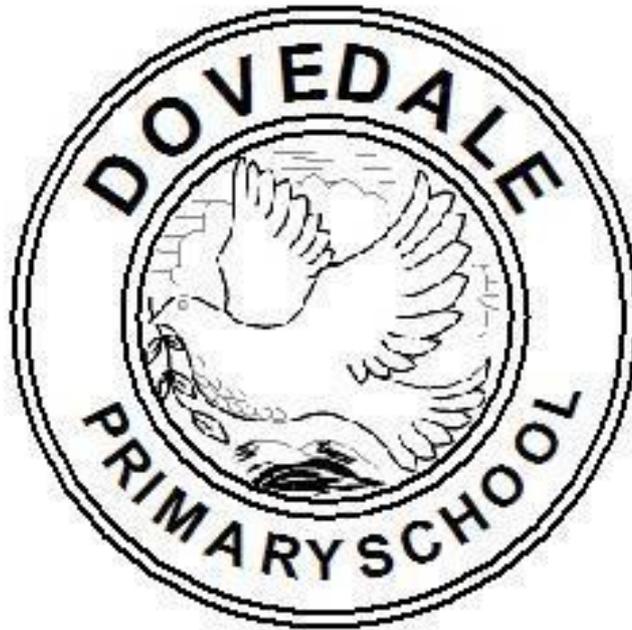


RSE policy

Dovedale Primary School



Approved by:	Governors	Date: November 2020
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Last reviewed on:	N/A
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Next review due by:	November 2023
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1. Aims

In accordance with the statutory framework provided by the Department for Education in 2019 we are now legally required to provide pupils with the opportunity to develop their knowledge and understanding of RSE (Relationship and Sex Education). At Dovedale our RSE curriculum is closely linked to our PSHE curriculum and many aspects of PSHE and RSE are intertwined as we follow Jigsaw's scheme of work for PSHE and RSE. Whilst we follow this scheme of work, we also ensure that it is fitting to our context as a school and the social issues that our children face in the society in which they live. We will tailor our teaching to the needs of our pupils and consider any additional needs a child may have to ensure that they are able to access the learning in an appropriate way. We will look at information from our local community and assess if there are any local issues that may need to be included in our curriculum to ensure that we are reflecting on and providing teaching that is tailored to the needs of our pupils and their families. To do this effectively, we work with a wider community group to consider any issues of importance to our pupils in our school and the local or wider community.

We intend to develop pupils' knowledge and understanding of healthy relationships; with ourselves, our friends (including online friendships), our peers, our community, our family and with a partner (in later life) and our relationship with technology. As a school, we place a huge emphasis on pupils' mental wellbeing and during our RSE/PSHE sessions we encourage children to talk about their relationship with their mental health; how they are feeling, how they are dealing with tricky times, etc. This may be through an open dialogue or more privately depending on each child and their wants/needs. We aim to provide our pupils with the capability to use acquired tools that they need to deal with tricky situations and to know that it is okay to seek help should they feel sad, distressed or overwhelmed in any situation that they are faced with. We want our pupils to feel safe and happy in all their relationships. As part of our relationship curriculum we also address stereotypes about different relationships and family-types and provide pupils with a broad and balanced view of what relationships and families can look like, and to be accepting of this if it is different to ours, including LGBTQ+ relationships. As with our PHSE curriculum, lots of relationship education is embedded within our values and the delivery of 'Safe Messages' across the wider school curriculum.

We are legally required to provide all pupils with lessons about the changing adolescent body. We will go into varying detail about this depending on the year group as we understand the need to deliver age-appropriate and accurate information and the reasons for these changes. Throughout a child's time in Dovedale, we will revisit these areas and develop their knowledge by building on what they have learnt in the previous year. We also have the ability to be flexible and deliver information surrounding puberty at different times, according to the needs of our pupils, when it is necessary. Whilst all the above (relationship and health education) is statutory, if parents feel it is best for their child(ren), it is possible to withdraw your child(ren) from the sex education element of RSE lessons. We aim to ensure that our pupils view the school as a safe environment where we can address any misunderstandings and provide pupils with age-appropriate information about sex.

2. Statutory requirements

RSE is currently a non-statutory subject. However, there are aspects of it we are required to teach.

- We must teach relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)

- We must teach health education under the same statutory guidance
- Statutory guidance for RSE, Relationships Education and Health Education sets out what schools are required to cover [Relationships Education, Relationships and Sex Education and Health Education guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/Relationships_Education_Guidance.pdf)

3. Content and delivery

3.1 What we teach

We are required to cover the content for relationships education, and health education, as set out in the statutory guidance (linked to above). We cover relationship, health and sex (non-statutory) education over three half-terms (Spring 2, Summer 1 and Summer 2). Though these are the set times that we focus on our coverage of these areas, there are many other times throughout the academic year where we will cover these themes when they naturally arise in other areas of our curriculum or through discussions.

Learning themes / focus	Healthy Me	Everybody's Body. We like to move it, move it! Food, Glorious Food. Sweet Dreams. Keeping Clean. Stranger Danger.	Being Healthy. Healthy Choices. Clean and Healthy. Medicine Safety. Road Safety. Happy, Healthy Me.	Being Healthy. Being Relaxed. Medicine Safety. Healthy Eating. Happy, Healthy Me!	Being fit and Healthy. What do I know about drugs? Being Safe. Safe or Unsafe. My Amazing Body.	My Friends and Me. Group Dynamics. Smoking. Alcohol. Healthy Friendships. Celebrating my Inner Strength and Assertiveness	How can we support each other? Rallying Support. Smoking. Alcohol. Emergency Aid. Body Image. My Relationship with Food. Healthy Me.	Taking Responsibility for My Health and Well-Being. Drugs. Exploitation. Gangs. Emotional and Mental Health. Managing Stress and Pressure.
	Relationships	My Family and Me. Make friends, make friends, never ever break friends. Falling out and bullying. Being the best friends we can be.	Families. Making friends. Greetings. People who help us. Being my own best friend. Celebrating my special relationships.	Families. Keeping safe and exploring physical contact. Friends and Conflict. Secrets. Trust and Appreciation. Celebrating my special relationships.	Family roles and responsibilities. Friendship. Keeping Myself Safe Online. Being a Global Citizen. Celebrating my Web of Relationships.	Jealousy. Love and Loss. Memories. Getting on and Falling Out. Girlfriends and Boyfriends. Celebrating Relationships with People and Animals.	Recognising Me. Safety with Online Communities. Being in and Online Community. Online Gaming. My Relationship with Technology: screen time	What is Mental Health? My Mental Health. Love and Loss. Power and Control. Being Online: Real or Fake? Safe or Unsafe? Using Technology Responsibly.
	Summer 2: Changing Me *RSE lessons taught during this term*	My Body. Respecting My Body. Growing Up. Growth and Change. Fun and Fears Pt1/Pt2. Celebration.	Life-Cycles . Changing Me. My Changing Body. Boys and Girls Bodies. Learning and Growing . Coping with Change.	Life-Cycles in Nature. Growing from young to old. The Changing Me. Boys' and Girls' Bodies. Assertiveness. Looking Ahead.	How Babies Grow. Babies. Outside Body Changes. Inside Body Changes. Family Stereotypes. Looking Ahead.	Unique Me. Puberty . Girls and Puberty. Circles of Change. Accepting Change. Looking Ahead.	Self and Body Image. Puberty for Girls. Puberty for Boys. Looking Ahead .	My Self Image. Puberty. Looking Ahead . Boyfriends and Girlfriends. Real Self and Ideal Self. The Year Ahead.

- Puberty lessons are statutory / [Relationships](#) lessons are non-statutory but are age appropriate and highly recommended for all children.

3.2 How we teach it

- The Jigsaw scheme that we follow covers both PSHE and RSE matters within its termly themes.
- RSE is taught as a set lesson each week in our final three half-terms, but is also embedded through many other areas of the curriculum such as: texts covered in Literacy, discussion related to each year group's question, conversations during RE, etc.
- These themes may also be covered as part of our wider school activities, such as in assemblies, whole-school events and through visitors to our school.
- In the last three half-term's we cover a theme:
 - Healthy Me
 - Relationships
 - Changing Me

These themes are then revisited each year so the core values can be built on and understanding can develop at an age-related level to the child

- The RSE curriculum will be delivered by the class teacher
- All pupils will be catered for in lessons, regardless of ability or special educational needs and/or disability
- Teachers will adapt the lessons for their pupils so that all pupils can access the curriculum

- › Teachers are expected to teach the different lessons without allowing their personal beliefs or attitudes to influence their teaching
- › There are certain lessons that parents can choose to withdraw their child(ren) from. These non-statutory lessons are highlighted in green on the table, see above, all other lessons are statutory
- › This RSE policy will be discussed and reviewed with parents and governors and adapted according to suit the broad needs of our pupils and their families. As a school and as teachers, we will research and consider the broad needs of our local community and adapt our policy and teaching to suit these needs
- › Teachers can raise any concerns about their ability to teach certain areas of the curriculum without letting their personal beliefs and attitudes affect them to SLT who will then assess the situation and may delegate the role to someone else if it is deemed appropriate
- › Teachers are expected to keep track of the pupils' progress through ongoing formative assessment in set RSE lessons and when it is covered in other areas of the curriculum
- › Teachers will assess each child at the end of teaching a unit of work and whether the pupil achieved the learning intentions of that module; if not, they will be required to address any gaps in learning that are evident
- › Parents can ask about their child's progress in RSE and raise any concerns that they have with their child's teacher
- › Progress may also be reported on at parents' evenings
- › Teachers are expected to report any concerns they have with a pupil's learning or understanding of RSE to the parents or guardians

4. Roles and responsibilities

4.1 The governing board

The governing board will approve the RSE policy and hold the headteacher to account for its implementation.

4.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school.

4.3 Staff

Staff are responsible for:

- › Delivering RSE in a sensitive way
- › Modelling positive attitudes to RSE
- › Monitoring progress
- › Responding to the needs of individual pupils
- › Adapting their teaching of RSE to suit the needs of all the pupils in their class

4.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat other pupils and groups with respect and sensitivity.

5. Monitoring arrangements

The delivery of RSE is monitored by the PSHE team; Drew Flint-Jones (class teacher), Nicola Siddall (class teacher), and Gabby Sherry (class teacher), and this is overseen by the senior leadership team. Monitoring is carried out through discussions with class teachers and year group leaders, regular pupil voice research with differing groups of pupils including SEND and EAL and regular data analysis. There may also be learning walks and book looks at times where the PSHE team feel it is appropriate.

This policy will be reviewed by the parents of our pupils, our head teacher and the governing board every 3 years. At every review, the policy will be approved by the head teacher and the governing board.

6. Links with other policies

This policy links to the following policies and procedures:

PSHE Policy