development. It is set in the context of clear values about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It should teach children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices. We believe that pupils who are happy in their relationships at school are likely to be better able to learn.

By the time the children leave Danson Primary at the end of Year 6, the aims of our RSE curriculum are :

- To provide a consistent, appropriate and progressive standard of relationships, sex and health education across the school
- To help pupils develop feelings of self-respect, confidence and empathy.

- To promote responsible and respectful behaviour, both now and in the future
- To understand what a healthy and respectful relationship looks like and appropriate boundaries
- To teach pupils the correct vocabulary to describe themselves and their bodies
- To provide a safe and supportive environment in which they can explore and discuss sensitive topics
- To prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- To provide all pupils with knowledge, skills and attitudes that will enable them to make positive and healthy choices concerning relationships and social and cultural pressures as they grow up and deal with risk
- To ensure they know how to protect themselves and ask for support when needed.

Curriculum

At Danson we follow the SCARF curriculum which provides a spiral framework for a whole-school approach to improving children's wellbeing and progress, based on the SCARF values: **SAFETY, CARING, ACHIEVEMENT, RESILIENCE** and **FRIENDSHIP**. We decided on this scheme as it provides a flexible resource which fulfils the needs of our children as well as meeting our obligations to provide statutory Relationships and Health Education and the PSHE Association's Programme of Study's recommended learning opportunities.

The SCARF programme divides the year into 6 themed units:

1. Me and My Relationships: included content on feelings, emotions, conflict resolution and friendships;
2. Valuing Difference: a focus on respectful relationships and British Values;
3. Keeping Myself Safe: looking at keeping ourselves healthy and safe;
4. Rights and Responsibilities: learning about money, living the wider world and the environment;
5. Being my Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
6. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

Key objectives of the statutory Relationships Education curriculum are outlined below.

Families and people who care for me

Children 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

Children 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 physically or verbally aggressive behaviour 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

Children 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 granting in relationships with friends, peers and adults.

Online relationships

Children 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

Children 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 and others.
- 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 e.g. family, school and/or other sources.

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).

Statutory Science Curriculum Content

Early Years Foundation Stage children learn about life cycles as well as watching chicks hatch. Through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others.

In Year 1 children learn:

- To identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense

In Year 2 children learn:

- To notice that animals, including humans, have offspring which grow into adults
- To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

In Year 3 children learn:

- To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- To identify that humans and some other animals have skeletons and muscles for support, protection and movement

In Year 4 children learn:

- To describe the simple functions of the basic parts of the digestive system in humans
- To identify the different types of teeth in humans and their simple functions

In Year 5 children learn:

- To describe the life process of reproduction in some plants and animals
- To describe the changes, as humans develop to old age

In Year 6 children learn:

- To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- To describe the way nutrients and water are transported within animals, including humans
- To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Non-Statutory Sex Education

As part of statutory Health Education, children are taught in an age appropriate way about puberty and the associated physical and emotional changes from Year 4 onwards. As part of the science curriculum, children learn in Year 2 that animals, including humans, have offspring which grow into adults. In Year 5, they describe the changes as humans develop to old age and about how reproduction occurs in some plants and animals.

Alongside this, children in Year 4 are taught to recognise the signs and changes that may occur during the onset of puberty, in preparation for further lessons on this subject which also focus on emotional changes and menstruation in Year 4. These lessons form part of the statutory requirements for Health Education.

The DfE guidance 2019 also recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of pupils, and this should include how a baby is conceived and born. Although sex education is not compulsory in primary schools, we believe children should understand the facts about human reproduction before they leave primary school. We therefore provide some non-statutory sex education, covering how human reproduction and conception occurs. This is taught in Year 6. Children are taught:

- that for a baby to begin to grow, part comes from a mother and part comes from a father; that in most animals including humans the baby grows inside the mother
- that when a sperm and egg meet, this is called conception; that conception usually occurs as a result of sexual intercourse, and what sexual intercourse means
- how a baby develops in the womb and how babies are born

We believe that teaching this additional content to pupils will ensure that they are better prepared for transition to secondary school and also support their personal and social development as they grow into young adults. As is legally prescribed, parents have a right to withdraw their children from these additional non-statutory sex education lessons – please see the relevant section within this policy in regard to this process.

The resources we use when teaching the non-statutory sex education units are available for parents/carers to view on request to the PHSE lead.

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

Delivery of RSE

All elements of our Relationships and Sex Education programme will be delivered in an age-appropriate and sensitive manner as part of our weekly timetabled PSHE curriculum. RSE is delivered predominantly by class teachers in mixed gender groups, other than when it is deemed more appropriate for topics to be covered in single sex groups; this will be decided by the year group lead after discussion with the subject lead and SLT.

Occasionally, appropriate and suitable experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RSE in school, for example SCARF Life Education lessons. All visitors will be familiar with and understand the school's RSE policy and be expected to work within it.

We aim to provide an environment and atmosphere where pupils feel safe, comfortable and confident in sharing their ideas and opinions; to reflect on issues and questions along with their own and others' values and attitudes safely, without fear of negative feedback.

To create this safe space and ensure boundaries and behaviour expectations are clear, an age appropriate group agreement will be agreed by the class based on a school-wide template. This will be displayed in the classroom and will be revised at the beginning of each session. The basic elements should include:

- Listen to and respect each other
- Use language that won't offend or upset other people

- Use the correct terms, and if we do not know then, we'll ask for help
- Comment on what was said, not the person who said it
- Do not share our own, or our friends', personal experiences
- Do not put anyone on the spot or ask personal questions
- We have the right to pass
- Do not judge or make assumptions about anyone
- Age appropriate rule around confidentiality and safeguarding.

KS1 teachers may choose to use the SCARF ROCK agreement (Respect, Openness, Confidentiality, Kindness).

Other teaching and learning strategies utilised in RSE (and across the PSHE curriculum) to establish a safe learning environment include the following techniques:

- Using 'distancing' techniques such as role play, case studies, videos etc. to depersonalise sensitive issues.
- Anonymous question boxes. These can help children to have the confidence to ask sensitive questions, and they have the opportunity for teachers to pre-empt questions that might not be age appropriate or that might raise safeguarding or child protection concerns.
- It will be emphasised to children that any voluntary sharing of information should be anonymous (for example "someone I know..." rather than "I" or naming names). Should personal questions be asked of either children or staff, children will be reminded that the ground rules for RSE prohibit personal questions. Although staff may draw on their personal experiences to answer certain questions, for example around menstruation, this should always be depersonalised and discussed in the third person rather than first person.

All staff teaching RSE will be supported and advised by the PSHE team and senior leadership team on these matters as required.

Confidentiality and Safeguarding

Staff cannot offer or guarantee pupils unconditional confidentiality. This should be understood by all staff and pupils, and embedded through the use of a group agreement. Staff should follow the school procedures as set out in Safeguarding and Child Protection Policy if they feel that a pupil is at risk or in danger. Any concerns should be completed on a pink form and discussed with the Designated Safeguarding Lead (Leona Casey) or deputies if not available. External agencies delivering programmes will be made aware of the school's safeguarding policy and procedures.

Managing Difficult Questions

During PSHE/RSE sessions, children are encouraged to ask questions. Children's questions will be dealt with honestly and sensitively and in an age appropriate way and if the teacher delivering the session deems it appropriate to answer. Teachers will:

- Use specific ground rules for this work which will clarify boundaries for children/young people, and mitigate disclosures in class.

- Clarify that personal questions should not be asked.
- Clarify that pupils should not give out personal information in class but speak to someone they trust after the lesson, e.g. teacher, support staff.

In some lessons, an anonymous question box may be used to allow children to ask questions about potentially sensitive or embarrassing questions.

Teaching staff will endeavour to answer questions as openly as possible but if faced with a question they do not feel comfortable answering within the classroom, or that is not age-appropriate (or within the school's RSE policy), provision may be made to address the individual child's requirements. The school believes that individual teachers must use their professional skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned about any question from a safeguarding perspective.

If a teacher does not know the answer to a question or if a question is felt to be inappropriate, this should be acknowledged and, if considered necessary, this may be followed up outside of the classroom environment with individual pupils.

Children may also be signposted back to parents/carers who have ultimate responsibility in talking to their children about sensitive matters. We will also encourage parents to talk with the school if they have any questions or queries, and if they would like advice on how to better support their child and continue learning outside of the classroom.

Inclusivity

Special Educational Needs and Learning Differences

Our children at Danson have different needs based on their emotional and physical development, life experiences, and learning differences, but we aim to ensure that all children are fully included in RSE. Teachers will plan and deliver work in a variety of ways, in order to meet the needs of individual children with SEN or learning differences. Lessons focus on activities that increase a child's assertiveness, communication and relationship skills, their self-esteem and understanding.

Equality and Diversity

At Danson, we seek to recognise and embrace the diverse nature of our community. We aim to value and celebrate religious, ethnic and cultural diversity, as well as recognising that our children come from a variety of family situations and home backgrounds. We will explore different cultural beliefs and values and encourage activities that challenge stereotypes and discrimination and present children with accurate information based on the law. We will use a range of teaching materials and resources published by SCARF that reflect the diversity of our community and encourage a sense of inclusiveness.

Schools, like all public institutions, have specific responsibilities in relation to equality and protected characteristics. Planning and resources are reviewed to ensure they comply with equalities legislation and the school's Equal Opportunities Policy.

All RSE is taught without bias and in line with legal responsibilities such as those contained within the Equality Act (2010). Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions. The personal beliefs and attitudes of staff delivering RSE will not influence the teaching of the subject in school.

Monitoring and Evaluation

Our aim is to provide RSE that is relevant to meet the needs of our pupils, depending on their age and stage of personal development. For this reason, we will regularly review the RSE curriculum to evaluate its effectiveness and will inform parents of any revisions to the school policy or curriculum as required.

We use different methods of monitoring and assessing learning within PSHE/RSE in school. For each of the six units teachers carry out a specifically designed pre and post unit assessment activity. Conducted twice, first at the beginning of the unit to determine where the children are at; and then at the end of the unit, enabling us to monitor progress, record key points and identify areas for further development. This enables both teacher and child to see what progress has been made. At the end of the unit, teachers consider a range of 'I can' statements, which summarise children's learning against the unit's key learning outcomes. Children's self-reflection on their learning also plays a key role in helping teachers to evaluate the effectiveness of the curriculum.

The role of parents/Parental right of withdrawal

Effective Relationships Education requires a partnership approach. As a school, we recognise that parents and carers are the primary providers of RSE for their children. Our RSE curriculum is designed to support this. We aim to build a positive and supportive relationship with parents and carers through mutual understanding, trust and cooperation. In promoting this objective we:

- Will carry out our statutory duty to consult with parents and governors on the contents of this policy.
- Inform parents about the school's RSE policy and practice
- Provide opportunities to view videos, lesson plans and resources used in the RSE programme.
- Answer any questions that parents may have about RSE for their child.
- Take seriously any issues or concerns that parents raise.

We believe that all of the content within our school's PSHE curriculum, including RSE is of the utmost importance and relevance to all pupils. However, parents have the legal right to request that their child be withdrawn from some or all of **non-statutory** sex education other than that which is part of the National Curriculum for Science.

Please note there is no parental right of withdrawal from Relationships Education or Health Education content within the school curriculum, or from any statutory sex education that forms part of the National Curriculum for Science. These are statutory requirements which the DfE mandates schools to teach; please see the statutory document if further information is required.

We will inform Year 6 parents of the right to withdraw by letter in the first part of the summer term in advance of non-statutory sex education lessons being taught. Parents and carers who wish to exercise their right to withdraw their child from non-statutory sex education will be invited to speak to the Year Group Lead, PSHE lead or Head Teacher, who will explore any concerns and discuss the benefits of receiving this important education.

If parents still wish to withdraw their child from non-statutory sex education lessons, this request will be recorded, and suitable alternative arrangements made for pupils during relevant lessons. The issue of withdrawal will be handled as sensitively as possible. Parents should also understand that the decision to remove their child from these lessons means that they themselves will assume responsibility for talking to their children about any related sex education themes covered outside of National Curriculum Science.

Dissemination of the Policy

This policy has been made accessible to parents, teachers and other school staff, governors through the school website. Anyone wanting a printed copy or the policy to be provided in another language or format, should make a request to the school office.

This policy should be read in conjunction with the following:

- The Safeguarding and Child Protection Policy
- Anti-bullying Policy
- Equality Policy
- Inclusion Policy
- DfE 'Keeping Children Safe in Education'
- Statutory guidance document "Relationships and Sex Education (RSE) and Health Education" (DfE)

Date Reviewed March 2021

Next Review: March 2022

Appendices

Curriculum Information for each year group