

Relationships and Sex Education Policy, including EYFS



	Name	Date
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Purpose of the RSE policy

This policy sets out the school's approach to relationships and sex education and acts as the school's central reference point to inform school staff, parents and carers, health professionals and visiting speakers of the school's approach to RSE within Personal, Social and Health Education (PSHE).

It is available on our school website; copies are also available from the school office.

Legislation

Primary and secondary schools are legally required to have a written policy for Relationships Education and RSE, in line with statutory guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education (effective from September 2020).

DfE guidance encourages primary schools to teach age-appropriate sex education however it is not a statutory requirement. Under this legislation, all primary schools are required to teach relationships education and all schools are required to teach health education (which includes some aspects of RSE).

Policy development

We have developed our RSE policy involving staff, governors, and parents through trainings, meetings and consultation.

Definition and purpose of RSE

We define Relationships and Sex Education (RSE) as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Through RSE within PSHE we aim to give children and young people essential information and skills for building positive, enjoyable and respectful relationships and staying safe both off and online. It enables pupils to explore their own and others' attitudes and values, and aims to help build their self-esteem and confidence.

The government guidance on relationship and health education, and the science National Curriculum details what must be taught in primary schools. This includes teaching about changes to the human body as it grows from birth to old age (Science National Curriculum). Health Education includes teaching feelings as they relate to mental wellbeing, the importance of friends and family, the impact of bullying, and how children can seek help if they have worries as well as the emotional and physical changes that take place during puberty (Relationships Education, Relationships and Sex Education and Health Education Guidance).

As well as the requirement to teach science, health and relationships education, the DfE encourages primary schools to also teach age-appropriate sex education. We believe that sex education is best taught as part of an integrated programme of Relationships and Sex Education (RSE) within PSHE education, in which sex is discussed in the context of respectful, healthy, adult relationships.

Sex education in primary school is content that is not included in Relationships Education or in Science.

RSE curriculum

At Dallington School, we teach RSE guided by Kapow's mixed year group planned PSHE education programme. Our RSE curriculum is set out in Appendix 1 and RSE is taught in Years 1 - 6. Some elements are also included within the Science curriculum (see appendix 2). The Kapow curriculum is based on the PSHE Association curriculum and is published in full on our website.

The RSE curriculum has been planned with regard to the statutory guidance and the age and stage of pupils, and feedback from pupils, parents and staff.

The RSE curriculum links to, and is planned to complement, learning in Science, Citizenship, RE and Computing. On occasion, it may be supplemented by drop-down days, assemblies, theatre productions, visiting speakers and/or discussions in tutor time/circle time.

RSE and safeguarding children

At Dallington School we believe that alongside our safeguarding procedures, educating every pupil about how to care for their bodies and protect themselves from physical and emotional harm is an important element of our work to keep pupils safe from harm.

RSE within PSHE education enables pupils to:

- know their rights to be protected and kept safe
- understand potential dangers they could face
- be encouraged to adopt safe and responsible practices and deal sensibly with risk
- develop personal skills to protect themselves and others from unsafe influences and physical and emotional harm
- know when and who to ask for help when needed.

Effective RSE, in bringing an understanding of what is and is not appropriate in a relationship, and providing a safe space, can occasionally lead to disclosure of a child protection issue. All staff have a duty to report concerns about pupils who we feel are at risk of harm or have suffered harm (including when we suspect that FGM has already been performed), to the Designated Safeguarding Lead (DSL), as described in our safeguarding policy. Visiting speakers when working in the classroom are bound by the same conditions and must pass on any information they feel needs responding to via the member of staff present or directly to the school's DSL.

Teaching and learning in RSE as part of PSHE

RSE within our PSHE education is developmental and appropriate to the age and needs of every pupil. It is part of a well-planned programme, delivered in a safe and supportive atmosphere, where we aim for all pupils to feel comfortable to engage in open discussion and feel confident to ask for help if necessary.

Establishing a safe and supportive environment

Teachers will use a number of strategies and techniques to ensure that a safe and supportive environment is maintained at all times during PSHE (and RSE). These may include:

- Establishing boundaries for discussion and ensuring that issues of confidentiality are discussed before RSE lessons begin. These may be identified as class 'ground rules'.
- Each class/group works together to establish its own ground rules about how they would like everyone to behave in order to learn.
- Ensuring ground rules include not asking (or answering) personal questions.
- Distancing techniques such as role-play, third person case studies and an anonymous question box are used when teaching sensitive issues.

Good practice in teaching and learning

Teachers will ensure that lessons are inclusive, varied and suitably reflective of the society children live in:

- Using the correct terminology makes clear that everybody understands and avoids prejudiced or offensive language.
- Lessons contain a variety of teaching methods and strategies that encourage interaction, involvement and questioning: working individually, in pairs and groups; discussions; role play; prioritising activities; quizzes; research; case studies; games; circle time; visiting speakers.
- Resources are chosen to reflect a suitable range of cultures, identities and genders.
- Inclusive and non-heteronormative language e.g. referring to someone's 'partner' rather than 'boyfriend' or 'girlfriend' helps all children and young people to feel included and reduces assumptions about sexual orientation.
- Assessment supports effective teaching and learning, ensuring lessons meet the needs of pupils and enables pupil progress.

Answering pupils' questions

Teachers should have regard to the age and stage of the pupil(s) in answering their questions, both within PSHE lessons and the broader context of the curriculum plan for PSHE across the school. As far as possible, the principle is to answer appropriate questions openly and factually to address any misconceptions.

If unsure how to answer, or whether a question is appropriate or relevant to the whole class, a teacher can:

- speak to a pupil individually
- suggest that the pupil asks their parent/carer
- offer to find out the best way to answer the question and use the opportunity to discuss with a colleague and respond to the pupil at a later point.

Visiting speakers

RSE is best taught by confident teachers as part of an ongoing PSHE curriculum. Visiting speakers can offer a different perspective and particular knowledge or expertise and reinforce the teaching within the classroom.

Visiting speakers are briefed by the appropriate member of staff about the level of pupil awareness; ground rules of the class; the context/purpose of the visit and what pupils know and what they need to know. Visiting speakers are given a summary of the school RSE policy, together with the RSE curriculum, which they are expected to follow.

Inclusion

All children and young people, whatever their experience, background or identity, are entitled to good quality RSE that help them build a positive sense of self. The RSE programme and approach is inclusive of difference: gender identity, sexual orientation, ability, disability, ethnicity, culture, age, faith or belief or any other life experience. RSE lessons help pupils to explore discrimination, prejudice, bullying, aggressive behaviour and other unhealthy relationships.

Teachers agree to work within the school's framework for RSE as described in this policy. Their personal beliefs, values and attitudes should not affect their teaching of RSE.

Staff approach RSE sensitively, knowing that their pupils are all different and have different family groupings.

Working with parents and guardians

Parents are the primary educators of their children about relationships and sex, particularly with regard to their views and values. We intend that our school's RSE should complement parents' and guardians' role in RSE and we view this as a very important partnership. To this end, the school will consult with parents and guardians wherever possible on curriculum content, the exact terminology used in sex education lessons and at which stages during their child's education particular content is introduced. It is hoped that by this consultation there will be clear agreement regarding RSE provision.

As well as being involved in the policy consultation process, the school informs and works with parents in the following ways:

- Before RSE lessons, a letter is sent to parents and guardians describing the RSE their children will cover. In this way, parents and guardians can be prepared to have conversations at home
- Staff can be available to meet with parents to discuss up and coming content of RSE lessons for their child
- Information on the school website.

Parents' right to withdraw

The Relationships Education, Relationships and Sex Education (RSHE) and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, set out the rights of parents and carers to withdraw pupils from Sex Education (but not Relationships or Health Education).

Parents have the right to withdraw their child from some or all of sex education, which does not fall within Relationships Education, Health Education or other National Curriculum subjects (e.g. Science). Head teachers will automatically grant a request to withdraw a pupil from any Sex Education in primary schools, other than as part of the Science curriculum.

If parents would like to request that their child does not attend sex education lessons, they should notify the school in writing by completing the form in Appendix 3.

Parents will be asked to discuss the decision with the head teacher. They will be informed what the National Curriculum content is and what curriculum content their child can be withdrawn from. Parents will be made aware that there may be impromptu or incidental discussion of relationships and sex education topics in the classroom / in other subjects at times, from which it is not possible to withdraw pupils.

“Good practice is also likely to include the head teacher discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social, and emotional effects of being excluded, as well as the likelihood of the child hearing their peers’ version of what was said in the classes, rather than what was directly said by the teacher” Relationships Education, Relationships and Sex Education (RSHE) and Health Education statutory guidance

If the parents still decide to withdraw their child then other arrangements will be agreed and made for them during this time. Parents will be encouraged to deliver sex education with their child at home instead.

Roles and responsibilities in school, including continuing professional development (CPD)

The member of staff responsible for the co-ordination, development, monitoring and evaluation of RSE is the PSHE lead.

RSE is taught by all class teachers with the help of teaching assistants and support staff.

The governors have oversight of RSE.

Any concerns regarding pupils that may emerge from the delivery of RSE will be referred to the Designated Safeguarding Lead within school.

The PSHE lead and SLT in discussion with class teachers consider the RSE training needs of staff. RSE training may be provided as whole staff briefing or training, training for selected staff, in-class support, and discussion with the PSHE lead as appropriate.

The policy is on the website and hard copies are available on request from the office. All staff should familiarise themselves with the policy and refer to it as necessary.

APPENDIX 1

Primary Science curriculum

Key Stage 1

Year 1

Animals, including humans

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Year 2

Animals, including humans

- Notice that animals, including humans, have offspring which grow into adults.

Key Stage 2

Year 5

Living things and their habitats

- Describe the life process of reproduction in some plants and animals
(Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.)

Animals, including humans

- Describe the changes as humans develop to old age
(Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.)

APPENDIX 2



Parent form: withdrawal from sex education within RSE

Please complete the form below to request a meeting with the school about withdrawing your child from sex education within RSE

To be completed by parents			
Name of child		Class	
Name of parent		Date	
Reason for wishing to withdraw 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	