

# Peak Dale Primary School

<b>SRE Policy</b>			
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Sept 2023		C Tierney	Rebecca Harrison
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## PEAK DALE PRIMARY SCHOOL

### RELATIONSHIPS AND SEX EDUCATION POLICY – SEPTEMBER 2023

#### Introduction

This policy covers our school's approach to Relationships Education and Sex Education. It outlines the school's rationale and approach for the delivery of the statutory guidance for relationships and sex education produced by the DfE which can be found here:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

The policy has been written by the school, using guidance from the PSHE Association and with regard to the content of the statutory DfE guidance referenced above.

We believe that relationships and sex education is important for our pupils because it will help them to be happy, safe and successful members of society who have self-respect and self-belief. We want our pupils to understand that how they treat others really matters, and crucially, we want them to have an understanding of what healthy relationships are (and are not).

The partnership between home and school is important in all aspects of education, but particularly with regard to this area, which is why we very much welcome the views of parents and carers in the development of this policy.

#### **SECTION 1: Aims of the policy and the teaching of RSE**

##### **The intended aims of our programme are:**

To help children to have and to develop healthy, positive and respectful relationships with particular reference to friendships, family relationships, and relationships with other children and with adults.

To ensure that children know what is right and wrong in terms of how other people treat them within relationships and to know who to turn to for help.

To ensure that children know that their bodies belong to them alone and that they have a right to have respect from others for their personal space.

To ensure that children are prepared for the changes that will take place mentally and physically in adolescence and to understand why these changes take place.

To help children to develop our school values outlined in section 2 (below), which will also be addressed within the delivery of the Health Education aspects of the DfE guidance already referenced above.

To know what help is available if they have questions or are struggling with any aspect related to the content that will be delivered.

## **SECTION 2: Values**

Our school values are inherent in the teaching of RSE at Peak Dale Primary School since the content supports:

- Helping children to reach their potential throughout their lives through understanding their bodies and how to keep themselves safe
- The development of tolerance
- Helping children to know what to do when something is wrong in their lives
- Helping children to develop and maintain positive and respectful relationships
- The nurturing of the children's health and mental well-being in a caring environment

## **SECTION 3 – Roles and Responsibilities**

The RSE programme at Peak Dale Primary School will be led by Charlotte Tierney, supported by the head teacher. It will be taught by class teachers and teaching assistants where appropriate. The governing body has overall responsibility for this policy and will develop a working party to meet with the lead teacher as the policy progresses and when it is reviewed. Teaching staff will receive RSE training appropriate to the age of the group that they teach as it is made available, and sought out if teachers or teaching assistants feel the need for it. There is a lot of advice and guidance freely available for this subject and the school has subscribed to the PSHE Association which is a highly regarded body within this area.

## **SECTION 4 – Legislation**

We are required to teach relationships education as part of the delivery of relationships and health education as set out on the statutory guidance mentioned previously. Parents have the right to withdraw pupils from sex education lessons which are not part of the science curriculum. Parents and carers should understand that the national curriculum for science at Year 5 contains the statutory objectives listed below and therefore, parents/carers do not have a right to withdraw their children from lessons covering these objectives:

Year 5 statutory science objectives:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird;
- describe the life process of reproduction in some plants and animals;
- describe the changes as humans develop to old age.

Parents/carers should also be aware that the DfE statutory guidance for health education which is contained within the document referenced in the introduction states that children should know:

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes;
- about menstrual wellbeing including the key facts about the menstrual cycle.

This means that parents also do not have the right to withdraw their children from lessons covering the two objectives above.

The DfE *recommends* that schools have in place a sex education programme appropriate to the physical and emotional maturity of students. It should be one that prepares them for the changes that adolescence and transition to high school brings. At Peak Dale we feel that children in Years 5 and 6 benefit from understanding the changes that adolescence brings and how these changes prepare them for adulthood and the fact that during adulthood they may wish to have a baby. This is one of the reasons why, during Years 5 and 6, we teach how a baby is conceived and born. We teach the children about sexual intercourse within a secure, mutually consensual and loving relationship. We also feel that it is important for children to be taught about conception before arriving at high school and preferably before being taught by other children. We have been teaching this content for some years now at Peak Dale and recommend that all children take part in these lessons. Before the lessons take place, we always request permission from parents/carers for their child to take part in the lessons, we outline what content we will be covering and we give parents/carers the opportunity to come into school to discuss how the content will be delivered and/or what resources will be used. We will also provide parents/carers with links to online content and/or other resources that will support them in talking to their children about sex education in a similar way to how we have taught it at school.

## **SECTION 5 - Curriculum Design**

Our RSE programme is an integral part of our whole school PSHE education provision. The school has subscribed to the PSHE Association website which contains a vast array of lesson support and/or resources and links to other high quality materials. We also have some resources in school e.g. books, video clips. We have adopted the PSHE Association's comprehensive long term planning model which contains within it full coverage of the requirements of the DfE guidance for Relationships and Health Education. The long term plan also outlines those areas of sex education that our school has *opted* to teach. Please see the attached Long Term Overview which outlines content by year group under three themes:

- Relationships
- Living in the Wider World

- Health and Wellbeing

Most of the content is suitable for mixed age class teaching but we will ensure that for the following topics, delivery will only be to the year group identified below or to older children:

- Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty (Year 4 – please note: this unit of work includes menstruation but we feel that whilst the Year 4 girls would benefit from this teaching, it would be more appropriate to teach the boys the content in Years 5 and 6 when the topic is revisited and they have a greater degree of maturity. It is more common now for some girls to start their periods in Year 4, so we want to make sure that all girls are prepared for this. Before we teach this content, we will inform parents/carers.)
- Female Genital Mutilation, often referred to as FGM (Year 5 – and only if we feel that this could be an issue in the school community)
- Human reproduction and birth (Years 5 and 6)
- Drug use and the law; drug use and the media (Years 5 and 6)

We will also ensure that we address any local community issues that need to be prioritised by referring to the Derbyshire JSNA report at least annually (<https://observatory.derbyshire.gov.uk/>).

## **SECTION 6 - Inclusivity**

At Peak Dale we strive to be inclusive and respectful in meeting the needs of the children and the community and we recognise that some content will need to be delivered with sensitivity. Our approach will be inclusive in terms of gender identity, sexual orientation, ethnicity, culture, religion and belief.

Through the PSHE Association website we have access to advice and resources to help us deliver sensitive areas of the content in ways that recognise the differing requirements of children with special educational needs and disabilities.

## **SECTION 7 - Assessment**

It is crucial the teachers have high expectations for children's outcomes in RSE lessons and that teachers know what children understand. Teachers will use a range of assessment approaches such as assessment for learning and 'I can' statements to inform their planning.

## **SECTION 8 - Safe and Effective practice**

We will ensure a safe learning environment by establishing ground rules during lessons when addressing sensitive issues. Distancing techniques will be used as appropriate and children will be made aware that no question is wrong; children will be asked to be

respectful and understanding of one another's different questions, thoughts, feelings and perspectives. At Peak Dale we actively encourage children to let an adult know if something is troubling them and we will make it clear during sensitive lessons that all the adults in the school are ready to listen to them. During Key Stage 2, in lessons of a sensitive nature e.g. periods, sexual intercourse etc. teachers will provide a system for ensuring that children can ask questions privately and anonymously by, for example, using an ask-it box, or by reminding the children of our other systems for approaching adults.

## **SECTION 9 - Managing Difficult Questions**

During RSE lessons, it is not unusual for primary-age pupils to ask questions pertaining to sex or sexuality which go beyond what is set out in the RSE curriculum. Some of these questions will be best answered in a 1:1 situation or in a small group rather than in front of the whole class, especially given that some of the content for our RSE curriculum requires parental consent. Teachers will need to keep in mind the age, maturity and background of the child when answering these questions. It is possible that some questions may indicate inappropriate knowledge or experience that will need to be reported to the designated safeguarding lead. Teachers and other adults in school should bear in mind the fact that unanswered questions could lead to a child searching for answers from inappropriate sources, such as the internet. The provision of the ask-it box will in some cases help to filter out difficult questions so they can be dealt with individually or in a small group. Teachers and teaching assistants should also consider informing parents/carers if a difficult question has been asked and answered so that adults at home know the information that their child has been given, or any worries that they may have.

## **SECTION 10 - Safeguarding**

Staff at Peak Dale Primary School are committed to adhering to the guidance set out in ***Keeping Children Safe in Education – Statutory safeguarding guidance*** and they are kept up-to-date with changes. Safeguarding is a regular feature of discussions and training at school. Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. All staff are aware of the protocol and systems that are in place at school for handling such issues in line with our safeguarding policies. If visitors are invited to support or deliver RSE content, they will be made aware of who our designated safeguarding lead is so that they can report any concerns. If there are children for whom specific content may be an issue due to safeguarding concerns/experiences, a personalised approach will be drawn up to meet their needs.

## **SECTION 11 - Engaging Stakeholders**

Parents/carers, governors (including a specific working party) and teaching staff have all been consulted during the drafting of this policy and their opinions will also be sought whenever the policy comes up for review. We will be on the lookout for responses from children as delivery of the RSE curriculum progresses, which may mean that modifications to the policy and/or scheme of work are needed.

The policy will be made available to parents and the wider community on the school website and a paper copy will be made available upon request.

Parents will be invited into school to discuss delivery of the non-statutory sex education aspects of this policy, and to look at resources if they wish, before such lessons are delivered.

## **SECTION 12 - Monitoring, reporting, evaluation and review**

Teachers and teaching assistants will critically reflect on the delivery of RSE content in order to monitor its impact on the children and improvements/modifications to planning and/or policy will be made as necessary. The opinions of teachers and teaching assistants are valued and they should make their thoughts and opinions known to the RSE lead and/or the head teacher.

This policy is new and the lesson planning guidelines and resources are also new, so this policy should be reviewed one year from its initial onset and then at least every two years after that to ensure that it continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education advice and guidance.

September 2023