

# Danbury Park Community Primary School



## Relationships and Sex Education Policy

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*Be wise, be happy, belong*



# Danbury Park Community Primary School

## Relationships and Sex Education Policy

### 1. Introduction

- 1.1 Relationships and Sex education is defined as learning about physical, moral and emotional development. It is about understanding the importance of stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health.
- 1.2 Relationships and Sex Education is an important aspect of our Personal, Social, Health and Economics and Citizenship Education (PSHE) and this document should be read in conjunction with this policy. While we use relationships and sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use Relationships and Sex education as a means of promoting any form of sexual orientation.

### 2. Aims and objectives

- 2.1 We teach children about:
  - The physical development of their bodies as they grow into adults;
  - The way humans reproduce;
  - Respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship;
  - The importance of family life;
  - Moral questions;
  - Relationship issues;
  - Respect for the views of other people;
  - Sexual abuse and what they should do if they are worried about any sexual matters.

### 3. Context

- 3.1 We teach Relationships and Sex education in the context of the school's aims and values framework. While sex education in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values which underpin all our work in school. In particular, we teach sex education in the belief that:
  - Sex education should be taught in the context of a stable relationship and family life;
  - Sex education is part of a wider social, personal, spiritual and moral education process;
  - Pupils should be taught to have respect for their own bodies;
  - Pupils should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
  - It is important to build positive relationships with others, involving trust and respect.



## 4. Entitlement

- 4.1 All children matter and are given every opportunity to achieve their best. We achieve this by planning activities which will meet the needs of all genders, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, different ethnic groups and diverse linguistic backgrounds.
- 4.2 All activities are planned and differentiated in such a way as to encourage full and active participation by all pupils.

## 5. Organisation

- 5.1 We teach Relationships and Sex education through different aspects of the curriculum. While we carry out the main sex education teaching in our Personal, Social and Health and Economics education (PSHE) curriculum in Years 4 and 6, we also teach some sex education through other subject areas (for example, science), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. See Appendix 1 for learning outcomes for Key Stages 1 and 2.
- 5.2 In PSHE throughout the school we teach pupils about relationships, and we encourage them to discuss issues. Pupils learn to appreciate the differences between people and how to show respect for each other.
- 5.3 In science in Key Stage 1 we teach children about how animals, including humans, move, feed, grow and that they reproduce, and we also teach them about the main parts of the body. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth. In Year 4 and Year 6 teachers inform pupils about puberty and how a baby is created and born.
- 5.4 We liaise with the Local Health Authority about suitable teaching materials to use with our children in these lessons. Teachers answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that all children know how babies are created and born, how their bodies change during puberty, what menstruation is, and how it affects females. We always teach this with due regard for the emotional development of the children.
- 8.2. We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals as well as governors, give us valuable support with our Relationships and Sex Education programme.
- 5.5 We arrange a meeting for all parents of pupils in Year 4 and an opportunity to meet with teachers in Year 6 to discuss our specific programmes of lessons, to explain what the issues are and how they are taught, and to view the materials the school uses in its teaching. We also canvas their opinions as regards the delivery and development of the programme.



## 6. Teaching and Learning

- 6.1 At Danbury Park Community Primary School we use a range of teaching and learning styles depending on the age and maturity of the children. We place an emphasis on active learning including the pupils in discussions, investigations and problem-solving activities.
- 6.2 The teaching of PSHE and RSE often requires a different approach and teachers:
- Ensure pupils establish ground rules about how they will behave towards each other and how the issue will be dealt with;
  - Judge when to allow pupils to discuss issues on their own or in small groups and when to join in and offer support;
  - Ensure that pupils are clear about the difference between fact, opinion and belief, and that they have access to balanced information and views against which they can then clarify their own opinions and views, including contributions made by visitors to the classroom;
  - Decide how far they are prepared to express their own views, bearing in mind that they are in an influential position and that they have to work within their professional standards and the school's values framework;
  - Provide appropriate support after a session for any pupil who may be troubled by an issue raised.
- 6.3 Circle time takes place in every class on a regular basis and follows a prescribed non-threatening forum for discussion and exploration of issues or concerns. Circle time is planned carefully so that personal and social skills are developed and issues from the PSHE and RSE curriculum are included. During this time the school's *Code* and class rules are reinforced and an appreciation of their meaning developed. Circle time is also used for dealing with specific problems and concerns as they arise.

## 7. Assessment, Recording and Reporting

- 7.1. Assessment has two main purposes:
- Assessment of learning (summative assessment);
  - Assessment for learning (formative assessment).
- 7.2. At Danbury Park Community Primary School we recognise that assessment for learning lies at the heart of promoting learning and in raising standards of attainment. We further recognise that effective assessment for learning depends crucially on using the information gained.
- 7.3. The assessment procedures within our school encompass:
- Making ongoing assessments and responding appropriately to pupils during day-to-day teaching. These immediate responses are mainly verbal and may not be recorded;
  - Using knowledge of pupils drawn from ongoing pupil tracking records and from their prior learning to guide our planning and teaching;
  - Adjusting planning and teaching within units of work in response to pupils' performance;
  - Use of questions to check learning against objectives at the end of each unit of work. If necessary future planning is adapted in response to assessment outcomes;
- 7.4. Annual reports to parents include statements about the pupils' achievements in PSHE.



## **9. The Role of Parents**

9.2. The school is aware that the primary role in children's sex education lies with parents. We wish to build a positive and supporting relationship with the parents of children at Danbury Park Community Primary School through mutual understanding, trust and co-operation. In promoting this objective, we:

- Inform parents about the school's Relationships and Sex education policy and practice;
- Answer any questions that parents may have about the Relationships and Sex education of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for Relationships and Sex education in the school;
- Encourage parents to be involved in reviewing the school policy and making modifications to it as necessary;
- Inform parents about the best practice known with regard to Relationships and Sex education, so that the teaching in school supports the key messages that parents give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

9.3. Parents have the right to withdraw their child from all or part of the Sex Education programme that we teach in our school. However, this does not include Relationships Education or those parts of the programme that are part of the National Curriculum, which all pupils are required to follow. See Appendix 1 for details. If a parent wishes their child to be withdrawn from the specific Sex Education aspects, they should discuss this with the Headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard.

## **10. Confidentiality**

10.2. Teachers conduct Relationships and Sex education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the member of staff has concerns, they will draw their concerns to the attention of the Designated Safeguarding Lead in accordance with and following the school's Child Protection Policy.

## **11. The Role of the Headteacher**

11.2. It is the responsibility of the Headteacher to ensure that both staff and parents are informed about our Relationships and Sex education policy, and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.



- 11.3. The Headteacher liaises with external agencies regarding the school Relationships and Sex Education programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.
- 11.4. The Headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

## **12. Health and Safety**

- 12.2. Safety hazards are taken into account during the planning and delivery of every lesson. Pupils are made aware of any potential hazards at the beginning of any work.

## **13. Monitoring, Evaluating and Reviewing**

- 13.2. Monitoring the standards of pupils' work and of the quality of teaching in PSHE and RSE is the responsibility of the PSHE subject leader working with the senior leadership team. The work of the subject leader also involves supporting colleagues in the teaching of PSHE and RSE, keeping informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.
- 13.3. The PSHE subject leader meets with the Headteacher in order to discuss an annual summary in which s/he evaluates strengths and weaknesses in the subject and to prepare an action plan, if required, for areas of further improvement.
- 13.4. The headteacher allocates management time to the PSHE subject leader so that s/he can review samples of children's work, of teachers' planning, undertake lesson observations of teaching across the school and talk to pupils about their learning.
- 13.5. The Curriculum and Pupil Related Committee of the governing body monitors the Relationships and Sex education policy. This committee reports its findings and recommendations to the full governing body, as necessary, giving serious consideration to any comments from parents about the Relationships and Sex education programme, and makes a record of all such comments. Governors require the Headteacher to keep a written record, giving details of the content and delivery of the Relationships and Sex education programme that we teach in our school.



# Appendix 1

## Danbury Park Community Primary School

### Scheme of Work for PSHE and RSE

#### Statutory End of Primary School Expectations

Taken from the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance – DfE 2019

#### By the end of primary school:

#### Relationships Education

<p><b>Families and people who care for me</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
<p><b>Caring friendships</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• 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.</li> <li>• 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.</li> </ul>
<p><b>Respectful relationships</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> </ul>



	<ul style="list-style-type: none"> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• 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. 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. 22</li> <li>• 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.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
<b>Online relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>
<b>Being safe</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• 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.</li> <li>• that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• 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.</li> </ul>

## Physical Health and Mental Well-being

<b>Mental wellbeing</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• 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.</li> <li>• 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.</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> </ul>
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	<ul style="list-style-type: none"> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• 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).</li> <li>• 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.</li> </ul>
<b>Internet safety and harms</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits.</li> <li>• 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.</li> <li>• 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.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• 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.</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• where and how to report concerns and get support with issues online.</li> </ul>
<b>Physical health and fitness</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• 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.</li> <li>• the risks associated with an inactive lifestyle (including obesity).</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
<b>Healthy eating</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• 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).</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
<b>Health and prevention</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained</li> </ul>



	<p>changes to the body.</p> <ul style="list-style-type: none"> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• the facts and science relating to allergies, immunisation and vaccination.</li> </ul>
<b>Basic first aid</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary.</li> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
<b>Changing adolescent body</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>

## Danbury Park Community Primary School PSHE including RSE Scheme of Work

### Key Stage 1

Me, caring for me  
 My place in my family, the school and the community  
 My main body parts  
 How I live  
 The life cycle of animals  
 People who help us

### Year 3

No new topics. Revision and extension of Key Stage 1 work

### Year 4

Human Biology:

- Major external body parts
- Major internal organs
- Sexual organs
- Development from Birth
- Development through Puberty
- Conception
- Birth

Moral/Value framework of above

### Year 5

No new themes  
 Revision of puberty



Revision/extension of moral/value framework

## **Year 6**

Revision of:

- Development through puberty
- **Conception**

## **Child Withdrawal**

Parents have the right to withdraw their child from Sex Education. However the content of the programme at Danbury Park Community Primary School falls predominantly within the bounds of the PSHE, Relationships and Science National Curriculum. Additional content, from which parents may withdraw their child, is highlighted in yellow.

## **Year 4**

In the first half of the term in which the children are focussing upon the Relationships and Sex education topic, a meeting for parents is held.

At this meeting parents

- Receive a detailed explanation of the content of the work;
- Receive specific timings of when the work will be carried out;
- Receive information about which outside professionals, visitors may be used to support the work;
- See the resources the school may use;
- Watch the videos the school will use;
- Have the opportunity to ask questions.

Invitation to this meeting is by letter. Parents not attending receive copies of the information as detailed above. Parents are also invited to support their child's learning by completing questionnaires, sending in photographs, baby books etc. and by discussing their child's work at home.

## **Year 6**

Parents are informed by letter when the specific Sex Education unit will be shown and the content covered. Parents will be given the opportunity to view the videos used in school prior to their children seeing them.

Parents are asked to meet with the class teacher and/or the headteacher to discuss any concerns they may have.

## **Involvement of Outside Agencies and Visitors**

At the Headteacher's discretion, use may be made of other professionals e.g. midwife, school nurse, health visitor. It is felt that the use of such professionals greatly enhances the programme on offer.

## **Parental Involvement**

It is felt that parental involvement at all stages of the Relationships and Sex education programme is to the short and long term benefit of the children.

In Key Stage 1 parents are informed of the topics being studied at any time, of how they can support this learning and of any help they can offer.

In Key Stage 2 the involvement is much more specific.