



Relationships and Sex Education Policy

Agreed by Governors: Summer 2023

To be reviewed: Summer 2026

Introduction

We have based our school's relationship and sex education policy on the statutory guidance from DfE issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. The Relationships Education, Relationships and Sex Education, and Health Education regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017.

Through RSE (Relationship and Sex Education); we place the emphasis upon relationships, supporting pupils' understanding and skill in developing positive and healthy relationships. We view this as a lifelong learning process; it is about physical, moral and emotional development. It is about understanding the importance of marriage, stable and loving relationships, respect, love and care. It involves teaching about sex and health education.

RSE in our school is part of the personal, social and health education curriculum. It is our belief that RSE is the responsibility of all staff and should be an integral part of teaching and learning processes. Education for personal growth and self-esteem, including sex and health education complements and overlaps with the personal, social and emotional development of the child and the general life of the school, relationships with one another, including staff and parents, socialisation, values and attitudes.

In delivering our RSE programme, we provide an opportunity for pupils to express themselves within a trusted and safe environment. Central to our PSHE programme is the development of pupils' self-esteem. If young people feel positive and good about themselves, they are more likely to take care of themselves, think positively of other people and therefore, develop non-exploitative, caring relationships.

Our policy and practice is based upon national guidance and good practice, consistent with Telford and Wrekin Local Authority recommendations.

Equal Opportunities

At Dothill Primary School, equality of opportunity is central. The RSE curriculum offers pupils the opportunity to develop their attitudes and values relating to sex, race and culture, disability, religion and sexual orientation. Pupils will be given the opportunity to challenge all forms of discrimination such as gender roles, stereotyping, taking into account equality issues.

Safeguarding

Safeguarding procedures, as specified by Keeping Children Safe in Education

and applied by Telford and Wrekin Local Authority are followed. All referrals, whatever their origin are taken seriously and considered with an open mind, which does not pre-judge the situation. The procedures adopted for handling cases of neglect, physical, emotional, sexual abuse and failure to thrive involving children and young persons, are based on the principle that the interests and welfare of the child or young person are of paramount importance.

Confidentiality must not prevent action if the child is 'at risk'. Teachers will listen to anything a child tells them in confidence. However, if a teacher feels that a child is at risk then the appropriate people will be contacted in accordance with the Child Protection Procedures, a copy of which is available in school.

Moral and Values Framework

The Relationship and Sex Education Policy is sensitive towards the established morals and values framework of all the major world religions and philosophies.

The social, ethnic and religious mix of the School

We aim to fulfil the educational needs of the children who are represented in the local community. The children come from a cross section of the local community and represent some different social, ethnic and religious values, beliefs and customs.

SEND

It is recognised that SEND pupils may require additional support on the RSE curriculum and can be at increased risk of exploitation. Individual support may be considered where appropriate.

Whole School approach

It is our belief that RSE is the responsibility of all staff and is integral to teaching a broad and balanced curriculum, educating the whole child and following the 'Keeping Children Safe in Education' statutory guidance.

School staff recognise the importance of responding to pupils' questions as part of the taught RSE curriculum and as they arise. Pupils' questions will be responded to by staff (teaching and non-teaching staff) in a straightforward manner. Factual, simple information will be provided, using correct terminology for body parts and functions, appropriate to the age and maturity of the child. Staff may make use of techniques such as a question box to allow time for reflection about the most appropriate response.

The use of sexualised language, swear and slang terms, including homophobic language will be addressed with pupils and as appropriate parents/carers. Any concerns arising relating to a child or any indications that a child or children are at risk of harm or in danger will be discussed with a designated safeguarding lead in accordance with the Child Protection Policy.

Where a pupil who is withdrawn from RSE asks a question relating to sex education content, teachers will offer a 'holding response' and, following discussion with a member of SLT, will draw the issue to the attention of parents, unless there are any safeguarding concerns or issues, in which case safeguarding policies will be followed. Should an issue arise as part of whole class discussion, where a child has been withdrawn, teachers will endeavour to respond with particular care.

Organisation

The main delivery of RSE is through PSHE, but some aspects will, in addition be addressed through other subject areas such as science, PE and R.E. and health education as part of PSHE.

PSHE (including RSE) is delivered using the Jigsaw programme as one-hour lessons. These are weekly lessons delivered by the class teacher. In upper key stage 2 classes, teachers may consider it appropriate to teach some elements of RSE in smaller groups and/or single sex classes. Interactive and distancing techniques are used in conjunction with establishing ground rules.

Aims

RSE in our school is part of the personal, social and health education curriculum. This is integrated within the wider school curriculum and complements and overlaps with the general ethos and life of the school.

We provide a planned, age appropriate scheme of work, designed to respond to pupils' questions and capitalise on the fascination and interest that children have about their own growth and development and to offer reassurance that such changes are normal and natural.

In planning and delivering our RSE programme, we provide the opportunity for pupils to express themselves within a trusted and safe environment, following agreed ground rules. We want to reassure children of their value and self-worth including aspects of dignity, self-respect and self-restraint, help them to have a responsible attitude towards personal relationships including mutual respect

and care and to develop sensitivity towards the needs of others, provide knowledge of loving relationships and human reproductive process.

We aim to inform children on matters of personal hygiene and related health issues, encourage exploration of values and moral issues taking into account physical and moral risks associated with certain behaviour, educate against discrimination and prejudice and help prepare children to make informed choices about relationships.

Content

We use the Jigsaw programme to teach Personal, Social and Health Education through a lesson-a-week structure. Jigsaw offers a comprehensive Programme for Primary PSHE including statutory Relationships and Health Education, in a spiral, progressive and fully planned scheme of work. It fulfils DfE statutory requirements for Relationships, Sex and Health Education with age appropriate lessons and resources for every year group. We are aware that the issues and concerns facing pupils change and our programme needs to be flexible and responsive.

Jigsaw PSHE is fully compliant with the DfE Statutory Relationships & Health Education Guidance. Our PSHE leader holds a document which maps the guidance to Jigsaw by Year Group and Puzzle (unit of work) showing the depth and breadth of the curriculum coverage. This is available for view on request.

Pupils are taught about relationships and encouraged to discuss issues. We teach the parts of the body and their functions and how we change as we grow up. We use the correct terminology. We encourage children to ask for help, providing reassurance that change is part of life's cycle.

The programme complements the science curriculum:

In science lessons in Key Stage 1, the children are taught about how humans change and grow and how a baby is born. The focus is on changes and growing, keeping our bodies and ourselves healthy and safe. For this aspect we follow the guidance material in the national scheme of work for science.

In Key Stage 2, we teach about life processes and the main stages of the human life cycle in greater depth.

The programme complements the Health Education statutory requirements and delivers the key stage outcomes as defined by the DfE (Appendix 1.)

Home/School Partnership

We aim to provide a programme as part of our home school partnership, ensuring all pupils receive high quality provision, in conjunction with the primary role parents/carers have in delivering relationship and sex education.

We provide parents with opportunities to discuss the school's policy, practice and to understand the purpose and content of RSE. Parents will be informed and offered an opportunity to look at resources and ask questions.

The Relationships Education, Relationships and Sex Education, and Health Education regulations 2019 (made under sections 34 and 35 of the Children and Social Work Act 2017) confirms the 1996 Education Act, that parents have the right to withdraw their child from part, or all of the sex education programme that does not form part of the national science or health education curriculum. There is no parental right of withdrawal from the science, relationship or health education curriculum, which includes understanding changing adolescent body. If a parent wishes to do this, they should discuss this with the head teacher. We would encourage parents to discuss any concerns at the earliest opportunity with the teacher and head.

Parents should make it clear which aspect of the programme they do not wish their child to participate in, this will be documented and parents may be asked to put their request in writing. Resources and information regarding delivering sex education at home will be made available.

Signed Date
(Head teacher)

Signed Date
(Chair of Governors)

Appendix 1

DfE Learning Outcomes Relationship Education

Key Stage 2 - By the end of primary school:

<p>Families and people who care for me</p>	<p>Pupils should know</p> <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
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	<p>other family members, the importance of spending time together and sharing each other's lives.</p> <ul style="list-style-type: none"> • 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 (from 2013 available to both opposite and same sex couples in England and Wales) 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.
<p>Caring friendships</p>	<p>Pupils should know</p> <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.

<p>Respectful relationships</p>	<p>Pupils should know</p> <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 cyber bullying), 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.
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<p>Online relationships</p>	<p>Pupils should know</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.
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<p>Being safe</p>	<p>Pupils should know</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.
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	<ul style="list-style-type: none"> • 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.
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DfE KS 2 Learning Outcomes Health Education – Changing adolescent body

Changing adolescent body	Pupils Should know: <ul style="list-style-type: none"> • Key facts about puberty and the changing adolescent body, particularly from age 9 through to age11, including physical and emotional changes • About the menstrual wellbeing including the key facts about the menstrual cycle.
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Signed..... *R Butcher* Date..... 5.7.23.....

(Head teacher)

Signed..... *L Goodfellow* Date..... 5.7.23.....

(Chair of Governors)



Department for Education

FAQs: Relationships Education, RSE and Health Education

The Department for Education is introducing compulsory Relationships Education for primary pupils and Relationships and Sex Education (RSE) for secondary pupils from September 2020. Also, from September 2020 it will be compulsory for all schools to teach Health Education. Through these subjects, we want to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society.

Throughout our engagement process as we develop this curriculum, we have heard a number of wide ranging concerns. Below, we have explained some of the common misconceptions around the subjects.

Q: Will my child’s school have to consult with me before teaching these subjects?

Schools will be required to consult with parents when developing and reviewing their policies for Relationships Education and RSE. These policies must be published online, and must be available to any individual free of charge. Schools should also ensure that, when they consult parents, they provide examples of the resources they plan to use.

Q: Will my child will be taught sex education at primary? This is too young.

A: We are not introducing compulsory sex education at primary school.

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.

Some primary schools *choose* to teach sex education (which goes beyond the existing national curriculum for science), and 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 lessons.

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Q: Does the new Relationships Education and RSE curriculum take account of my faith?

A: The subjects are designed to help children from all backgrounds build positive and safe relationships, and to thrive in modern Britain. In all schools, when teaching these subjects, the religious background of pupils must be taken into account when planning teaching, so that topics are appropriately handled. Schools with a religious character can build on the core content by reflecting their beliefs in their teaching.

In developing these subjects, we have worked with a number of faith organisations and representative bodies. Schools can also consider drawing on their expertise when delivering these subjects.

Q: Do I have a right to withdraw my child from Relationships and Sex Education?

A: Parents will have a right to withdraw their child from sex education delivered as part of RSE, which unless there are exceptional circumstances, should be granted up to three terms before their child turns 16. At this point, if the child themselves wishes to receive sex education, the school should make arrangements for this to happen in one of the three terms. There is no right to withdraw from Relationships Education at primary or secondary as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

Q: Has the government listened to the views of my community in introducing these subjects?

A: A thorough engagement process, involving a public call for evidence and discussions with over 90 organisations, as well as the public consultation on the draft regulations and guidance, has informed the key decisions on these subjects. The consultation received over 11,000 responses from teachers, schools, expert organisations, young people and parents – these responses have helped finalise the statutory guidance as well as the regulations that have been laid and will be subject to parliamentary debates.

Q: Will these subjects promote LGBT relationships?

A: Pupils should be taught about the society in which they are growing up. These subjects are designed to foster respect for others and for difference, and educate pupils about healthy relationships. RSE should meet the needs of all pupils, whatever their developing sexuality or identity – this should include age-appropriate teaching about different types of relationships in the context of the law.

Pupils should receive teaching on LGBT relationships during their school years. We expect secondary schools to include LGBT content and whilst there is no specific requirement to teach about LGBT in primary schools, they can cover LGBT content if they consider it age appropriate to do so. This would be delivered, for example, through teaching about different types of family, including those with same sex parents.

Q: Will teachers receive training before delivering these subjects?

A: The department is committed to supporting schools to deliver these subjects to a high standard. We know that training is a priority for teachers and we will be consulting with teachers, trade unions and other key stakeholders over the coming months on how we

structure the training.

In addition, we will be encouraging schools to act as early adopters for this curriculum and to start teaching the subjects from September 2019. To help early adopter schools, we will provide further advice on how they can improve their practices. Lesson learned from the early adopters and best practice from schools will be shared with all schools from September 2020.

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