



Derby
Grammar
School

Where you belong

Relationships and Sex Education (RSE) Policy

Scope:	Primary including EYFS
Release date:	February 2024
Review date:	February 2025
Author:	Head
Reviewed by:	Head of PHSE
Approved by:	Board of Governors

Linked documents

This policy should be read in conjunction with:

- the Safeguarding Policy
- the E-Safety Policy
- the SEND Policy
- EAL Policy
- Visiting Speaker Policy

Acronyms

LGBTQ+ - Lesbian Gay Bisexual Trans Queer +

PHSE - Personal, Health, Social and Economic Education

SRE - Sex and Relationships Education

Availability

This policy is available through the school website and a printed copy may be requested from Reception.

Relationships and Sex Education is *'lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and family life, stable and*

loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health.'

Aims

The aims of Relationships and Sex Education (RSE) at Derby Grammar Primary are to:

- Teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and with adults;
- Help pupils understand the importance of honesty and truthfulness, permission seeking and giving and the concept of personal privacy;
- Enable pupils to form a strong understanding of the features of relationships that are likely to lead to happiness and security;
- Help pupils understand that the principles of positive relationships also apply online;
- Encourage the development and practice of positive character traits such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice;
- Help pupils develop feelings of self-respect and self-worth;
- Enable pupils to be taught about positive emotional and mental well-being, including how friendships can support these;
- Teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse;
- Teach pupils how to report concerns and seek advice when they suspect or know that something is wrong;
- Help pupils to understand the consequences of their actions and how to behave responsibly within relationships;
- Provide a framework in which sensitive discussions can take place;
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene;
- RSE is not about the promotion of sexual activity.

Legislation (Statutory Regulations & Guidance)

Documents that inform the School's RSE Policy include:

- Education Act (1996),(2002) & (2011)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st Century (2014)
- Children and Social Work Act (2017)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019 now updated 2021))
- Keeping Children Safe in Education (2023)

Derby Grammar School must provide RSE to all its pupils, under Section 34 of the Children and Social Work Act 2017. In delivering its RSE curriculum, Derby Grammar School must have regard to guidance issues by the Secretary of State, under Section 403 of the Education Act 1996 as well as all relevant Independent School Inspectorate regulations.

This Policy and the Derby Grammar School Curriculum have been written to comply with statutory guidance from the Department for Education (DfE), “Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers”, which is compulsory from September 2020.

Derby Grammar School has obligations under the Equality Act (2010), including:

A duty not to discriminate against the nine protected characteristics that are set out by the Act (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation).

The Public Sector Equality Duty, which requires public bodies to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and people who do not.
- Foster good relations across all characteristics, and between people who share a protected characteristic and people who do not.

All pupils are required to engage fully in RSE, as with any other area of their education (unless they have been withdrawn from the sex education components of the RSE Curriculum, in line with guidance in this Policy).

Curriculum Implementation

Derby Grammar Primary School considers that RSE is an integral part of the Personal, Social, Health and Economic (PSHE) curriculum. We aim to offer pupils a carefully planned programme of work within a safe, comfortable atmosphere. The programme is set within a moral framework and matched to the pupils’ level of maturity.

Relationships Education

The focus in the Primary at Derby Grammar School is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and adults. In order to meet the needs of all children and to make our lessons engaging, we aim to deliver our relationships education through a variety of teaching methods and interactive activities. Some sessions may be delivered by external providers eg NSPCC. An outline of the topics covered can be found listed below:

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

Health Education

Throughout the Primary, we focus on teaching the characteristics of good physical health and emotional wellbeing. Teachers are fully aware that emotional wellbeing is a normal part of daily life, in the same way as physical health. An outline of the topics covered can be found listed below:

- Emotional wellbeing
- Internet safety and harms
- Physical health and fitness

- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

Sex Education

Sex education is exclusive to the Year 6 curriculum in our Primary. We recognise the importance of supporting pupils' ongoing emotional and physical development as they transition to senior school, and tailor a sex education programme appropriate to the age and maturity of our pupils.

Whilst 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 loving relationship, marriage and family life;
- sex education is part of a wider social, personal, spiritual and moral education process;
- children should be taught to have respect for their own bodies;
- children 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.

In addition, we:

- inform parents on our RSE programme;
- listen to the views of the children in our School regarding sex education;
- look positively at any local initiatives that support us in providing the best sex education teaching programme that we can devise.

In Year 6 we place a particular emphasis on ensuring that our pupils are prepared for the changes that adolescence brings and – drawing on the knowledge of the human life cycle set out in the National Curriculum for science – how a baby is conceived and born. We use the BBC Active scheme of work and liaise with the Senior School Biology Department to support the teaching of these lessons. These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive, foster parents/carers amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them.

Content includes:

- Growing up
- Cycle of Life
- Feelings
- Family Life
- Friendships

Managing Difficult Questions

Teachers will endeavour to answer all questions with sensitivity and care. Ground rules are established in class and pupils are reminded of these at the start of each lesson. Special consideration is given when teaching particularly sensitive content, and teachers are fully aware of the pupils in their class and how they might relate to the lesson content. The Primary at Derby Grammar School aims to

create and maintain a safe environment within which all children feel able to ask questions and discuss issues openly. For any child wishing to discuss something relating to the lesson content without the rest of the group present, an opportunity will be provided.

Safeguarding

Staff delivering RSE will ensure the pupils, who indicate they may be at risk, get appropriate support by liaising with the appropriate pastoral team and adhering to the School's Safeguarding Policy.

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers will consult with the Designated Safeguarding Lead and in her absence, the Deputy Designated Safeguarding Lead.

Pupils will be made aware that some information cannot be held confidentially and will be informed that, if certain disclosures are made, the information may be disclosed to the Safeguarding team.

Visitors/external agencies which support the delivery of RSE follow the procedures outlined in the Visiting Speaker Policy.

Right to Withdraw

The Primary at Derby Grammar School recognises the role of parents in RSE. We wish to build a positive and supporting relationship with parents through mutual understanding, trust and co-operation. In promoting this objective, we:

- Inform parents about the School's RSE policy and practice;
- Answer any questions that parents may have about the RSE of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in School.

Parents do not have the right to withdraw their child from relationships and health education, or any area of the science curriculum which includes content on human development and biological aspects of reproduction.

Parents do, however, have the right to request that their child be withdrawn from some or all of sex education delivered in Year 6 as part of our scheme of work. Before doing so, parents are encouraged to talk to the class teacher and/or view the teaching resources in order to inform any decisions regarding withdrawing their child. Requests for withdrawal should be put in writing and addressed to the Head. Alternative work, linked with the PSHE programme, will be provided and the child will be invited to join another class during that session.

Policy and Curriculum Development

Parents, carers and pupils of Derby Grammar School have been consulted in the development of this Policy, to comply with compulsory requirements from the DfE. On Friday February 5th 2021, a consultation paper was emailed to all parents with a draft of this Policy and all parents were given a two-week window to respond. All Derby Grammar School staff were invited to respond to the consultation on this Policy. The Policy is approved by the Board of Governors.

Monitoring and Evaluation

Self-assessment is an important part of learning in RSE and PSHE. Children will reflect on their learning throughout units. We highly value pupil voice and will take into account the opinions and comments of our pupils about what they would like to learn.

Teachers delivering the RSE curriculum will critically reflect on their teaching and best practice will be shared through lesson observations, monitoring of planning and children's work and training opportunities.

SEND

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated programme will be provided where necessary to ensure that all pupils gain a full understanding.

APPENDIX A: DFE REQUIREMENTS – BY THE END OF PRIMARY SCHOOL, PUPILS SHOULD KNOW THE FOLLOWING TOPICS

Families and people who care for me	<ul style="list-style-type: none">• 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 marriage¹ 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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.

¹ 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.

- 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

- 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

- 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.