

# Education

## RSE

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### Revision Log (last 5 changes)

<b>Date</b>	<b>Version No</b>	<b>Brief detail of change</b>
July 2020	1.0	Policy written
September 2021	1.1	Policy revised
November 2022	1.2	Policy revised
September 2023	1.3	Policy revised

### **Introductory Statement**

This policy covers Dartford Primary Academy's whole school approach to Relationships Education. We believe that Relationships Education is vital for the personal, social and emotional development of our pupils. It equips children and young people with the information, skills and values they need to have safe, respectful and enjoyable relationships and empowers them to take responsibility for their health and wellbeing.

Dartford Primary Academy believes that all children and young people have a right to holistic, inclusive and needs-led Relationships Education. We believe that through providing high quality Relationships Education, we are upholding the ethos and values of this school and its commitment to equality and celebration of difference.

This policy has been constructed in consultation with our staff, board of governors, pupils and parents. We will ensure the policy is effectively communicated to staff and parents, including through publishing the policy on our school website.

The information below complies with our statutory obligations to deliver Relationships Education under sections 34 & 35 of the Children and Social Work Act 2017. It will have due regard for the DfE's statutory [Relationships Education, Relationships and Sex Education and Health Education](#) Guidance and other relevant guidance. We will review the policy on a regular basis to ensure that it is in line with current Government guidance and legislation and to ensure that our programme continues to meet the needs of our pupils. The policy should be read in conjunction with other relevant policies:

- Anti-bullying policy
- Behaviour policy
- Safeguarding policy
- PSHE policy
- Science curriculum
- Online safety policy

### **Equality, Inclusion and Social Justice**

We believe that Relationships Education is a key vehicle for promoting equality, inclusion and social justice. Our Relationships Education is designed to promote gender equality through challenging gender stereotypes and sexism and sexual harassment in schools. We take these issues seriously and ensure that we embed content on gender equality throughout the curriculum. We are also committed to a Relationships Education that makes every pupil feel valued and included and is relevant to them. This means we are committed to an LGBT+ inclusive and SEND inclusive curriculum and are mindful of the SEND Code of Practice 2014 when planning for this subject.

We will also ensure that we take into account the religious and cultural background of all pupils when teaching Relationships Education. An inclusive Relationships Education at Dartford Primary Academy will seek to challenge all forms of discrimination and prejudice between pupils and promote understanding and respect as outlined under the Equality Act 2010.

### **Definition of Relationships Education**

At Dartford Primary Academy we take a positive, inclusive and affirmative approach that accepts children's and young people's experiences and enables them to be explored sensitively.

To meet the aims outlined in the DfE Relationships Education, RSE and Health Education Guidance, we will equip our pupils to build positive and respectful relationships on and off-line. We seek to ensure that it gives pupils the knowledge, skills, attitudes and values that will help them to:

- realise their health, wellbeing and dignity
- build self-esteem and self-worth

- explore and value their personal identity and the identities of others
- explore a range of family structures, including LGBT+ families and other family structures
- understand and make sense of the real-life issues they are experiencing in the world around them manage and explore difficult feelings and emotions
- consider how their choices affect their own wellbeing and that of others
- develop as informed and responsible citizens
- understand and ensure the protection of their rights throughout their lives

### **Definition of Sex Education**

We believe that our Relationships Education is greatly enhanced by the sex education programme we deliver. Increasing numbers of pupils are experiencing puberty before they reach secondary school and we believe that they need to be prepared for the physical and emotional changes that this brings.

Many aspects of sex education are already delivered through the curriculum for science where children learn about the main external body parts and changes to the human body as it grows from birth to old age, including puberty. In the statutory Health Education curriculum children learn about puberty and menstruation. We deliver content on menstruation to years 4 and 5 in order that girls can learn about menstruation in advance of them starting their first period.

Our sex education programme builds upon the content already delivered through the Science and Health Education curriculum and is the foundation for helping children to stay safe and understand more about their sexual health and wellbeing. We teach children about a range of issues including what a sexual relationship is and consent in the context of relationships, in an age and developmentally appropriate way.

We recognise that some parents may be uncomfortable with their children receiving sex education in primary school. However, in our experience, children will naturally ask questions about sex and their bodies, and be curious about where they come from. We believe that it is safer and better for children to receive age appropriate and medically accurate information from trained teachers rather than learn inaccurate and harmful information through peers or online.

We believe that sex education should allow children a safe space to ask the questions that they may have without shame or judgement. Evidence states that a graduated, age and developmentally appropriate curriculum is the best way of preventing the topic of sex, reproduction and private body parts becoming taboo or embarrassing.

### **Subject Delivery**

The curriculum programme is developed by the PSHE lead in conjunction with teachers, pupils and parents. In School/ Trust we will meet the learning objectives and content outlined as set out in the Relationships Education, Relationship & Sex Education and Health Education Guidance. All content will be delivered in a timely way that is age and developmentally appropriate to meet the needs of our pupils, including those pupils with SEND.

Our scheme of work will be the Christopher Winter Project. See the outlined scheme at the bottom of this policy to see the content for each year group. We will use a range of games, practical activities, books and videos to support our teaching.

### **Subject Content**

Relationships Education will be delivered as part of our PSHE education curriculum, which has planned lessons across all key stages, using a spiral curriculum approach. When sex education is taught this will be communicated to parents in advance. We will not artificially separate learning about real life and online

relationships when it is appropriate to integrate this teaching and explore an issue in both contexts. Where an issue is experienced exclusively or disproportionately in an online context, this will be drawn out.

The scheme of work will be delivered in a non judgemental, factual way, using the correct medical terms where appropriate (for example for external body parts). School staff will not express or be expected to express their personal views or beliefs when delivering the curriculum. All staff who have responsibility for delivering Relationships Education will ensure they are up-to-date with the Relationships Education policy and curriculum requirements regarding Relationships Education.

### **Monitoring**

The delivery of RSE is monitored by the PSHE Leader through:

Monitoring arrangements consist of planning, learning walks and pupil voice. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by the PSHE Leader annually. At every review, the policy will be approved by the headteacher.

### **Pupil Assessment**

We use a range of assessment methods to get regular feedback on pupil progress in Relationships Education. We may also use pupil assessment to identify where pupils need extra support or intervention. Lessons are planned to ensure that pupils of differing abilities, including the most able, are suitably challenged. Assessment methods used include:

- Project work
- Pupils reflections

### **Pupil Voice**

Pupil voice is central to the culture and ethos of Dartford Primary Academy. We use pupil voice to evaluate how relevant and engaging Relationships Education is to children's lives.

Throughout our Relationships Education curriculum we embed pupil voice practices to enable students to express their views on the range of topics that Relationships Education covers and to ensure that they listen to other opinions and evidence, reflect on their own perspectives and take a broader view. We want to ensure that all pupil voices are heard but that those views that are hurtful, offensive or exclusionary do not dominate and are addressed.

### **Answering Pupil Questions**

Relationships Education explores a range of issues that may provoke questions from pupils. We view questions as a positive sign that pupils are engaged with what is being taught and feel able to explore natural curiosities about themselves, their bodies and relationships with others. As much as possible, where a question is relevant to the whole class, we will answer it to the whole group. There may occasionally be the need to deal with a question outside of the classroom if it is not suitable for the entire class.

We recognise that some pupil questions may go beyond the statutory Relationships Education curriculum and could include questions about sex and sexuality—topics that are covered in our sex education curriculum. In such cases, the teacher may choose to delay answering the question in front of the whole class until the appropriate sex education lesson. Questions will always be answered in an age and developmentally appropriate way and take into account whether a parent/carer has requested their child to be removed from sex education lessons.

School staff will not be expected to answer personal questions about themselves or to ask direct personal questions of their students that could make either party vulnerable.

We believe that an open approach to answering questions prevents pupils from learning inaccurate or harmful information online or from peers and older students. We believe exploring issues with the whole class helps to reduce the stigma and shame that can surround some of the issues explored in our Relationships Education curriculum. Importantly, we believe that children are better protected from harm and abuse when they are able to discuss issues openly with trained professionals and in a safe environment.

### **Working with parents/carers**

We believe that the successful teaching of Relationships Education involves parents/carers and schools working together. We also believe that parents/carers can play an important role in the Relationships Education of their children through further discussions at home that have taken place in school. Our Relationships Education policy has been developed through consulting parents/carers. We work with parents/carers to ensure that they are aware of what we teach and when through the following methods:

- Parents' evenings
- Inductions to the school
- Sharing copies of the policy in face-to-face meetings and/or through emails
- Letters to parents/carers giving information about when the Relationships Education will be delivered and when certain classes (including classes that may involve sex education) will take place
- Planned drop-ins

If parents/carers have any concerns or special circumstances the school should be aware of, or would like any further information about the curriculum, then please speak to the relevant member of staff. We will share examples of some of the key resources we use with parents/carers to reassure them of the content and to enable them to continue the conversations started in class at home.

### **Parental right to request their child be excused from sex education**

As outlined within the Statutory Guidance, parents/carers have the right to request their child be withdrawn from some or all of sex education delivered as part of Relationships and Sex Education.

Parents/carers **do not** have the right to withdraw their child from Relationships Education. Parents **do not** have the right to withdraw their child from the elements of sex education that are taught within the Science curriculum. Parents/carers **do not** have the right to withdraw their child from Health Education.

Although parents/carers have the right to request to withdraw their child from any or all of sex education as part of RSE, it is our aim to encourage parents to see the value of sex education and its contribution to keeping children safe, developing their emotional, social and physical wellbeing and for promoting equality and social justice.

Parents/carers will be notified in advance by the class teacher when these lessons will take place. Should a parent decide that they do not wish their child to take part in any of these lessons, we would ask that they first speak to the headteacher to discuss their concerns. The headteacher will discuss the request with the parent/carer to fully understand and address any concerns/objections to the content of the curriculum. If parents/carers do decide to withdraw their child, they should inform the headteacher in writing and the school will keep a record of this.

### **Working with visitors and external agencies**

From time-to-time we **may** invite external experts and visitors to deliver our Relationships Education. External visitors will be selected in order to enrich and supplement our Relationships Education by bringing particular skills, methods and expertise to the classroom and the whole school. External visitors may include NHS workers.

A teacher will always be present throughout these lessons so as to build on the pupil's learning after the session/s as well as answer any questions the pupils may subsequently have. Any external visitors will be expected to comply with this policy and other related policies, including the school's confidentiality and child protection policy. We will also ensure that:

- There is appropriate planning, preparatory and follow up work for the session
- The visitor understands the cohort of children involved, including the different ability levels and diversities in identities across protected characteristics.
- They will also be made aware of any specific issues relating to child protection

### **Safeguarding and child protection**

Dartford Primary Academy acknowledges that Relationships Education is crucial for creating a culture of safeguarding within the school and meeting our statutory obligations as outlined in Keeping Children Safe in Education. Relationships Education helps children to understand the difference between healthy and abusive relationships and understand how to get help if they are experiencing, or have experienced, abuse.

We recognise that when discussing these issues some pupils could disclose abuse or other harmful experiences. In cases of a disclosure, all staff have statutory training around child protection and will follow the school's safeguarding policy and procedures.

We also recognise that some children may be vulnerable to some of the content delivered in Relationships Education due to a previous safeguarding concern, ongoing concerns or changes to their personal life. For those children, additional support will be given to prevent them being affected by the scenarios or topics in planned lessons.

While Dartford Primary Academy wants to create a learning space that feels safe for children and young people to disclose, we also want to protect children's privacy. We do this by using a number of teaching techniques including the use of a working agreement, where rights respecting ground rules are created with pupils on what makes a safe and welcoming environment for all. Once ground rules have been set, we will check they are in place throughout the scheme of work and actively refer to it. Through the use of ground rules and other approaches, such as distancing techniques, we believe the school can create a supportive environment for discussions that can be sensitive or difficult.

**Christopher Winter Project:**

<b>Reception Our Lives</b>	<p>Lesson 1: <b>Our Day</b></p> <p>Lesson 2: <b>Keeping Ourselves Clean</b></p> <p>Lesson 3: <b>Families</b></p>
<b>Year 1 Growing and Caring For Ourselves</b>	<p>Lesson 1: <b>Keeping Clean</b></p> <p>Lesson 2: <b>Growing and Changing</b></p> <p>Lesson 3: <b>Families and Care</b></p>
<b>Year 2 Differences</b>	<p>Lesson 1: <b>Differences: Boys and Girls</b></p> <p>Lesson 2: <b>Differences: Male and Female</b></p> <p>Lesson 3: <b>Naming the Body Parts</b></p>
<b>Year 3 Valuing Difference and Keeping Safe</b>	<p>Lesson 1: <b>Differences: Male and Female</b></p> <p>Lesson 2: <b>Personal Space</b></p> <p>Lesson 3: <b>Family Differences</b></p>
<b>Year 4 Growing Up</b>	<p>Lesson 1: <b>Growing and Changing</b></p> <p>Lesson 2: <b>What is Puberty?</b></p> <p>Lesson 3: <b>Puberty Changes and Reproduction</b></p>
<b>Year 5 Puberty</b>	<p>Lesson 1: <b>Talking about Puberty</b></p> <p>Lesson 2: <b>Male and Female Changes</b></p> <p>Lesson 3: <b>Puberty and Hygiene</b></p>
<b>Year 6 Puberty, Relationships and Reproduction</b>	<p>Lesson 1: <b>Puberty and Reproduction</b></p> <p>Lesson 2: <b>Understanding Relationships</b></p> <p>Lesson 3: <b>Conception and Pregnancy</b></p> <p>Lesson 4: <b>Communication in Relationships</b></p>

**Barnardos - Real Love Rocks (Year 6)**

- Healthy Relationships (Term 2)
- LGBT (Term 4)
- Keeping Safe (Term 5)

**When Christopher Winter Project is taught:**

**Reception**

Our Day (Term 5)  
Keeping Ourselves Clean (Term 3)  
Families (Term 2)

**Year 1**

Keeping Clean (Term 3)  
Growing and Changing (Term 6)  
Families and Care (Term 2)

**Year 2**

Differences: Boys & Girls (Term 4)  
Differences: Male and Female (Term 6)  
Naming the Body Parts (Term 6)

**Year 3**

Differences: Male and Female (Term 4)  
Personal Space (Term 2)  
Family Differences (Term 2/6)

**Year 4**

Growing and Changing (Term 6)  
What is Puberty? (Term 6)  
Puberty Changes and Reproduction (Term 6)

**Year 5**

Talking About Puberty (Term 6)  
Male and Female Changes (Term 6)  
Puberty and Hygiene (Term 6)

**Year 6**

Puberty and Reproduction: (Term 1)  
Understanding Relationships (Term 2)  
Conception and Pregnancy (Term 1)  
Communicating in Relationships (Term 2)