

Dame Janet Primary Academy Relationship & Sex Education Policy



Date Policy Issued/Last Reviewed:	Oct 2021
Review Due:	Oct 2022
Name of Responsible Manager Executive Headteacher: Mr S Atkinson Head of School: Mrs G Sherwin	

Members of staff responsible for Relationships Education and Health Education:

RSE Lead and PSHE Lead

Statement of Intent

At Dame Janet Primary Academy, we believe Personal, Social, Health and Economics education (PSHE) is the foundation of a child's learning. It helps give children the skills and understanding they need to be morally good, healthy and independent citizens. In addition, we provide our children the opportunity to learn about their rights and understand how their actions affect others by offering a Rights Respecting ethos; which encompasses experience of diversity and our changing society. PSHE is also integrated throughout our bespoke curriculum. Our children are encouraged to develop their self-worth by playing a positive role in contributing to school life and the wider community.

Our policy for PSHE and RSE has been written using recommendations from PSHE Association, SCARF Coram and statutory requirements from the DfE.

Guidance from the DfE 2020 states Personal, Social, Health and Economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice.

Outline of Curriculum

Relationships Education:

Outcome 1: Families and people who care for me

A. That families are important for children growing up because they can give love, security and stability.

B. 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.

C. 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

D. 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.

E. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

F. How to recognise if family relationships are making them feel unhappy

Outcome 2: Caring friendships

- A. How important friendships are in making us feel happy and secure, and how people choose and make friends.
- B. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- C. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- D. 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.
- E. 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.

Outcome 3: Respectful relationships

- A. 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.
- B. Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- C. The conventions of courtesy and manners.
- D. The importance of self-respect and how this links to their own happiness.
- E. 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.
- F. 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.
- G. What a stereotype is, and how stereotypes can be unfair, negative or destructive.
- H. The importance of permission-seeking and giving in relationships with friends, peers and adults.

Outcome 4: Online relationships

- A. That people sometimes behave differently online, including by pretending to be someone they are not.
- B. 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.
- C. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- D. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- E. How information and data is shared and used online.

Outcome 5: Being safe

- A. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- B. 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.
- C. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- D. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- E. How to recognise and report feelings of being unsafe or feeling bad about any adult.
- F. How to ask for advice or help for themselves or others, and to keep trying until they are heard.
- G. How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- H. Where to get advice e.g. family, school and/or other sources

Health Education:

Outcome 6: Mental wellbeing

- A. That mental wellbeing is a normal part of daily life, in the same way as physical health.
- B. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.

C. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.

D. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

E. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.

F. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.

G. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.

H. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.

I. Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

J. It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Outcome 7: Internet safety and harms

A. That for most people the internet is an integral part of life and has many benefits.

B. About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.

C. How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.

D. Why social media, some computer games and online gaming, for example, are age restricted.

E. That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.

F. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.

G. Where and how to report concerns and get support with issues online.

Outcome 8: Physical health and fitness

- A. The characteristics and mental and physical benefits of an active lifestyle.
- B. The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- C. The risks associated with an inactive lifestyle (including obesity).
- D. How and when to seek support including which adults to speak to in school if they are worried about their health.

Outcome 9: Healthy eating

- A. What constitutes a healthy diet (including understanding calories and other nutritional content).
- B. The principles of planning and preparing a range of healthy meals.
- C. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Outcome 10: Drugs, alcohol and tobacco

- A. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Outcome 11: Health and prevention

- A. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- B. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- C. The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- D. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- E. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

F. The facts and science relating to allergies, immunisation and vaccination.

Outcome 12: Basic first aid

A. How to make a clear and efficient call to emergency services if necessary.

B. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Outcome 13: Changing adolescent body

A. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

B. About menstrual wellbeing including the key facts about the menstrual cycle.

How it will be organised and covered

RSE will be delivered through PSHE, Science, RE curriculum and:

- Discreet Curriculum time - daily
- Links to relevant curriculum areas/topics
- Assemblies, class assemblies, class discussions and circle time.
- As and when issues arise ensuring time is made within the curriculum to meet the needs of our children
- Extra-curricular activities e.g. diversity days, Theatre groups, Friendship week, anti-bullying initiatives
- Planned learning will be recorded on weekly plans

Implementation through Assessment, Recording, Reporting and Monitoring

Teachers assess the children's work in PSHE and RSE by making informal judgements as they observe them during lessons. We have clear expectations of what children will know and understand at the end of each year and key stage.

Assessment should offer the children the opportunity to reflect on their own progress. Within the EYFS, PSHE and RSE objectives are documented within observations on Tapestry which include specific focussed PSHE objectives and circle time activities. Key Stage 1 and 2 have Wider Curriculum

books where lessons, including discussions are recorded. Pictures of activities that are completed during RSE lessons and any comments made by children that are relevant to the topic are included.

The RSE subject leader is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader will monitor plans, teaching and learning in order to evaluate strengths and weaknesses in the school and indicate areas for improvement. The subject leader will regularly evaluate the scheme of work to ensure that the needs of the pupils are being met and that there is progression and continuity of learning through the school.

Staff Professional Development

The subject leader will support colleagues in the teaching of RSE by giving them information about current developments in the subject and providing a strategic lead and direction for the subject in school. Likewise, teacher training needs are determined at personal development reviews during the performance management cycle and whole school training needs are planned into action plans if necessary. We encourage Talk for Teaching, peer observation and peer support within our teaching team.

Equal Opportunities

PSHE follows the schools Equality Policy and is underpinned by our equality statement:

Single Equalities Statement

We welcome the equality duties in schools. We believe that all pupils and members of staff should have the opportunity to fulfill their potential whatever their background, identity and circumstance. We are committed to creating a community that recognises and celebrates differences within a culture of respect and cooperation.

We appreciate that a culture which promotes equality in relation to all protected characteristics (age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation) will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. Our commitment to equality and diversity is a fundamental part of our drive towards excellence.

We recognise that equality will only be achieved by the whole school community working together – our learners, staff, governors and parents in particular.

As a school, we have worked hard to ensure we deliver a diverse curriculum and children study a range of exceptional people from a wide range of backgrounds and cultures. This can be seen through our curriculum map and the diverse books that we have mapped out from Nursery to Year 6. Children with SEND are supported within PSHE and RSE through a variety of scaffolds so that they

can access the PSHE and RSE curriculum. These include visual prompts, pre-teaching key themes, choice and use of language and vocabulary, adult support, resources or manipulatives used, differentiation of the task, etc. As the themes and areas of the PSHE and RSE curriculum are consistent through the school, children revisit previously taught knowledge and skills. This supports their memory and knowledge and prepared them for the next stage in their life.

Relationship and Sex Education

Although The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019 made Relationship Education compulsory in all primary schools and parents are unable to withdraw their child from this; sex education is currently not compulsory. However, the Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and maturity of the pupils. This policy is set out to explain how and why RSE is taught at Dame Janet Primary Academy.

Some aspects of RSE are taught in Science, and others are taught as part of personal, social, health and economic education (PSHE). RSE gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. The RSE curriculum provides pupils with the knowledge and skills to enable them to make informed and responsible choices now and in later life, emphasising the benefits of a healthy lifestyle. PSHE and RSE will also contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and of society and prepare pupils for the opportunities, responsibilities and experiences of adult life.

As set out in the guidance it is up to individual schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. We, like many other schools, already choose to teach some aspects of sex education and will continue to do so.

We recognise that some parents may be uncomfortable with the thought of their children receiving sex education in primary school. Equally, we recognise it is completely natural for children to have questions about sex, their bodies and to be curious about where they came from. In the age of information where children in primary school have access to the internet through mobile technology, we believe it is better that children receive age appropriate answers from us, rather than it being left to their peers or the internet. Parents were invited to take part in our RSE consultation in September. This helped for parents to understand the purpose and content, ask questions they may have prior to the teaching of this subject and ask for supporting documents to talk about RSE at home. Parents have the right to withdraw their children from all or part of the Sex Education. However, parents do not have the right to withdraw their children from aspects of RSE that are taught in the National Curriculum Science or where aspects of RSE issues arise incidentally in other subjects. Likewise, parents cannot withdraw their children from the teaching of Relationships Education.

If parents wish to withdraw their child/ren they must inform the school of this request, in writing, with a letter addressed to the Head of School and RSE Leader.

In our school, Sex Education is an opportunity to answer children's questions about where they came from, an opportunity to explore their own stories and to be clear about how a baby is conceived and formed as set out in the human life cycle unit in the National Curriculum for Science. Furthermore, it should ensure that all children are prepared for both the physical and emotional changes of puberty including menstruation. Children need to understand how both girls' and boys' bodies function and change as they grow into adults.

We recognise that the onset of menstruation can be a confusing or a distressing time for children if they are not prepared. As a school, we acknowledge we have a responsibility to prepare children for menstruation and make adequate and sensitive arrangements to help children manage this period. Puberty is occurring earlier than ever before, and it is now not uncommon for children to start their periods whilst in primary school even in Year 5. For this reason, we deliver puberty lessons to all children in Year 5 & 6. As part of RSE lessons, all children will be told about menstruation and there will be discussion of what periods are, explanation of other symptoms associated with periods, how they can be managed hygienically and sensitively. In addition to this, we discuss the emotional and physical changes people encounter during puberty. Including body odour, mood swings, hair growth, acne and growth spurts.

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

We believe it is important that this material is delivered by the classroom teacher in conjunction with parents/carers as it highlights to the children that Relationship and Sex Education is something we can all talk about. Our classroom teachers cover all other aspects of the curriculum, and know the children. This means they are more likely to be aware of any additional needs, support or particularly sensitive topics that may make a child in their class vulnerable due to some of the sensitive nature of the topic. We believe this makes them ideally placed to deliver the material sensitively to all children in their class. For the majority of the programme, we do not separate our classes into girls and boys, as we believe it is important for both girls and boys to learn about each other's bodies, changes and experiences. By keeping children together in mixed groups, children will learn to talk openly without embarrassment in front of each other and we can foster a better understanding, break down gender stereotypes and build positive relationships and respect for each other, regardless of gender. However, for part of one lesson, boys and girls are separated to ask specific questions regarding their gender to avoid embarrassment.

Monitoring and review

The implementation of the policy will be reviewed by the Headteacher and DSL in consultation with the RSE and PSHE subject leader every two years. The overall policy will be reviewed by TKAT every year.

Any changes needed to the policy, including changes to the programmes, will be implemented by the RSE Leader.

Any changes to the policy will be clearly communicated to all members of staff and, where necessary, parents and students, involved in the RSE and PSHE curriculum.

Sources of Further Information

This policy has drawn on:

- DfE's 'Sex and Relationship Education Guidance' (2020)
- Brook, Sex Education Forum and PSHE Association 'Sex and Relationships Education (SRE) for the 21st Century' - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) (2011)
- DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Draft Guidance (July 2018)

Links to other policies

- Schools own Safeguarding (inc. responding to disclosures)
- Schools own Anti-bullying
- Schools Equality, diversity and inclusion policy
- DfE Keeping children safe in education

Useful resources

Coram Life Education Online Teaching and Learning Training Film Clips and RSE Guidance Document: supports schools in organising and delivering RSE with confidence. Available as part of the SCARF online comprehensive Relationships Education and Health Education curriculum resources:

<https://www.coramlifeeducation.org.uk/scarf/lesson-plans/relationships-education--teacher-resources-guidance-documents-and-training-films> (password protected).

PSHE Association RSE Policy Guidance

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/writing-your-rse-policy-guidance-pshe-association> (members only)

The Sex Education Forum RSE Policy Guidance

<https://www.sexeducationforum.org.uk/resources/advice-guidance/sre-policy-guidance>

The Sex Education Forum have also provided a free resource to assist you in consulting pupils, parents and staff to inform you about what changes need to be made to your RSE policy and practice. 'Activities for consulting about your school sex and relationships policy'.

<https://www.sexeducationforum.org.uk/sites/default/files/field/attachment/Consultation%20activities%20-%20SRE%20policy%20-%20Sept%202014.pdf>