



# Darlinghurst

## ACADEMY

### **Relationships Education, Relationships and Sex Education (RSE) and Health Education Policy**

Date Created:	January 2023
Version:	1
Applicable to:	All Staff
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Checked by:	SLT
Ratified:	January 2023
Valid from:	January 2023
Review date:	September 2024

## Background

The UK government has passed 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, which made Relationships Education compulsory for all pupils receiving primary education. These regulations also made Health Education compulsory in all schools except Independent Schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in Independent schools.

The Department for Education also published guidance as to the content of Relationships Education and Health Education. As a result from September 2020, all state-funded primary schools must deliver "Relationships Education" and "Health Education". These areas should sit within a wider framework of Personal, Social, Health Education, which has been described by the Chief Medical Officer as a bridge between health and education.

## Objective

*High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. The subjects can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society. At Darlington this is evident in:*

Darlington Design: A holistic design that improves life chances and enables children to possess the attributes to be good citizens that show a sense of humanity, responsibility and belonging to succeed in a complex world.

Darlington Difference (SPACE): Our design gives children the space and empowerment to be: Successful Learners, Prepared for Change, Active Citizens, Confident Individuals and Effective Contributors, so that our children believe in the power of possibility and possess the emotional resilience and character to succeed.

SMSC is woven through the curriculum along with the promotion of British and Academy values.

## The Aims

- Encourage exploration of values and moral issues taking into account physical and moral risks associated with certain behaviours
- Prepare children for puberty and give them an understanding of sexual development and the importance of health and hygiene
- Help children to develop feelings of self-respect, confidence and empathy
- Enable children to recognise their own value and self-worth including aspects of dignity and restraint
- Provide a framework in which sensitive discussions can take place
- Nurture a responsible attitude towards personal relationships
- Create a positive culture around issues of sexuality and relationships- challenging stereotypes
- Promote mutual respect and understanding of mental health
- Teach children the correct vocabulary to describe themselves and their bodies
  - Develop the resilience and character that we know are fundamental to pupils being happy, successful and productive members of society
  - To improve sustainable health behaviours and support children in recognising that physical and mental health contribute to their well being
- To support children in regulation of their feelings, using co-regulation and self-regulation

## **Overview of RSHE**

RSHE involves learning about: relationships, health and mental well-being and living in the wider world.

RSE is statutory and part of RSHE. This involves learning about: relationships, healthy lifestyles, diversity, personal identity and sex education in an age appropriate way. It involves a combination of sharing information and exploring issues and values.

Our Curriculum is in line with the DfE statutory guidance for RSE from September 2020, contributing to our SPACE curriculum by ensuring that the programme embraces personal and cultural development.

## **Delivery of Relationships and Health Education**

Relationships education is inclusive for all, sensitive to all family and faith backgrounds and pupils' own identities. Protected characteristics are embedded within the curriculum in line with the Equality Act 2010 and DfE statutory guidance, 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'.

Protected characteristics are age, disability, gender reassignment, race, religion or belief, gender, sexual orientation, marriage and civil partnership and pregnancy and maternity. The Department for Education (DfE) has set out guidance on what children must learn in Relationships Education by the end of Year 6, under a series of themes. Some themes will recur throughout the academic years while others will be taught in the most appropriate years. Teachers also have the opportunity to teach themes based on the needs of their class and wider school. The health profile of Southend may also indicate a need to teach certain themes in response to the wider community.

Across the academy (EYFS, KS1 and KS2) pupils are supported to develop their understanding of relationships, health and mental well-being and living in the wider world. These strands are mapped and sequenced within the curriculum to build and deepen their understanding over time. The following skills are also developed as appropriate to their age:

- Communication skills

  - Forming positive relationships including self-respect as well as respect and empathy for others

- How to look after their bodies

- Recognising and assessing potential risks

- Assertiveness, managing conflict and difficult emotions

Children will sometimes ask questions pertaining to relationships, sex or sexuality that go beyond what is set out in the curriculum. Answers to any questions are given with sensitivity to children's family and faith backgrounds, appropriate to their age and understanding, and consistent with the relationships education scheme of work. This may necessitate discussion on a one-to-one basis or in small groups. We may contact parents if we need guidance or if we think a child would benefit from their parents' input around a particular issue.

## **Methodology and approach**

SPACE rules are shared at the start of every lesson. Ground rules are established at the start of sensitive RSE lessons. For these lessons, classroom arrangements are flexible. Generally classes are taught in mixed gender groups.

Every lesson starts with a question and involves children considering their thoughts and response at this stage. However, children know that their initial response may change or develop during the lesson or over time. Lessons end with the opportunity for children to reflect and share their final thoughts.

## Sex Education

We are using the on-line resource of 'Growing up with Yasmin and Tom' (provided by the FPA.org.uk) to deliver Sex Education to all children, covering topics: the body, growing up and puberty and how babies are made.

KS1	Lessons Taught
	Year 2
Summer	Keeping Clean and Taking care of myself

LKS2	Lessons Taught
	Year 4
Summer	My personal and private body parts and keeping safe- male My personal and private body parts and keeping safe –female

UKS2	Lessons Taught
	Year 5
Summer	Changes at puberty Periods
	Year 6
Summer	Wet dreams and masturbation Making babies – Sexual intercourse Making babies- assisted fertility Making babies- pregnancy and birth

## Working in partnership with parents

At Darlington, we value parental partnerships recognising the vital role that parents play in our holistic approach. The Academy is conscious of the fact that the primary role in children's sex and relationship education lies with parents and carers. The policy has been written in consultation with parents and carers.

Parents are:

- Consulted and informed about the academy's sex education policy and practice
- Invited to discuss any issues of concern or ask questions
- Shown content ahead of lessons to give consent for their child's viewing/teaching
- Offered an invitation to attend a parental session to review materials

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.

## Parent's right to withdraw

As a primary school, there is no right to withdraw from Relationships Education or Health Education. There is a requirement to teach the elements of sex education contained in the Science curriculum and therefore there is no right to withdraw from these lessons. However, parents have the right to withdraw their children from some or all of the sex education lessons. Requests for withdrawal should be put in writing and addressed to the Principal. A copy of withdrawal requests will be placed in the pupil's file so that parent's wishes are on record. The Principal will automatically grant the request to withdraw a pupil from sex education and alternative work will be given to these pupils.