

Relationships and sex education policy

DODFORD FIRST SCHOOL



Achieve, Believe, Create and Fly High

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1. Aims

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

- Provide a framework in which sensitive discussions can take place
- 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 sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- School values and ethos which reflects and promotes health and well being

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 Dodford First 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. Staff consultation - all school staff were given the opportunity to look at the policy and make recommendations
3. Governor consultation - governors were invited to consult on the new framework and the approach to consult to parents
4. Parent/stakeholder consultation - parents and any interested parties were invited to give feedback about the policy through an open door consultation period
5. Pupil consultation - we spoke to the pupil forum about why relationships education is important
6. 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 involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

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 in consultation with parents, pupils and staff, 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, focusing on personal hygiene and keeping themselves safe (links with science and IT curriculum).

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education, IT curriculum, citizenship and mental health and wellbeing projects and ethos.

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

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about our RSE curriculum, see Appendices 1 and 2.

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).

7. Roles and responsibilities

7.1 The governing body

The governing body will approve the RSE policy, and hold the Headteacher to account for its implementation. A designated governor will monitor the teaching of RSE across the school by meeting with the Headteacher and by doing joint learning walks with the Headteacher.

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). The Headteacher will monitor the delivery of RSE and report back to the designated governor. The Headteacher will attend relevant CPD and share information with the school staff.

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.
- Endeavouring to answer questions as honestly as possible, but if faced with a question they do not feel comfortable in answering within the classroom, provision will be made to meet the individual child's needs. This may mean referring the child back to their parent/carer or a school health professional.
- Following the school's safeguarding procedures, and if a disclosure is made during a lesson they will inform the DSL.
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

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 Headteacher.

7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. All pupils are entitled to receive RSE regardless of ability, gender, race, religious belief or grouping. It is our intention that all children have the opportunity to engage with the RSE curriculum which is at a level which is appropriate for their age and physical development.

7.5 Visitors

Visitors to school such as health professionals and members of voluntary organisations may be invited to plan and contribute to RSE lessons. They will be given a copy of the policy and will be expected to work within the values framework described within. A teacher will be present during any such lessons.

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education or aspects of the science national curriculum. Any concerns about the content or delivery of RSE across the school should be raised with the Headteacher

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. The Headteacher will also invite visitors from outside the school, such as school nurses to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by the Headteacher and designated governor through:

Planning moderation, learning walks, meetings between the Headteacher and designated governor, lesson observations and discussions with children.

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

Any feedback from parents will be discussed by the class teachers and the governing body.

This policy will be reviewed by the Headteacher every year. At every review, the policy will be approved by the governing body.

Appendix 1: Curriculum map

Relationships and sex education curriculum map – CYCLE A and B

CYCLE A

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Reception	Autumn	Myself and My Relationships - friendships, rules, my feelings and emotions, close positive relationships	SEAL - New beginnings, Getting on and falling out, Say no to bullying NED introduction Anti-bullying Week, Road Safety Week, Stranger Danger Science link - Ourselves, human life processes
Reception	Spring	Mental health and Wellbeing and Citizenship - self-awareness, individuality, self-assurance, living in the wider world, shared responsibilities	SEAL - Good to be me, Changes Mental Health and Wellbeing - Yoga, dance, Children's mental health week SEAL - Going for goals, citizenship materials, Internet Safety Day, AUPs
Reception	Summer	Healthier and Safer Lifestyles - my personal safety (Inc. NSPCC PANTS programme), trusted adults Myself and my relationships - further links to trusted adults, different types of families	SEAL - Relationships NSPCC PANTS programme Mental Health and Wellbeing week
Year 1 and 2	Autumn	Myself and My Relationships - working together, my emotions Rules	SEAL - New beginnings, Getting on and falling out, Say no to bullying Cambridge Scheme - units 1A (communication and participation), 1B (Self-Awareness), 1C (My relationships) and 1D (Valuing difference/friendships) NED re-introduction Anti-bullying Week, Road Safety Week, Stranger Danger

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1 and 2	Spring	Mental health and Wellbeing and Citizenship	SEAL - Good to be me, Changes Yoga, Dance, Children's mental health week Cambridge Scheme - units 2A (Emotional wellbeing), 2D (Drugs and their uses) and 2F (Identifying and reducing risk), 1E (Rules and rights) and 1F (understanding and practising democracy) SEAL - Going for goals and Citizenship, Safer Internet Day - online relationships, AUPs
Year 1 and 2	Summer	Healthier and Safer Lifestyles - growing and changing Myself and my relationships - managing risk and change Relationships - similarities and differences between boys and girls, gender	SEAL - Cambridge Scheme - units 1I (How my body works and changes), 1J (Maintaining personal hygiene) and 1K (Changing emotions and responsibilities) 2B (Managing risk), 2C (Managing change) NSPCC PANTs programme Mental Health and Wellbeing week
Year 3 and 4	Autumn	Myself and My Relationships - working together and my emotions Rules, Valuing Difference	SEAL - New beginnings, Getting along, Say no to bullying Cambridge Scheme - units 3A (Myself and my relationships), 3B (Self-awareness), 3C (My relationships), 3D (Valuing Difference) NED re-introduction Anti-bullying Week, Road Safety Week, Stranger Danger Science - Animals and humans
Year 3 and 4	Spring	Mental health and Wellbeing, Citizenship and Money	SEAL - Good to be me Yoga, Dance, Children's mental health week Cambridge Scheme - units 4A (My emotions) and 4D (drugs and their uses), 3E (Rules and Rights), 3F (Understanding and practising democracy), 3G (Me in my community), 3H (Similarities and difference) Safer Internet Day - online relationships, AUPs Money management - local banks

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 3 and 4	Summer	Healthier and Safer Lifestyles Myself and my relationships - managing risk and change	SEAL - Relationships, Changes Cambridge Scheme - Units 4G (Safer contents), 4H (Personal Safety), 4B (Managing Risk) NSPCC PANTS programme Mental Health and Wellbeing week

CYCLE B

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Reception	Autumn	Myself and My Relationships - friendships, rules, my feelings and emotions, close positive relationships	SEAL - New beginnings, Getting on and falling out, Say no to bullying NED introduction Anti-bullying Week, Road Safety Week, Stranger Danger Science link - Ourselves, human life processes
Reception	Spring	Mental health and Wellbeing and Citizenship - self-awareness, individuality, self-assurance, living in the wider world, shared responsibilities	SEAL - Good to be me, Changes Mental Health and Wellbeing - Yoga, dance, Children's mental health week SEAL - Going for goals Citizenship materials, Internet Safety Day, AUPs
Reception	Summer	Healthier and Safer Lifestyles - my personal safety (Inc. NSPCC PANTS programme), trusted adults	SEAL - Relationships NSPCC PANTS programme Mental Health and Wellbeing week
Year 1 and 2	Autumn	Myself and My Relationships, Rules, Safety	SEAL - New beginnings, Getting on and falling out, Say no to bullying Cambridge Scheme - units 2G (Safety contexts), 2I (Dealing with Bullying), 2J (Helping and getting help) NED re-introduction Anti-bullying Week, Road Safety Week, Stranger Danger Science link - Animals including humans

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1 and 2	Spring	Mental Health and wellbeing and Citizenship	SEAL - Good to be me Cambridge Scheme - units 1G (Me and my community), 1H (Similarities and differences) Yoga, dance, Children's mental health week Citizenship materials, Internet Safety Day - online relationships, AUPs
Year 1 and 2	Summer	Healthier and Safer Lifestyles - growing and changing	SEAL - Changes Cambridge Scheme - units 2H (Personal Safety), 2E (Keeping Healthy) NSPCC PANTs programme Mental Health and Wellbeing week
Year 3 and 4	Autumn	Healthier and Safer lifestyles, dealing with bullying	SEAL - New beginnings, Getting on and falling out, Say no to bullying NED re-introduction Cambridge Scheme - units 3L (Healthy lifestyles and eating), 4I (Dealing with bullying), 4H (Personal safety) Anti-bullying Week, Road Safety Week, Stranger Danger
Year 3 and 4	Spring	Mental Health and Citizenship and money	SEAL - Getting on and falling out, Changes, Good to be me Cambridge Scheme - units 4C (Managing change - emotions, dealing with things positively), 3E (Rules and Rights) Yoga, dance, Children's mental health week Citizenship materials, Internet Safety Day - online relationships, AUPs Money management - local banks Science link -Animals including humans
Year 3 and 4	Summer	Myself and Relationships - healthy living and eating	SEAL - Getting on and falling out Cambridge Scheme - units 4E (Keeping Healthy - mental health, informed choices), 4J (Helping and getting help) NSPCC PANTs programme Mental Health and Wellbeing week

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 e.g. family, school and/or other sources