

Damers
FIRST SCHOOL

RSE

**Relationships and Sex
Education Policy**

2024

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1. Aims

At Damers First School we aim to provide children with the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens.

In providing children with an understanding of healthy and respectful relationships and appropriate boundaries, we consider effective RSE to be a fundamental part of our approach in supporting our pupils.

Our aim is for them to grow into happy, confident, caring, responsible and respectful young citizens who know how to keep themselves safe and healthy and manage their lives in a positive way.

At Damers First School, RSE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum through our Jigsaw scheme of work including statutory Relationships and Health Education (England).



In addition, some aspects of the RSE programme will be covered through:

- Science
- Computing
- Assemblies
- Stories
- PE in the context of health and hygiene
- Cross curricular sequences of learning

RSE is lifelong learning about personal, physical, moral and emotional development. It should teach children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices.

The aims of relationships and sex education (RSE) at Damers First School are to:

- Promote responsible behaviour
- Provide a comprehensive and progressive framework in which sensitive discussions can take place
- Create a positive culture of communication around issues of relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Give children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others
- Enable pupils to make positive and healthy choices as they grow up and deal with risk
- Build strong emotional literacy and resilience whilst nurturing positive mental and physical health
- Deliver engaging and relevant lessons that also include mindfulness, allowing pupils to advance their emotional awareness, concentration and focus
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Combat exploitation

2. Statutory requirements

As a member of a Multi Academy Trust we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

This policy has been written in accordance with the statutory guidance document “Relationships Education, Relationships and Sex Education (RSE) and Health Education

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

Department for Education guidance states that by the summer term 2021, all primary schools must teach Relationships and Health education. The teaching of Sex Education in primary schools remains non-statutory, with the elements of sex education contained in the science national curriculum: including knowledge of the main external body parts; the changes as humans develop to old age and reproduction in some plants and animals.

At Damers First School we teach RSE as set out in our Jigsaw PSHE unit of work ‘Changing Me’.

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 – A small group of staff pulled together all relevant information including relevant updated national and local guidance and our current programme for PSHE

2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to review our policy online and engage in an online survey about the policy
4. Pupil consultation through our Junior Governors and link classes
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

Within this policy, as in the DfE guidance, **Relationships Education** is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to respectful friendships, family relationships, and relationships with other children and with adults, including online.

For the purpose of this policy, **Health Education** is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived and born. This draws on knowledge of the human life cycle set out in the national curriculum for science and those related elements of physical change within statutory Health Education.

RSE is not about the promotion of sexual activity.

5. Curriculum

Our RSE curriculum is embedded within our Jigsaw PSHE curriculum and is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Age appropriate non-statutory Primary sex education for Foundation to Year 4 is included in our Jigsaw PSHE scheme of work. All year groups focus on the **Jigsaw** puzzle unit '**Changing Me**' in the summer term.

This puzzle includes sex and relationships education in the context of coping positively with change. Children are supported to;

- understand that everyone is unique and special
- express how they feel when change happens
- understand and respect the changes they see in themselves
- understand and respect the changes they see in other people
- know who to ask if they are worried about change
- look forward to changes

During this unit we also teach the children the importance of being able to '**Speak out, stay safe**'. We discuss the **NSPCC's Underwear Rule** which is designed to teach pupils how to stay safe from sexual abuse, without giving explicit information or telling scary stories or even using the term "sexual abuse." In the lessons, children will learn about the '**PANTS**' acrostic, which stands for:

Privates are private

Always remember your body belongs to you

No means no

Talk about secrets that upset you

Speak up, someone can help

Lessons are delivered in a way that is fully age-appropriate.

For more information about the NSPCC programme visit

<https://learning.nspcc.org.uk/research-resources/schools/pants-teaching>

For more information about our Jigsaw Scheme of Work see Appendix 1.

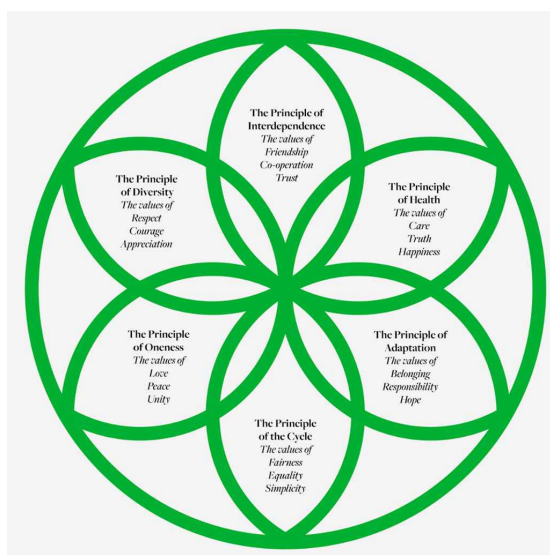
6. Delivery of RSE

Our **Relationships and Sex Education** programme will be delivered in an age appropriate and sensitive manner by school staff. Teaching will be in our regular mixed gender and inclusive class groups.

We will provide a learning atmosphere where children feel safe and relaxed, and where they feel confident to engage in activity and discussion around thoughtful and relevant themes.

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the statutory science curriculum, and other aspects are included in religious education (RE), citizenship, health education and through our broad and balanced curriculum.

Our curriculum is underpinned by Nature's Principles of Harmony and the values associated with them. These help us to create a culture where everyone in our school community can feel happy, safe and supported. These principles and values influence and guide our practices and behaviour, our relationships and interactions. They teach us to treat each other equally and to live amongst all harmoniously. They inform and inspire the way we strive to be and learn to live in our beautifully diverse world.



The needs of all pupils will be considered, including those with additional and more complex needs and themes will be tailored by high quality, differentiated and personalised teaching to ensure accessibility. Opportunities and appropriately differentiated resources will be provided to allow pupils to fully participate and gain a full understanding.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about the key objectives for primary age children in each of these areas of learning see **Appendix 2**.

These areas of learning are 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, LGBT 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).

Statutory Science Curriculum Content:

In Key Stage 1 (Years 1-2) children learn to:

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- notice that animals, including humans, have offspring which grow into adults
- 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

In lower Key Stage 2 (Years 3-4) children learn to:

- 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
- 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 and muscles for support, protection and movement

Non-Statutory Sex Education:

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools but the DfE guidance 2019 also recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of pupils.

The resources we use when teaching non-statutory sex education are stated as above in our Jigsaw PSHE scheme of work. All year groups focus on the **Jigsaw** puzzle unit '**Changing Me**' in the summer term. These resources are all available for parents/carers to view on request.

7. Roles and responsibilities

7.1 The Governing Board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

7.2 The Headteacher

The headteacher is 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 (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

8. Parents' right to withdraw

As previously stated the RSE curriculum consists of both statutory and non-statutory elements:

- Parents **do not** have the right to withdraw their children from statutory relationships education, health education or the science curriculum
- Parents **do** have the right to withdraw their children from the non-statutory/non-science components within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

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

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

10. Monitoring arrangements

The delivery of RSE is monitored by Moira Bearwish through:

- Teaching and Learning/Curriculum Strategic Leadership Groups

- Subject leader development plans
- Annual monitoring plan
- Pupil voice
- Drop-ins/learning walks
- Governor monitoring plan

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Moira Bearwish annually.

At every review, the policy will be approved by the LGB

11. Equalities and Diversity

Schools, like all public institutions, have specific responsibilities in relation to equality and protected characteristics. Planning and resources are reviewed to ensure they comply with equalities legislation and the school's equal opportunities policy. All RSE is taught without bias and in line with legal responsibilities such as those contained within the Equality Act (2010). Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions. At Damers we value and celebrate religious, ethnic and cultural diversity as part of modern Britain. We will explore different cultural beliefs and values and encourage activities that challenge stereotypes and discrimination and present children with accurate information based on the law. We will use a range of teaching materials and resources that reflect the diversity of our community and encourage a sense of inclusiveness.

Appendix 1: Jigsaw PSHE Scheme of Work

The Jigsaw Structure

How the big picture fits together

Jigsaw consists of six half-term units of work (Puzzles), each containing six lessons (Pieces) covering each academic year.

Every Piece has two Learning Intentions, one specific to PSHE (including Relationships and Health Education) and the other designed to develop emotional literacy and social skills.

Puzzles are launched with a whole-school assembly containing an original song, with each year group studying the same unit at the same time (at their own level), building sequentially through the school year, facilitating whole-school learning themes.

The various teaching and learning activities are engaging and mindful of different learning styles and the need for differentiation and the Early Years (EYFS) planning is aligned to the National Early Years Framework (England).

Jigsaw's Units of Work (Puzzles) are:



1. Being Me in My World - Includes understanding my place in the class, school and global community as well as devising Learning Charters.



2. Celebrating Difference - Includes anti-bullying (cyber and homophobic bullying included) and diversity work.



3. Dreams and Goals - Includes goal-setting, aspirations for yourself and the world and working together.



4. Healthy Me - Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices.



5. Relationships - Includes understanding friendship, family and other relationships, conflict resolution and communication skills.




6. Changing Me - This puzzle includes sex and relationships education in the context of coping positively with change. (includes age-appropriate sex education)

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> ● That families are important for children growing up because they can give love, security and stability ● 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 ● 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 ● 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 ● That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong ● How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> ● How important friendships are in making us feel happy and secure, and how people choose and make friends ● The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties ● That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded ● 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 ● 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
Respectful relationships	<ul style="list-style-type: none"> ● 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 ● Practical steps they can take in a range of different contexts to improve or support respectful relationships ● The conventions of courtesy and manners ● The importance of self-respect and how this links to their own happiness ● 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 ● 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 ● What a stereotype is, and how stereotypes can be unfair, negative or destructive ● The importance of permission-seeking and giving in relationships with friends, peers and adults

<p>Online relationships</p>	<ul style="list-style-type: none"> ● That people sometimes behave differently online, including by pretending to be someone they are not ● 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 ● The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them ● How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met ● How information and data is shared and used online
<p>Being safe</p>	<ul style="list-style-type: none"> ● What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) ● 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 ● That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact ● How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know ● How to recognise and report feelings of being unsafe or feeling bad about any adult ● How to ask for advice or help for themselves or others, and to keep trying until they are heard ● How to report concerns or abuse, and the vocabulary and confidence needed to do so ● Where to get advice e.g. family, school and/or other sources

Appendix 3: Parent form: withdrawal from sex education within RSE

 DAMERS FIRST SCHOOL			
PARENT FORM: WITHDRAWAL FROM SEX EDUCATION WITHIN RSE			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing 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	