



Dunston Hill

Community Primary School



Relationships and Sex Education (RSE) Policy

June 2021

This document outlines Dunston Hill Community Primary School's approach to Relationships and Sex Education, in line with the Department for Education (DfE) guidance document 'Relationships Education, Relationships and Sex Education (RSE) and Health Education 2020'. Relationships Education is now compulsory in all primary schools in England.

Key Concepts

DfE

Department for Education

RSE

Relationships Education, Relationships and Sex Education

Relationships Education

Relationships Education is the teaching of positive relationships

Sex Education

Sex Education is the teaching for both boys and girls to prepare them for the changes that adolescence brings, drawing on knowledge of the human life cycle set out in the National Curriculum for Science

PSHE

Personal, Social, Health and Economic education

Aims

Relationships Education teaches our children the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. It also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

At Dunston Hill, this begins with our children being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From Early Years Foundation Stage (EYFS), children are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. This then continues at an age-appropriate level into Key Stage 1 and 2, deepening this knowledge and embedding these skills.

Organisation

RSE should not be delivered in isolation but firmly embedded in relevant curriculum areas. At Dunston Hill, the main content is delivered during PSHE sessions, using schemes by PSHE Association and Kapow, as well as Science lessons. RSE is usually delivered by the class teacher in a whole class setting.

Parents receive a summary of the core RSE learning prior to the teaching of RSE (Appendix A). If requested, parents can see a more detailed breakdown of lessons, including key vocabulary, lesson objectives and printable resources. This would need to be requested via the class teacher.

Climate for Learning

At the start of every academic year, a set of ground rules are established for PSHE lessons, which are a collaborative effort of both pupils' and staff ideas. This ensures all pupils and adults feel they are part of an inclusive and safe environment. Before embarking on each PSHE session, the pupils are reminded of their own ground rules. Pupils are encouraged to discuss and question things if they feel comfortable, and are also

encouraged to reflect on their learning. Visitors may be invited into school to support this work because of their particular expertise or contribution they are able to make; all visitors are familiar with and understand the school's RSE policy and work within it. They are supervised and supported by a member of staff at all times, and their input is monitored and evaluated by staff and pupils. This evaluation informs future planning.

Content

Relationships Education

EYFS	<ul style="list-style-type: none"> • To be confident trying new activities and saying why they like certain activities • To be confident to speak in a familiar group and talk about ideas • To say when they do or don't need help • To talk about how they and others show feelings • To show sensitivity to others' needs and feelings • To talk about their own and others' behaviour and its consequences • To work as part of a group and follow the rules of the group • To learn to be strong and independent through positive relationships • To play co-operatively and take turns with others • To know about similarities and differences between themselves and others, and among families, communities and traditions • To form positive relationships with adults and other children
Year 1	<ul style="list-style-type: none"> • To recognise how other people might feel and talk about my own feelings • To know that if something makes me feel uncomfortable or afraid, I shouldn't keep it a secret • To talk about some special people in my life • To talk about my opinions and views • To know there are similarities and differences between people and respect these
Year 2	<ul style="list-style-type: none"> • I know about different types of behaviour and how this can make people feel • To know that bodies and feelings can be hurt • To listen to and play with others cooperatively • To know about appropriate and inappropriate touch (Link to NSPCC Underwear Rule) • To know what bullying and teasing are and how to respond (could be covered during Anti-Bullying Week in Autumn Term) • To understand what domestic abuse is, focusing on healthy/unhealthy friendships and relationships (Operation Encompass Next Steps) • To develop an understanding of stereotypes and respect other people's choices (Operation Encompass Next Steps) • To know that all families can be different
Year 3	<ul style="list-style-type: none"> • To know how to respond to other people's feelings • To know what a positive, healthy relationship is • To know there are different types of relationship (e.g. friends, family, relatives, acquaintances) • To know how to recognise what bullying and teasing are and what to do if they are happening (could be covered in Anti-Bullying Week in Autumn Term)
Year 4	<ul style="list-style-type: none"> • To understand what it means to keep something 'confidential' or 'secret' • To know there might be times where I need to 'break someone's confidence' or 'share a secret' to help someone • To know what a dare is, how it makes people feel and how to respond - • To know the difference between acceptable and unacceptable physical contact

	<ul style="list-style-type: none"> To know that everyone has a right to have their ‘body space’ respected and that they should respect others’ ‘body space’ how to solve disputes and conflict amongst myself and my peers To listen and respond respectfully to others and understand we may have different points of view (NB – this does not need teaching as a discrete objective and will be woven into all aspects of school life)
Year 5	<ul style="list-style-type: none"> To know how to respond appropriately to a wider range of feelings in others (empathy and compassion) To work collaboratively towards a shared goal To know how to give helpful feedback and support to others To listen to a wide range of people and respond respectfully, constructively challenging where appropriate To understand what domestic abuse is, focusing on healthy/unhealthy friendships and relationships (Operation Encompass Next Steps)
Year 6	<ul style="list-style-type: none"> To understand the concept of ‘keeping something confidential or secret’, when we should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’ To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain these To recognise ways in which a relationship can be unhealthy and whom to talk to if I need support To know the commitment involved in marriage/ civil partnerships To know that two people who love and care for each other can be in a committed relationship; this can be demonstrated in a marriage or civil partnership, but not always To know that forced marriage is wrong and illegal and how to respond to this To judge what kind of physical contact is acceptable or unacceptable and how to respond To know the meaning and importance of personal boundaries and privacy To know people can be similar or different due to a range of factors (family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability) but everyone is equal To understand what constitutes as a stereotype and know how to challenge discrimination (e.g. how images and language can perpetuate/ challenge a stereotype, how language such as ‘us’, ‘them’ or ‘those types of people’ is demeaning) To understand the difference between, and the terms associated with sex, gender identity and sexual orientation To understand the nature and consequences of a range of discrimination: teasing, bullying, cyber bullying, prejudice language, ‘trolling’ and how to seek help or support

Relationships, Health and Sex Education

EYFS	<ul style="list-style-type: none"> To manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently
Year 1	<ul style="list-style-type: none"> To know about how to keep my body clean (washing hands, brushing teeth, bathing etc.)
Year 2	<ul style="list-style-type: none"> To know about privacy in different contexts (e.g. using the bathroom, keeping privates private, online safety) (Link to NSPCC Underwear Rule PANTS)
Year 3	<ul style="list-style-type: none"> To know the correct names for body parts (penis, scrotum, testicles, anus, vagina, vulva, urethra, breasts, nipples)*

Year 4	<ul style="list-style-type: none"> To understand the changes that my body and my mind will go through during puberty
Year 5	<ul style="list-style-type: none"> To know about the menstrual cycle (covered in Autumn term)
Year 6	<ul style="list-style-type: none"> To know that my body and emotions may change as I enter puberty To know that I have a right to protect my body; I know that it is MY body and I am able to protect it from inappropriate and unwanted contact Identify the links between love, committed relationships/marriage and conception* Correctly name male and female body parts associated with conception* Identify how the sex parts relate to how a baby is made* Explain that a baby is made when a sperm (male) meets an egg /ovum (female) and then the fertilised egg settles into the lining of the womb (female)*

Content from a previous year group is often reinforced.

* These sessions go beyond the National Curriculum for Science, Relationships and Health Education and, therefore, parents may exercise their right to withdraw their child.

Safeguarding and confidentiality

Our staff are in daily direct contact with the children at school and they have a duty to help keep our children safe, and support them when things go challenging. The school ethos promotes children's welfare as its top priority, and encourages children to talk freely to staff about any concerns. Staff are kept up-to-date with relevant safeguarding training, and are able to deliver RSE sessions with sensitivity. They are in a position to identify any concerns that may arise as a result of the content in RSE lessons and are able to deal with these effectively and efficiently, following school protocols. They will always act in the best interest of the child.

Equal Opportunities Statement

Under the provisions of the Equality Act (2010), at Dunston Hill, we are committed to the provision of RSE to all children, irrespective of sex, race, religious background or belief, gender reassignment, family background, sexual orientation or disability. Staff are aware of the needs of their own class and are able to differentiate or put in place additional support for pupils, where appropriate.

SEND and Inclusion

High quality Relationships and Sex Education (RSE) is every child's right, no matter what their level of need or ability. As a school, we acknowledge the need for flexibility, to tailor content and teaching to meet the specific needs of children at different developmental stages, and also are aware that some pupils are more vulnerable due to the nature of their SEND. The SEND code of practice highlights the importance of preparing pupils for adulthood and so our teaching of RSE is inclusive.

Assessment

Elements of RSE in the Science curriculum are assessed formally using the National Curriculum (NC) objectives for each year group. Assessment and evaluation of the RSE programme outside of the Science curriculum is conducted using a variety of informal activities which are built into the programme. This could include peer assessment and self-assessment. Teachers delivering RSE constantly evaluate their lessons to inform future planning. Any formal recording of work will be kept in topic or subject-related books. Much of the work will be verbal and informal.

The role of parents and carers and their right to withdraw

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships. Our school strives to work closely with parents to ensure that parents

know what will be taught and when. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. However, parents do not have the right to withdraw pupils from the relationships and health aspects of our Sex and Relationships education.

The DfE states, *“We are introducing Relationships Education at primary, to put in place the building blocks needed for positive and safe relationships of all kinds. This will start with family and friends, how to treat each other with kindness, and recognising the difference between online and offline friendships.*

Many primary schools choose to teach sex education (which goes beyond the existing national curriculum for science), and we recommend that they do so, tailored to the age, physical and emotional maturity of their pupils. In those instances we recommend you discuss this with the school, to understand what they propose to teach and how. If you continue to have concerns, you have an automatic right to withdraw your child from these sex education lessons.”

As a school, we believe parents and carers should be given every opportunity to understand the purpose and content of Relationships Education and RSE. Should parents or carers have any questions or queries, please do not hesitate to contact your child’s class teacher.

Monitoring and evaluation

This policy was written and developed following consultation with parents and carers. It is monitored by the governing body and will be reviewed accordingly.

Date Adopted: 14.6.21

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Checked By: Governing Body, Senior Leadership Team and Parent Consultation Group

Authorised By: Governing Body & Senior Leadership Team