



Devonshire Primary Academy RSE Policy



Adopted by Governors/HT: HT
Review period: Annually
Last review date: September 2023
Person responsible for policy: RSE Coordinator

Introduction

At Devonshire Primary Academy, Relationship Education is delivered as part of our PSHE Education curriculum. We use the Coram Life Education curriculum to provide guidance to deliver this. Relationships Education is an integral part of the Personal, Social, Health and Economic (PSHE) Education curriculum. We aim to offer pupils a carefully planned, age-appropriate programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil. It also gives children essential skills for building positive, enjoyable, respectful and non-exploitative relationships and for staying safe both on and offline. Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

Policy Context, Rationale and Consultation

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.

From 2020 it became statutory for schools to deliver Relationships Education in primary schools. The Department of Education encourages schools to deliver Sex Education that ensures that both boys and girls are prepared for the changes adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science - how a baby is conceived and born. Health Education was also made statutory from 2020; this covers the key facts about puberty and the changing adolescent body.

This policy covers our approach to Relationships Education and Relationships and Sex Education and it was developed through looking carefully at the Coram Life Education Curriculum, the PSHE Association Programme of Study, the DfE Relationships Education and the Health Education statutory requirements (Appendix 1). Discussions were held with staff and Lancashire Life Education and consultations took place both with the Blackpool PSHE Primary Support Officer and with parents. Using Class dojo, parents were given an overview of aspects that would be covered in each year group and the vocabulary used. They were invited to share their views on this. All of those who responded were supportive of the content. In addition to this, parents are given a more detailed overview of the 'Growing and changing' unit before the unit is covered to ensure complete transparency.

Policy Aims and Objectives

This policy has been developed in consultation with staff, pupils, parents and governors. The aim is to make clear why Relationship Education and RSE is being taught and how we will implement this at Devonshire Primary Academy.

Creating a Safe and Supportive Learning Atmosphere

It is essential to begin the year by creating a safe, secure learning environment. This will help children feel confident to share their ideas, values and attitudes without fear of negative feedback from their peers. A safe learning environment with clear boundaries also helps teachers to manage discussions on sensitive issues with greater confidence. To do this we:

- Work with pupils to establish ground rules about how they will behave towards each other in discussion, rather than imposing rules on them.
- Provide opportunities for children to ask questions anonymously, by using an 'Ask it Basket'.

- Offer opportunities for pupils to discuss issues in small groups as well as sharing views with the class; this can help some children to feel more confident.
- Provide balanced information including a variety of views to help pupils clarify their own opinions (whilst being clear that behaviours such as discrimination and bullying are never acceptable in any form).
- Are aware of and sensitive to the needs and experiences of individual children that may have direct experience of some of the issues being discussed.
- Provide information to children about how they can get help and support both in school and outside, as appropriate.
- Depersonalise discussions by using distancing techniques – stories, role-play, scenarios of real situations but with fictional characters.

These ground rules should be:

- Written in children's own words
- Displayed in the classroom
- Monitored by children themselves
- Upheld consistently by the teacher as well as the children, without exception.

Entitlement and Equal Opportunity

Teaching will generally follow SCARF units with adjustments made after consultation with children, parents, staff and governors. However, teachers will take into account any differentiation needed. We promote diversity and inclusion and we consider all pupils' needs by ensuring that there is a safe learning environment where children can share their views without feeling judged. We teach acceptance, which includes learning about a range of family circumstances. We expect our pupils to consider others' needs by teaching and modelling tolerance and acceptance.

As far as is appropriate, pupils with special educational needs should follow the same education programme as all other students. Careful consideration is given concerning the level of differentiation needed and in some cases, the content or delivery is adapted. Teachers and/or learning support assistants should work with individual pupils where it is required, and if it is appropriate.

Intended Learning

Our programme is underpinned by our school ethos of ensuring we are 'the best that we can be.'

We aim to:

- Provide a framework in which sensitive discussions can take place
- 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
- Create a positive culture around issues of relationships including consent
- Teach pupils the correct vocabulary to describe themselves and their bodies

Implementation

Learning and Teaching

Using the SCARF curriculum, relationships education will take place throughout the year in PSHE lessons, especially in the summer term. This ensures coverage of the DfE statutory requirements. We have adjusted the time that some aspects are taught after consultation with children, parents, staff and governors in order to best meet the needs of our children. Please see Appendix 1.

At the start of each topic, it is essential to establish a starting point. This is done using the pre-unit assessment activity from SCARF, through a discussion or another means. Pupils will bring differing levels of knowledge and understanding to any issue explored.

Teachers use the 'Ask it Basket' to answer any questions or take time to deal with pupils' worries, concerns or suggestions.

RSE is normally delivered by class teachers in mixed gender groups, other than when it is deemed more appropriate for topics to be covered in single sex groups. It is often recommended that topics that are more sensitive are covered by teaching the same content but to single sex groups. There will always be a discussion for each year group to decide what will work best for them. PSHE Ground Rules are used in all PSHE and RSE lessons.

Our provision is further enhanced by our links with Coram Life Education who provide advice and two days of sessions with our children delivered by experienced educators. These will focus on the delivery of Relationship Education and Relationship and Sex Education.

PSHE work will be recorded in curriculum books and there will be examples of PSHE education in the class 'Floor Book' where appropriate. This will be monitored. At the end of each unit, the children complete a post unit assessment so that learning can be evaluated and progress noted from the pre-unit assessment.

Confidentiality

Pupils may seek advice or support on a specific personal issue. Teachers cannot offer complete confidentiality; it is important for everyone's safety that teachers and pupils are clear about what can and cannot be kept confidential. Whilst working in the classroom, external contributors, including school nurses, are bound by the *school's* confidentiality policy, not their own.

If any person believes that a child is at risk or in danger, she/he must discuss this with the designated safeguarding lead (DSL), who takes action in line with the Safeguarding Children Policy. All staff members are familiar with the policy. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

Answering Questions

It is important that pupils feel able to ask any questions that they wish and that their questions are valued. They can ask questions in lessons or place questions in the 'Ask it Basket.' However, consideration should be given to how to respond to questions. If necessary, teachers also know they can ask a pupil to wait for an answer, giving them time to consult with the school's leadership team if they feel this appropriate (*e.g. 'That is a really interesting question and I need time to think because I want to give you a proper answer.'*)

Relationships education will be monitored by the coordinator who will check PSHE plans in folders, check work in floor books and curriculum books and through discussion with staff and children.

Impact

Children will be able to discuss changes in an age-appropriate way using the correct vocabulary. They will have the knowledge to enable them to make informed decisions about their wellbeing, health and relationships. They will be prepared for the emotional and physical changes that they will go through as they grow up.

The post unit assessment will take place at the end of each topic. This is a time for children to reflect on their learning and for teachers to check for any misconceptions and that appropriate learning has taken place.

Right to Withdraw

The Department for Education states, 'You cannot withdraw your child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.'

Parents have the right to withdraw their children from the non-statutory components of RSE. The only non- statutory component- Making Babies- takes place in year 6. Before doing so, parents are encouraged to talk to the class teacher or PSHE coordinator and to view the teaching resources in order to inform any decisions regarding the withdrawal of their child. Requests for withdrawal should be put in writing and addressed to the Head teacher. A copy of any withdrawal requests will be placed in the pupil's educational record. The Head teacher will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from RSE. The RSE curriculum will be shared with parents to ensure coverage is maintained if pupils are withdrawn. The RSE policy will be shared with any parents who wish to withdraw their child.

Other Policies

This policy links with the PSHE Policy. It also complements the anti-bullying policy, E-safety policy and safeguarding policy.

It has been written using guidance:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education DfE Feb 2019
- PSHE Association Writing your school's relationships and sex education (RSE) policy
- Blackpool SHEU Report
- Coram Life Education Relationships Education Policy Guidance

Review

This policy has been reviewed in September 2023 and will be reviewed again in September 2024. This policy is approved by the Headteacher.

Appendix 1

RSE in Coram Life Education Links with Statutory Requirements

Year Group	Aspects covered	DfE Relationships Education and Health Education statutory requirements
1	<p>KEEPING PRIVATES PRIVATE</p> <p>Identify parts of the body that are private;</p> <p>Describe ways in which private parts can be kept private;</p> <p>Identify people they can talk to about their private parts</p>	<p>Relationships Education Being safe</p> <p>3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>Relationships Education Being safe</p> <p>7. How to report concerns or abuse, and the vocabulary and confidence needed to do so</p>
2	<p>MY BODY YOUR BODY</p> <p>Identify which parts of the human body are private;</p> <p>Explain that a person's genitals help them to make babies when they are grown up; (MOVED TO Y5).</p> <p>Understand that humans mostly have the same body parts but that they can look different from person to person.</p>	<p>Relationships Education Being safe</p> <p>2. 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.</p> <p>Physical Health and Mental Wellbeing (Health Education) Changing adolescent body</p> <p>1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p>
3	<p>MY CHANGING BODY</p> <p>Recognise that babies come from the joining of an egg and sperm; (MOVED TO Y5).</p> <p>Explain what happens when an egg doesn't meet a sperm;</p> <p>Understand that for girls, periods are a normal part of puberty.</p>	<p>Physical Health and Mental Wellbeing (Health Education) Changing adolescent body</p> <p>1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>Physical Health and Mental Wellbeing (Health Education) Changing adolescent body</p> <p>2. About menstrual wellbeing including the key facts about the menstrual cycle.</p>

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<p>4</p>	<p>ALL CHANGE</p> <p>Identify parts of the body that males and females have in common and those that are different;</p> <p>Know the correct terminology for their genitalia;</p> <p>Understand and explain why puberty happens</p> <p>PERIOD POSITIVE</p> <p>Know the key facts of the menstrual cycle;</p> <p>Understand that periods are a normal part of puberty for girls;</p> <p>Identify some of the ways to cope better with periods</p> <p>Managing wet dreams (MOVED to Y6)</p>	<p>Relationships Education Being safe</p> <p>7. How to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>Physical Health and Mental Wellbeing (Health Education) Changing adolescent body</p> <p>1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>Physical Health and Mental Wellbeing (Health Education) Changing adolescent body</p> <p>1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>Physical Health and Mental Wellbeing (Health Education) Changing adolescent body</p> <p>2. About menstrual wellbeing including the key facts about the menstrual cycle.</p>
<p>5</p>	<p>GROWING UP AND CHANGING BODIES</p> <p>Identify some products that they may need during puberty and why;</p> <p>Know what menstruation is and why it happens</p> <p>Recognise that babies come from the joining of an egg and sperm</p>	<p>Relationships Education Families and people who care for me</p> <p>6. 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> <p>Relationships Education Respectful relationships</p> <p>8. The importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p>Relationships Education Being safe</p> <p>2. About the concept of privacy and</p>

	<p>CHANGING BODIES AND FEELINGS</p> <p>Know the correct words for the external sexual organs;</p> <p>Explain that a person's genitals help them to make babies when they are grown up;</p> <p>Discuss some of the myths associated with puberty.</p>	<p>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.</p> <p>Relationships Education Being safe</p> <p>3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>Physical Health and Mental Wellbeing (Health Education) Changing adolescent body</p> <p>1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>Physical Health and Mental Wellbeing (Health Education) Changing adolescent body</p> <p>2. About menstrual wellbeing including the key facts about the menstrual cycle.</p>
6	<p>IS THIS NORMAL?</p> <p>Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it;</p> <p>Suggest strategies that would help someone who felt challenged by the changes in puberty;</p> <p>Understand what FGM is and that it is an illegal practice in this country;</p> <p>Know where someone could get support if they were concerned about their own or another person's safety</p> <p>Managing wet dreams</p>	<p>Relationships Education Respectful relationships</p> <p>1. 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</p> <p>Relationships Education Being safe</p> <p>7. How to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>Physical Health and Mental Wellbeing (Health Education) Changing adolescent body</p> <p>1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>Physical Health and Mental Wellbeing (Health Education) Changing adolescent body</p> <p>2. About menstrual wellbeing including</p>

	<p>MAKING BABIES</p> <p>Identify the changes that happen through puberty to allow sexual reproduction to occur;</p> <p>Know a variety of ways in which the sperm can fertilise the egg to create a baby;</p> <p>Know the legal age of consent and what it means.</p>	<p>the key facts about the menstrual cycle</p> <p>Relationships Education Families and people who care for me</p> <p>3. 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.</p> <p>Relationships Education Families and people who care for me</p> <p>4. 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.</p> <p>Relationships Education Being safe</p> <p>3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>Relationships Education Being safe</p> <p>6. How to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>Relationships Education Being safe</p> <p>7. How to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>Relationships Education Being safe</p> <p>8. Where to get advice e.g. family, school and/or other sources.</p> <p>Physical Health and Mental Wellbeing (Health Education) Changing adolescent body</p> <p>1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>Physical Health and Mental Wellbeing (Health Education) Changing adolescent body</p> <p>2. About menstrual wellbeing including</p>
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