

# **Days Lane Primary School**



**Relationships and Sex Education  
Policy**

## **1. Aims and Definition**

At Days Lane, developing the ‘whole child’ is at the heart of everything we do. We set high standards for all children and aspire for them to become confident, knowledgeable and well-rounded individuals who are well prepared for their future in our modern world. We aspire for them to be confident when talking about their own bodies, feelings and relationships and to be able to take care of their own wellbeing through safe and informed decisions or ask for help and support if necessary. The curriculum that we have designed is underpinned by our core values to ensure that all children understand and demonstrate: **Resilience, Respect, Responsibility, Compassion, Community and Excellence.**

Relationships and Sex Education (RSE) relates to the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity. It involves a combination of sharing information and exploring issues and values. It focuses on teaching children the fundamental building blocks and characteristics of positive relationships including: families and people who care for them, caring friendships, respectful relationships, online relationships and being safe. The sex education aspects of RSE at Days Lane are detailed in Section 2.2.

At Days Lane, RSE is taught through a bespoke Personal, Social, Health and Economic Education (PSHE) curriculum, which has been designed to support children’s Social, Moral, Spiritual and Cultural Development (SMSC) and also takes into account current affairs and the school’s locality, community and history. Our PSHE curriculum supports what children are learning in foundation subjects and, wherever possible, strong and purposeful crosscurricular links are made in order to enhance children’s understanding. Our curriculum has three core areas:

- Health and Wellbeing
- Relationships
- Living in the Wider World

At the start of each plan for PSHE, there is a reminder of the essential skills that Days Lane aims for all children to develop through our PSHE curriculum. These include:

- intrapersonal skills (such as self-reflection, making decisions, recognising how our brains work, resilience and self-regulation),
- interpersonal skills (such as active listening, empathy, communication, negotiation and teamwork) and
- the skills of enquiry (such as formulating questions, analysis, recalling, deciding, concluding and evaluating).

## **2. Statutory Requirements**

### **2.1 Relationships Education**

Under the Education Act 2002/Academies Act 2010, all schools must provide a balanced and broadly based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

As a primary academy school, we must provide relationships education to all pupils as per section 34 of the Children and Social work Act 2017. We are required by our funding

agreements to have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996.

From the autumn term 2021, this guidance is titled **Relationships Education, Relationships and Sex Education (RSE) and Health Education** and can presently be found at:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>.

In the forward to the guidance, the Secretary of State says:

*Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, 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.*

*This is why we have made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all statefunded schools. The key decisions on these subjects have been informed by a thorough engagement process, including a public call for evidence that received over 23,000 responses from parents, young people, schools and experts and a public consultation where over 40,000 people contacted the Department for Education.*

All of the statutory guidance which relates to primary schools is covered in our bespoke PSHE curriculum, through the statutory Programme of Study for science and through lessons on online safety within our computing curriculum. Elements will also be covered in religious education (RE) and physical education (PE).

The statutory guidance outlines what schools must cover but not everything that schools should cover. At Days Lane, our PSHE curriculum goes above and beyond the guidance to ensure the best start for children as they leave Days Lane and continue their education.

A copy of the statutory guidance relating to primary Relationships Education can be found in Appendix 1.

## **2.2 Relationships and Sex Education**

At Days Lane, the statutory National Curriculum is taught across KS1 and KS2. This includes the Programme of Study for science, which includes elements of sex education within the study of 'Animals including humans'. This part of the curriculum is as follows:

Year 1	<ul style="list-style-type: none"><li>• describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li><li>• identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li></ul>
Year 2	<ul style="list-style-type: none"><li>• notice that animals, including humans, have offspring which grow into adults</li></ul>

- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Year 3

- 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
- identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Year 4

- describe the simple functions of the basic parts of the digestive system in humans
- identify the different types of teeth in humans and their simple functions
- construct and interpret a variety of food chains, identifying producers, predators and prey.

Year 5 • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird (part of 'Living things and their habitats' topic)

- describe the life process of reproduction in some plants and animals (part of 'Living things and their habitats' topic)
- describe the changes as humans develop to old age

Year 6 • identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood

- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans.

From September 2020, the **Relationships Education, Relationships and Sex Education (RSE) and Health Education** guidance sets out the following objectives relating to sex education within its 'Physical Health and Mental Wellbeing' section:

TOPIC	PUPILS SHOULD KNOW
Changing adolescent body	<ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>

Sex Education, in addition to the above, is not compulsory in primary schools. Any schools who do provide it, must have regard to the Secretary of State's guidance at <https://www.gov.uk/government/publications/sex-and-relationship-education>.

### **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 – the PSHE lead and Senior Leadership Team review 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. Pupil consultation – we investigated what pupils want from their RSE.
4. Parent consultation – parents were sent a copy of the policy, short presentation and the PSHE curriculum overview and a survey via Survey Monkey
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

### **4. Days Lane Curriculum**

Our bespoke PSHE curriculum is set out in Appendix 2. The sections in blue relate specifically to RSE but elements of RSE may also be included in other PSHE content (Health and Wellbeing and Living in the Wider World) and through foundation subjects, in particular science, computing, RE and PE. The curriculum in Appendix 2 may need to be adapted as and when necessary to support cross-curricular links and current affairs.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. In accordance with Department for Education guidance, the learning objectives for our curriculum have been taken from the 2017 PSHE Association Programme of Study as well as the guidance referred to in section 2 above. Where the 2017 curriculum does not fully meet the new statutory guidance, extra objectives have been added in.

Sex education is not compulsory in primary schools. Days Lane teaches the sex education parts of the science curriculum and the statutory guidance for Health Education as detailed in section 2 above. In Year 5, we ask school nurses to speak to the children about personal hygiene during puberty and menstruation. In Year 6, we ask school nurses to speak to children about personal hygiene, the changes they will experience during puberty and menstruation.

We do not teach children about the act of sex or how babies are conceived and born, beyond that which they learn in the science curriculum.

When discussing menstruation, children will be made aware that Days Lane has signed up to the government's Period Product Scheme announced in January 2020. This means that period products (pads) will be available free of charge for any children who need them, when they need them, in order to access their education. Further details can be found at: <https://www.gov.uk/government/publications/period-products-in-schools-and-colleges/period-product-scheme-for-schools-and-colleges-in-england>

Days Lane recognises that parents/carers are the key people in teaching their children about relationships, sex and growing up. Parents are welcome and encouraged to speak to their child's class teacher should they require any help or information about the curriculum, including in circumstances where they would like to provide their child with further information about sex education at home.

## **5. Delivery of RSE**

As stated in section 1 above, RSE is taught through a bespoke PSHE curriculum and may also be included in other foundation subjects, in particular science, computing, RE and PE.

The curriculum will be taught through a range of teaching methods and interactive activities including discussion, role-play, debate, making books, presentations and videos, written or artistic tasks etc. High quality resources will be used and may include books, videos and film clips.

RSE is 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, LGBTQ 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).

Teachers will ensure that all children have access to the curriculum irrespective of age, disability, special educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion or whether they are looked after children. This might mean that teachers adapt, differentiate or personalise lessons or provide additional resources to support children.

Teachers will ensure that teaching takes place in a respectful way, taking account of personal and religious beliefs but always having regard to The Equality Act 2010. Teachers will ensure that ground rules are set for any sensitive discussions and children will not be made to speak where they feel uncomfortable. Distancing techniques will be used where appropriate. If a child asks a question that is too personal, the teacher will attend to this later on an individual basis and in a tactful way appropriate to their age. If a question is raised that is outside of the Days Lane curriculum, parents will be informed so that they can answer the question at home or with support from the class teacher, having given consent.

Teachers are aware that effective RSE, which brings an understanding of what is and is not appropriate in a relationship, can lead to a disclosure of a child protection issue. If a teacher is concerned about anything a child has said to them, however small, they will follow Days Lane safeguarding procedures.

## **6. Roles and Responsibilities**

### **6.1 The Governing Board**

The governing board will approve the RSE policy and hold the Headteacher to account for its implementation. They will designate a governor with specific responsibility for RSE.

## **6.2 The Headteacher**

The Headteacher and PSHE lead are responsible for:

- ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE
- ensuring that staff, parents and governors are informed about this RSE policy
- ensuring that staff are given access to the curriculum planning for the school, so that they can teach RSE effectively
- monitoring the policy on a regular basis

## **6.3 Staff**

The teaching staff are responsible for:

- following and implementing the RSE curriculum in a sensitive and positive way, taking note of the statutory guidance
- liaising with the PSHE lead, parents/carers and outside agencies where appropriate
- responding to the needs of individual pupils
- responding to parent's questions about RSE and taking seriously any issues which parents raise
- monitoring progress of children and providing additional support where needed
- For LGBT lessons, staff will upload any flip charts or power points onto Google Classroom for parents to view.

## **6.4 Pupils**

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. They should contribute to discussion if comfortable to do so and evaluate lessons with regard to meeting their own needs.

## **7. Parents' right to withdraw**

Parents do not have the right to withdraw their children from Relationships Education or Health Education (please see parent guide at:

<https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools>).

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE. As referred to in section 4 above, where the curriculum might go beyond the statutory guidance, parents will be invited to consent to their child attending these talks. Any parents who chose not to consent will be asked to speak to the class teacher, PSHE lead or member of the Senior Leadership Team about the benefits to children of learning about this topic before puberty occurs. It will, however, be the parent's final decision whether or not to consent.

Alternative work will be given to pupils who are withdrawn from sex education.

## **8. Training**

Any new Government initiatives or changes to the curriculum are shared with staff during staff meetings or Inset days. The staff have opportunities to ask the RSE lead questions about

the curriculum. The PSHE lead will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support to staff teaching RSE as needed.

## **9. Monitoring and Assessment Arrangements**

The delivery of RSE is monitored by the PSHE Lead through book looks, learning walks, planning scrutinies and pupil conferencing. The results of these and any recommendations are given to teachers and the Senior Leadership Team.

Teachers gauge pupils' understanding, progress and development in RSE through effective Assessment for Learning both during and after lessons. Strategies might include structured or per

sonalised questioning, mini-plenaries, mind mapping, class or group discussion, written tasks, drawing tasks, drama or quizzes. Teachers will then provide additional support to children where needed.

## **10. Review**

This policy will be reviewed by the Headteacher and PSHE Lead every two years. At every review, the policy will be approved by the governing body.

**Date reviewed and agreed by governing body: July 2021**

**Next review date: July 2023**

## Appendix 1: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<p>That families are important for children growing up because they can give love, security and stability</p> <p>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</p> <p>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</p> <p>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</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>
Caring friendships	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>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</p> <p>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</p>
Respectful relationships	<p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>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</p> <p>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</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p>

TOPIC	PUPILS SHOULD KNOW
Online relationships	<p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>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</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online</p>
Being safe	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>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</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Where to get advice e.g. family, school and/or other sources</p>

## Appendix 2 : See Curriculum map

