



# DAVENIES

## Relationships and Sex Education (RSE) Policy

This Policy applies to the whole school, including the EYFS.

### **Rationale**

Effective sex and relationship education is essential if young people are to make responsible, informed and healthy decisions about their lives, both now and in the future.

From September 2020 the school adheres to the requirements of 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, and will follow the [statutory guidance](#) as provided by the DfE. These regulations require:

- All primary schools in England to teach age-appropriate 'relationships education'; and
- All secondary schools in England to teach age-appropriate 'relationships and sex education'

Sex and Relationships Education is an important part of the PSHE curriculum at Davenies, where it is recognised as the right of all pupils to have access to sex education. The school has a duty to respect the different starting points of all its pupils however, and the importance of sensitivity in this matter is seen as being very considerable.

Changing values in society have provided a big impetus for change. The pressures children are under from film, television and the press are constant. The need for a clear understanding of, literally, the facts of life is therefore important, and guidance in such matters even more so. Davenies needs to respond to that pressure, whilst highlighting to pupils the usefulness of traditional Christian values in an ever-changing modern world.

Pupils need to know how the human body works, and with it must come an appreciation of the emotional framework of relationships. Pupils need to learn respect for themselves, for others, and for their sexuality. Pupils need to appreciate that a worthwhile sexual relationship can only exist as part of a wider, more permanent relationship.

### **The Role of the School**

When addressing aspects of sex education and personal relationships, the school must remember that it is moving into a field of human relationships where the personal experiences of the child, the circumstances of

the family, examples set by public figures and the influence of the media may all be at odds with what seems to be the 'appropriate' message. Approaches to sex education that work best:

- When they are part of an integrated approach to personal, social and moral education which conveys knowledge and develops skills
- When they help pupils to acquire the knowledge and skills necessary to resist peer group pressure and to make informed choices
- When the teacher plans and delivers lessons of good quality using well-chosen material to guide discussion
- When instruction begins at an early age and develops using methods and material which match the age and ability of the child
- When the approaches used indicate that there is seldom a single right answer but always a relevant and applicable skill

The school takes into account the religious background of all pupils when planning teaching of this subject and ensures compliance with the provision of the Equality Act 2010 (see the school's *Equality Policy* for further information). Likewise, the school ensures that the subject is accessible to all pupils in line with the *SEN and Learning Difficulties Policy*.

## **Aims**

The school's approach to sex and relationship education should aim to:

- Make pupils aware of their bodies
- Enable them to understand and care for them
- Place human relationships in meaningful contexts
- Develop an emotional dimension to sexuality
- Promote healthy lifestyles and worthwhile relationships
- Emphasise Christian values within the context of relationships

## **Objectives**

The whole ethos of the school, the content of the curriculum, the environment for learning and the examples set by the staff should enable pupils:

- To see adult relationships at their best
- To become aware of the differences between gender and sex
- To raise their levels of self esteem
- To make wise choices and informed decisions
- To develop a sense of personal initiative especially in relationships
- To accept responsibility in relationships
- To know and value their own personal qualities and skills and to recognize and value those of others
- To become self-confident
- To enter into, develop and maintain a range of relationships
- To develop a will to succeed as a valued member of a variety of relationships

## **The Curriculum**

The curriculum for sex education is likely to draw its factual content from those parts of the Science curriculum which deals with the human body as a living organism.

The nature of human relationships will be addressed through the PSHE programme, and also RS (or TPR). The methods employed will be largely if not wholly based on the skilled use of role play discussion and simulation. Much valuable material can be extracted from literature and poetry.

The School will aim to balance the physical and emotional inputs.

## **Provision**

Relationship Education (PSHE) is provided from Reception upwards, throughout the school, under the overall responsibility of the Head of PSHE (*see PSHE Policy for teaching allocation of PSHE across all year groups*). Relationships and Sex Education (RSE) will begin in the Pre-Prep under the guidance of the Head of Pre-Prep, linking in with growth and will be covered in the Summer Term's Science programme. It will be continued right through into Year 8, where it will, again, link with the Science programme under the Head of Science. In Year 8, it is taught by an external organisation, [Brook](#), as part of the Leavers' Programme and over a full morning. The topics that are included in these sessions are decided by the Head of PSHE with the Head of Senior School (Years 7 & 8) and can be changed each year depending on what is deemed necessary for that particular year group.

Please see *PSHE Policy* for details of how this subject is monitored and evaluated.

The School Nurse will support the teaching of this subject.

## **Parental Engagement**

In order to work in partnership with parents and carers, they are invited into school from time-to-time to attend introduction talks or drop-in sessions about how the school teaches Relationships Education, Relationships and Sex Education and Health Education, to pupils of different ages, and the development of the subject, with opportunities for parents to engage in the subject, view resources, discuss topics or concerns and ask questions of the Head of PSHE, e.g. how you might approach these topics at home. Parents will also be regularly reminded of their rights to withdraw (*see below*).

There will also be a parent survey sent out each year asking for parental feedback and opinion on our scheme of work.

## **Right to Withdraw**

Under current regulations there is no parental right to withdraw pupils from Relationships Education.

The tables at Appendix A highlight the RSE topics that will be covered by different year groups within the 1Decision PSHE programme that the School follows. More detailed information of how these topics fit into our wider PSHE curriculum can be accessed on the parent/carer zone of the 1Decision website or via the PSHE parent organisers on MySchoolPortal (MSP). Information about puberty lessons has also been added

within this table as this is considered part of Health Education which is another statutory part of the PSHE curriculum as identified in the September 2020 legislation from the DfE.

Under current regulations there is no parental right to withdraw pupils from Relationships Education. All pupils have access to Relationship and Sex Education (RSE) as part of the school timetable, however some parents/carers with child(ren) within Years R-6 may wish to withdraw their child(ren) from Sex Education lessons, for which they have limited parental rights. Please note that the Sex Education areas of the Science curriculum are still statutory. Any parent/carer who has asked for their child(ren) to be removed from SE lessons needs to have authorisation from the Headmaster.

Please note that the School is required to document and keep a record of this process. Any pupil who is withdrawn will receive a purposeful education during the period of withdrawal.

### **Other Policies and Review**

This Policy should be read in conjunction with the following school policies:-

- *Safeguarding Policy*
- *Curriculum Policy*
- *Equality Policy*
- *Pastoral Care Policy*
- *PSHE Policy*
- *SEN and Learning Difficulties Policy*

This Policy is reviewed annually, and is published on the School's website in line with regulations, or is available on request from the School Office.

**Updated: September 2023, Head of PSHE**

**Review: September 2024, Head of PSHE**

## APPENDIX A

### RSE topics covered within PSHE syllabus

*Puberty has also been included as these are part of Health Education that is also considered statutory. Please note that full list of PSHE topics is available on the Parent Organisers posted on MSP.*

Year Group and Focus	Learning objectives 'Pupils will be able to...'	<b>Safeguarding</b> <i>(child protection links – not explicitly highlighted to the children but for staff to be aware of)</i>
Year 1 – Keeping/staying safe	<ul style="list-style-type: none"> <li>▪ Understanding what I need to keep safe from</li> <li>▪ What may put me or others at risk?</li> <li>▪ Know different ways to help us stay safe</li> <li>▪ Know that families can give love, security and stability</li> </ul>	Protective behaviours
Year 2 – Keeping/staying safe	<ul style="list-style-type: none"> <li>▪ As in Year 1 plus...</li> <li>▪ Know the rules to keep yourself and others safe</li> <li>▪ Understand the differences between safe and risky choices</li> <li>▪ Know the characteristics of healthy family life</li> </ul>	Protective behaviours
Year 3 – Keeping/staying safe	<ul style="list-style-type: none"> <li>▪ As in Years 1 and 2 plus...</li> <li>▪ Identify trusted adults around you and listen to them</li> <li>▪ The importance of permission-seeking</li> <li>▪ Boundaries in friendships and respect</li> <li>▪ How to respond and report feelings of being unsafe</li> </ul>	Protective behaviours Keeping safe at home, at school and in the community
Year 4 – Keeping/staying safe	<ul style="list-style-type: none"> <li>▪ As in Years 1-3 plus...</li> <li>▪ How to respond safely and appropriately to adults they may encounter</li> <li>▪ How to ask for advice or help for themselves or others</li> <li>▪ Vocabulary and confidence to report to concerns or abuse</li> </ul>	Protective behaviours Keeping safe at home, at school and in the community
Year 5 – Keeping/staying safe and peer pressure	<ul style="list-style-type: none"> <li>▪ As in Year 4 plus..</li> <li>▪ Recognise ways to manage peer pressure</li> <li>▪ Explain potential outcomes that may happen when we take risks</li> <li>▪ Recognise impact/ possible consequences of an incident</li> <li>▪ Link with online behaviour and actions</li> </ul>	Keeping safe at home, at school and in the community
Years 1-3 – Being responsible	<ul style="list-style-type: none"> <li>▪ Practical steps to support respectful relationships</li> <li>▪ Year 2 progresses to self-care, respecting/helping others, being responsible vs. irresponsible, understanding the risks of talking to people you don't know very well</li> </ul>	Being responsible and safe at home, at school and in the community Health
Years 4-6 – Being responsible	<ul style="list-style-type: none"> <li>▪ As in Years 1-3 plus...</li> <li>▪ Behaving in a responsible manner in a range of situations</li> <li>▪ Year 5 considers 'looking out for others' so understanding why we should take action when someone is unkind, kind and considerate behaviour, identifying how making some choices can impact others' lives in a negative way, what a stereotype is and how they can be unfair, where to seek support</li> <li>▪ Year 6 revisits honesty, respect and other aspects of relationships</li> </ul>	Being responsible and safe at home, at school and in the community  Protective behaviours

Year Group and Focus	Learning objectives 'Pupils will be able to...'	<b>Safeguarding</b> <i>(child protection links – not explicitly highlighted to the children but for staff to be aware of)</i>
Year 1 – Relationships and friendships	<ul style="list-style-type: none"> <li>▪ Understand different types of relationships</li> <li>▪ Understand how to be a good friend</li> <li>▪ Be able to recognise kind and thoughtful behaviours</li> <li>▪ Understand the importance of caring about other people's feelings</li> <li>▪ Be able to see a situation from another person's point of view</li> </ul>	Anti-bullying
Year 2 – Relationship, bullying and body language	<ul style="list-style-type: none"> <li>▪ As in Year 1 plus...</li> <li>▪ Understand that feelings can be shown without words</li> <li>▪ Be able to see and understand bullying behaviours</li> <li>▪ Know how to cope with these bullying behaviours</li> </ul>	Anti-bullying
Year 3 – Relationships and touch	<ul style="list-style-type: none"> <li>▪ As in Years 1 and 2 plus...</li> <li>▪ Understand personal boundaries</li> <li>▪ Understand the different between appropriate and inappropriate touch</li> </ul>	Protective behaviours Anti-bullying
Year 4 – Growing and changing	<ul style="list-style-type: none"> <li>▪ As in Years 1-3 Relationships education plus...</li> <li>▪ Understand how relationships change as we grow</li> <li>▪ Explain how our families support us &amp; how we support them</li> <li>▪ Identify how relationships can be healthy or unhealthy</li> <li>▪ Explain how and who to ask for help</li> </ul>	Protective behaviours
Year 5 – Growing and changing - Puberty	<ul style="list-style-type: none"> <li>▪ As in Year 4 plus..</li> <li>▪ Explain what puberty means</li> <li>▪ Describe the changes that boys and girls may go through</li> <li>▪ Identify why our bodies go through puberty</li> <li>▪ Develop coping strategies to help with the stages of puberty</li> <li>▪ Identify who and what can help us during puberty</li> <li>▪ Understanding children and adult views</li> </ul>	Health and wellbeing Protective behaviours
Year 6 – Growing and changing - Conception	<ul style="list-style-type: none"> <li>▪ As in Years 4 and 5 plus...</li> <li>▪ Explain the terms 'conception' and 'reproduction'</li> <li>▪ Describe the function of the female and male reproductive systems</li> <li>▪ Identify the various ways adults can have a child</li> <li>▪ Explain different stages of pregnancy</li> <li>▪ Identify the laws around consent</li> </ul>	Sex education/ consent  Protective behaviours
Years 1-3 – Feelings and emotions	<ul style="list-style-type: none"> <li>▪ To recognise and name emotions and develop a range of skills for coping with unpleasant emotions</li> <li>▪ Understand healthy relationships and do not make others lonely or excluded</li> <li>▪ How to recognise who to trust, manage conflict, seek help</li> </ul>	Expressing feelings and emotions and how to ask for help
Years 4-6 – Feelings and emotions	<ul style="list-style-type: none"> <li>▪ Understanding appropriate/proportionate feelings</li> <li>▪ Understand emotions can have physical effects on our body</li> <li>▪ Practical steps to support respectful relationships</li> <li>▪ Year 6 - How to support others who are worried</li> </ul>	Mental wellbeing

<b>Year Group and Focus</b>	<b>Learning objectives</b>	<b>Safeguarding</b> <i>(child protection links – not explicitly highlighted to the children but for staff to be aware of)</i>
<b>Year 7 – Puberty</b>	<ul style="list-style-type: none"> <li>▪ To manage growth and change as normal parts of growing up (including consolidation and reinforcement of Key Stage 2 learning on puberty, human reproduction, pregnancy and the physical and emotional changes of adolescence)</li> </ul>	<i>Physical abuse Emotional abuse Sexual abuse Neglect</i>
<b>Year 7 – Contraception</b>	<ul style="list-style-type: none"> <li>▪ I can understand about the use of contraception</li> </ul>	<i>Physical abuse Emotional abuse Sexual abuse Neglect</i>
<b>Year 7 – Relationships</b>	<ul style="list-style-type: none"> <li>▪ I understand what expectations might be of having a girl/boyfriend</li> </ul>	<i>Neglect Physical abuse Emotional abuse Sexual abuse</i>
<b>Year 7 – Consent</b>	<ul style="list-style-type: none"> <li>▪ I understand the law in relation to consent (including the legal age of consent for sexual activity, the legal definition of consent and the responsibility in law for the seeker of consent to ensure that consent has been given)</li> </ul>	<i>Neglect Physical abuse Emotional abuse Sexual abuse Child sexual exploitation</i>