

RSE Policy

Draycott Community Primary School



January 2025

Date approved: January 2025

Review date: January 2026

Draycott Community Primary School

Primary Relationships and Sex Education (RSE) *Policy*

Introduction

This school policy is in line with current regulations from the Department of Education (DfE) on Relationships Education, Relationships and Sex Education (RSE) and Health Education (Feb 2019).

Relationships Education and Health Education are taught in this school as statutory subjects. Elements of sex education, though non-statutory are also part of an integrated PSHE programme of work. For the purposes of this policy, we will refer to Relationships Education and Sex Education as combined subjects, as any learning about the physical and sexual aspects of growing up is taught in the context of positive healthy relationships.

Relationships and Sex Education make a significant contribution to the school's legal duties to

- prepare pupils for the opportunities, responsibilities, and experiences of adult life, and
- promote the spiritual, moral, social cultural mental and physical development of pupils

It is taught in the context of the following aspects of our school values

Relationships and Sex Education is defined by the PSHE Association as 'learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health'. This content is delivered in an age-appropriate way in our school regarding the age and stage of pupils.

The intention of Relationships and Sex Education at Draycott Community Primary School is to equip children and young people with the information, skills and values they need to have safe, fulfilling, and enjoyable relationships and take responsibility for their health and wellbeing.

We recognise the central importance of relationships in supporting children and young people's mental health and wellbeing, academic achievement, and future success. We aim to put in the key building blocks of healthy respectful relationships, focussing on family and friendships, in all contexts, including online. Our programme also aims to support pupils in their personal development regarding attributes such as kindness, integrity, generosity, and honesty. These approaches support our wider work of building resilience in our pupils.

At Draycott Community Primary School we deliver age-appropriate sex education as an integrated part of our PSHE programme. We recognise the prevalence of information and attitudes about relationships and sex that children and young people are exposed to and aim to provide an environment where they can receive reliable information about their bodies, and feel comfortable to ask questions, rather than turn to inappropriate sources. We take a rights-based approach to relationships and sex education.

Research has shown that young people who feel good about themselves, and are knowledgeable and confident about relationships and sex, are more likely to be discerning in their relationships and sexual behaviours and to have fulfilling relationships.

The integrated PSHE and RSE curriculum aims to:

- Develop communication and skills to be effective in friendships and relationships

- Ensure children are able to name parts of the body and describe how their body works; learn how to care for their body and value health, fitness and hygiene.
- Respect their own and other peoples' bodies and personal space
- Recognise appropriate and inappropriate touching, be able to keep themselves safe and to know when and how to ask for help and support.
- Recognise that difference is OK and celebrate it and so recognise and challenge pressure to conform to gender stereotypes.
- Be confident with their body image and prepared for puberty.

We focus on attitudes, values and skills, as well as knowledge and understanding. This will include developing self-esteem, the skills to manage relationships and most importantly keep themselves safe in all their relationships.

Teaching and Learning and Curriculum coverage:

The DfE recognises 5 elements to Relationships Education. These are:

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

With RSE integrated into PSHE teaching through the PSHE Matters Scheme, units are split over a half term basis across two years (see PSHE policy).

In the Summer term, all classes take part in RSE lessons with the year 6's receiving Sex education and how a baby is conceived and born.

We recognise that RSE does not come just through the PSHE curriculum. Children also take part each academic year in the NSPCC 'Talk PANTS' sessions as part of safeguarding. PSHE learning also takes place in all areas of our school curriculum e.g., PE and English.

In responses to sex related issues all staff will model positive, matter of fact answers in an age appropriate way. We have a spiral, progressive curriculum that begins in the Early Years. Staff have also agreed on the vocabulary to be used from the Early Years through to Year 6 (see Appendix 2).

EYFS

EYFS follow the Personal, Social and Emotional Development under the Early Learning Goals. However, specific objectives are formed into the RSE curriculum to ensure progression through all the year groups. The objectives are predominantly about safeguarding children and ensuring correct hygiene.

Nursery

- Manage the toilet independently and learn about the importance of handwashing, looking after our bodies and keeping it healthy.
- Recognise both male and female role in caring for babies
- Recognise there are different stages in life.
- Reflect on and appreciate appropriate physical contact with family members
- Learn to play co-operatively and with a partner
- NSPCC 'Talk PANTS' Pantosaurus song

Reception

- Learning the importance of handwashing and looking after our bodies
- Reflect on the fact that children enter the world as babies and this is called 'birth'
- Reflect on feelings when a new sibling is born
- Recognise the different stages in life
- Understand that people's needs change as they get older
- Understand that people are part of the cycle of nature
- Identify the people they love and are special to them
- Explore the feelings they experience with special people
- Identify body parts using proper vocabulary including male and female genitalia
- Understand appropriate and inappropriate touch
- NSPCC 'Talk PANTS' sessions

The PSHE Matters Scheme Overview

The RSE curriculum runs through the PSHE Matters scheme with our other PSHE objectives. The only specific sections will be 'Growing up' and 'Relationships' although objectives overlap and appear in other units also. The lists below are not exhaustive but outline some key objectives which fall into the RSE curriculum.

In Key Stage 1 (age 5-7)

Children will learn about:

- recognising naming and managing their emotions
- what makes them special
- what makes a good friend
- how to be kind to others
- what's special about them and their families
- how families are different
- life cycles
- about changes and how they have changed since babyhood
- how boys and girls bodies are different
- the correct names for body parts including genitalia
- that some parts of their body are private
- how to ask for help if they are worried or concerned.

In Lower Key Stage 2 (age 7-9)

Pupils learn about:

- change in friendships
- different relationships and families
- how to be a good friend online and offline
- managing conflict in friendships
- how and why their bodies are changing
- staying safe online
- gender stereotypes and their impact
- feelings and how to cope with them
- what a baby needs
- about privacy, boundaries and secrets
- who to talk to if they feel anxious or unhappy.

In Upper Key Stage 2 (age 9-11)

Pupils learn about:

- the important relationships in their life
- how to show love to others
- the different kinds of families and partnerships (including homosexual and transgender)
- about marriage and stable loving relationships and their importance for having babies and bringing up children
- how to recognise healthy and unhealthy relationships
- the different types of bullying, why they are unacceptable and how to respond
- the physical and emotional changes in puberty – including menstruation and wet dreams. This includes separate girl and boy lessons to provide a safe and comfortable setting for any ‘awkward’ questions.
- the impact of social media on self-esteem, body image, health and safety and ways to manage this.

Relationships education and Health Education are statutory, and parents cannot therefore withdraw their children from these lessons. (See Appendix 1 for full coverage of the content of these lessons).

National Curriculum Science is also statutory.

This includes:

Key Stage 1

- Identify name draw and label the basic parts of the body and say which part of the body is associated with each of the senses
- That animals, including humans, have offspring that grow into adults

Key Stage 2

- Describe the differences in the life cycle of a mammal, an amphibian and insect and a bird
- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age
- Recognise the impact of diet exercise drugs and lifestyle on the way their bodies function

Sex education is non-statutory, and parents can request to withdraw their children from these lessons.

As part of the RSE curriculum, following on from the science curriculum, year 6 also learn as part of sex education:

- how babies are conceived
- how babies develop and are born.

Children in year 5 and 6 will learn about sexual reproduction in science, where sperm and egg terminology are used. However, parents/carers have a legal right to withdraw their year 6 child(ren) from these dedicated sex lessons ***delivered outside the science curriculum. This is education exclusively to sexual intercourse.***

If a parent/carers has any concerns about the RSE provision, they should contact the head teacher. We will take time to address parental concerns and allay any fears they may have. If parents/carers decide to withdraw their child, we shall work with them and their child to explore possible alternative provision. In the event of a request to withdraw we will document this process and ensure a record is kept.

Equality

This school delivers RSE with regards to the Equality Act 2010 and observance of the protected characteristics of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership and sexual orientation. The school believes that all pupils should have access to RSE that is relevant to their needs. To achieve this, the school's approach to RSE will take account of:

- Sexism, misogyny, sexualised behaviour, and sexist bullying. We will foster healthy and respectful peer-to-peer communication and behaviour between boys and girls.
- Pupils with learning, emotional or behavioural difficulties, or special educational needs or disabilities (SEND) We ensure that RSE is accessible to all pupils through high quality teaching that is differentiated and personalised. We are also mindful of preparing for adulthood outcomes as set out in the SEND code of practice.
- The need to promote respect for and understanding of the views of different ethnic, cultural, and religious groups. We will take account of pupils' faith backgrounds and teach and support understanding and celebration of diversity.
- Our approach to teaching about different families and relationships will be sensitive and age appropriate both in content and approach. LGBT content will be integrated into the programme rather than as a stand-alone lesson or unit.
- We actively tackle homophobic bullying.

RSE Delivery

RSE takes place in school in the following ways.

1. This school has a caring ethos that models and supports positive relationships between all members of the school community.
2. Within the taught, age appropriate, spiral RSE programme within Personal Social and Health Education (PSHE).
3. Within Science as stipulated by the national curriculum and/or as negotiated with the PSHE coordinator.
4. Through other curriculum areas for example ICT, Drama and English etc.
5. Through assemblies.
6. Through pastoral support.
7. By the provision of appropriate leaflets and other information sources.
8. Via targeted intervention, where appropriate, with vulnerable individuals.
9. Delivery in response to incidents.

Teaching Methods, Training and Monitoring

All the following elements of teaching methods, resources, training, and monitoring are essential in providing quality RSE.

A Safe Learning Environment

For PSHE or RSE to be conducted safely the following will be in place:

- Group agreements or ground rules are negotiated, explained, displayed and referred to wherever appropriate. (When receiving external visitors, they will have sight of and understanding of the ground rules/group agreement.)
- No one in the classroom will be expected to answer a personal question.
- Distancing techniques such as the use of scenarios, will be used to help to keep pupils safe. There will be no need for anyone to discuss their own personal issues.

- Confidentiality will be clearly explained. Pupils will understand how disclosures will be handled.
- The correct names for body parts will be used.
- The meanings of words will be explained in a sensible and factual way.
- Care will be taken not to use materials or approaches that may trigger trauma or distress. Pupils at risk will be identified and arrangements made for them to access the learning in a comfortable way.
- Signposting to sources of support when dealing with sensitive issues

Teaching and Learning Methods

Teaching and learning best practice will be applied. Active learning methods that support participation and encourage reflection will be used including group work, discussion, practical activities, negotiation and using thinking skills.

Asking and Answering Questions

In school we want pupils to feel comfortable asking questions about sensitive subjects so that they are confident in accessing the help and support and understanding that they need. We aim to answer pupil's questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use skill and discretion in these situations, and if necessary, refer to the PSHE coordinator for advice and support.

Teachers will apply the following principles.

- Clear guidance will be established about what is appropriate and inappropriate in a whole class setting-group agreement/ground rules will help to achieve this.
- If a pupil's question is inappropriate to address the whole class, the teacher will acknowledge the question and attend to it later on an individual basis.
- Teachers will set the tone by speaking in a matter-of-fact way and ensuring that pupil's discuss issues in a way which encourages thoughtful participation.
- If a teacher is concerned that a pupil is at risk in any way, including of sexual abuse or exploitation, the usual safeguarding procedures will be followed.

Visitors

A visitor can enrich, but not replace, the RSE curriculum. Care is taken to ensure that the visitor's contribution fits with our planned programme of work and policy, and that the content is age appropriate and accessible for the pupils. Please see our External Contributors Policy for further information.

SEND

Pupils with SEND have the same opportunities and access to learning as pupils without SEND and, if necessary, activities will be adapted, and outcomes differentiated to facilitate inclusion. (See Equality)

Continuity, Progression and Assessment

Our school has the same high standards of the quality of pupils learning in RSE as in other curriculum areas. RSE will be delivered through a sequenced, planned programme of work. Continuity and progression will be generated through the adoption of a whole school approach to the planning and delivery of outcomes covering knowledge, skills and understanding, developed in response to the needs assessment of pupils existing knowledge, experience and understanding.

Pupils' existing knowledge needs to be the starting point for all RSE work. Baseline, formative and summative assessments will contribute to the effective delivery of RSE

The elements of RSE that form part of the Science curriculum are assessed in accordance with the requirements of the national curriculum. Learning from other elements of RSE is assessed as part of the PSHE provision and builds on existing school systems.

Parental engagement in RSE

We recognise the prime role of parents/carers in the development of their child's understanding about relationships and sex. We work in active partnership with parents/carers in the development and review of RSE.

At Draycott Community Primary School we ensure that parents/carers are made aware of the school's approach and rationale for RSE, involved in the review of the RSE policy and made aware of the school's RSE curriculum. The school will consult with parents when reviewing the content of the schools RSE curriculum and will give them opportunities to voice their opinions. Parents will also be consulted ahead of any significant changes to the policy or the curriculum and encouraged to provide their views at any time. The school will use the views of the parents to inform decisions made about the curriculum content and delivery; however, parents will not be granted a 'veto' on curriculum content, and all final decisions will be made by school.

Resources are available for parents/ carers to borrow to reinforce learning at home and support them in managing conversations with their children on these issues. We also have an informative RSE website page on our school website with support and advice for our parents/carers. Parents are able to view the resources that school uses to teach the curriculum and welcomes parents to speak to their child's class teacher if they have any questions.

Parents/carers have a legal right to withdraw their children from some dedicated sex education lessons. They do not have a right to withdraw their children from those aspects of RSE that are taught in national curriculum Science, Relationships Education or Health Education.

If a parent/carer has any concerns about the RSE provision, we welcome the opportunity to address these. If parents/carers decide to withdraw their child, we shall work with them and their child to explore possible alternative provision. In the event of a request to withdraw we will document this process and ensure a record is kept.

Personnel and Training

There is a PSHE coordinator who is regularly trained and updated in this fast-moving subject area. They are responsible for RSE.

RSE is delivered by class teachers. To ensure quality delivery of RSE, the staff who deliver RSE have appropriate and regular training to keep them updated too. The school is committed to ensuring that everyone involved with teaching or supporting the teaching of RSE receives appropriate and ongoing professional development in order to maintain a whole school consistency and high standards for the children/young people in our care.

All new staff will receive a copy of the RSE policy.

Monitoring and Evaluation

The programme is regularly monitored and evaluated by the PSHE coordinator and Head teacher. This takes place through a variety of methods, including learning walks, observation, scrutiny of annotated lesson plans, and pupil feedback.

The views of the pupils and teachers who deliver the programme, are used to make changes and improvements to the programme on an ongoing basis. The needs assessment is built into the lessons and will also inform any changes to the curriculum.

Teaching is assessed regularly by all staff using a range of self-evaluation, group discussion and other appropriate methods to capture learning. These assessments are used to identify where pupils need extra support or intervention.

Review

This policy document was produced in consultation with the PSHE coordinator team, school staff pupils, parents, and governors.

Policy Links- *(cross referenced for consistency)*

Anti-Bullying
Drugs Education
Confidentiality
Emotional Health and Well-Being
Equality Policy
External Contributors
PSHE
Safeguarding
Science
Teaching Learning and Assessment

Date agreed and signed by Governors:

Review Date: January 2026

Appendix 1

Relationships Education (Primary)

By the end of primary school:

Families and people who care for me	Pupils should know • 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 marriage¹³ 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	Pupils should know • 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	Pupils should know • 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.
Online Relationships	Pupils should know • 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.
Being safe	Pupils should know

	• 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.
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¹³ Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

Physical health and mental wellbeing: Primary

By the end of primary school:

Mental wellbeing	Pupils should know • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
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	• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough
Internet safety and harms	Pupils should know • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online
Physical health and fitness	Pupils should know • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity).

	• how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	Pupils should know • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	Pupils should know • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	Pupils should know • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	Pupils should know: • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	Pupils 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.

Draycott Community Primary School Relationship and Sex Education Vocabulary

Below is a table of the vocabulary that is used during the teaching of RSE and science lessons in each year group. Using the correct terminology, especially for body parts stops children from being confused and is also hugely important for safeguarding too.

Nursery & Reception	Year 1 & Year 2	Year 3 & Year 4	Year 5 & Year 6
• Penis • Vagina • Pregnant • Womb • Testicles • Appropriate touch	• Penis • Vagina • Pregnant • Testicles • Breasts • Genitals • Foetus • Anus • Appropriate touch	• Penis • Vagina • Pregnant • Womb • Testicles • Breasts • Genitals • Foetus • Puberty • Pubic hair • Anus • Appropriate touch	• Penis • Vagina • Pregnant • Womb • Testicles • Breasts • Genitals • Foetus • Sperm • Egg/Ovum • Ovaries • Urethra • Anus • Ovum • Pubic hair • Period • Masturbation • Hormones • Sexual intercourse • Conception • Semen • Erect • Erection • Semen • Ovulation • Labia • Cervix • Clitoris • Foreskin • Wet dream

			• Menstruation • Ejaculation
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