

Davenham Church of England Primary School

"Working Together, Playing Together, Serving God and Serving Others"

"...encourage one another and build each other up..."

1 Thessalonians 5:11.

POLICY FOR RELATIONSHIP AND SEX EDUCATION (RSE)

INTENT

At Davenham, our curriculum has the following intents:

- It is underpinned by 6 core Christian Values - friendship, thankfulness, trust, forgiveness, compassion and koinonia.
- It builds upon and deepens children's knowledge with the aim of providing them with real life skills, enabling them to move into the world as confident, independent and considerate individuals.
- It provides knowledge in all subjects that builds sequentially through their time at primary school.
- It reflects our locality, the needs of our community and our links with the local church and Diocese.

IMPLEMENTATION

Our curriculum will endeavour to implement the following:

- To deliver exciting, inspiring and memorable experiences so that children retain lifelong knowledge and skills.
- To support individual children, ensuring every child is challenged and supported appropriately in a happy and safe learning environment.
- To be thematic, so that children are able to understand links between subjects, ideas, skills and knowledge.
- To use visits, visitors and 'Theme Days' to offer a hands-on approach to learning.

IMPACT

Our curriculum aims to have the following impact:

- To create resilient and independent children who are knowledgeable and aware of their own strengths and areas for development.
- To develop well-rounded individuals who show respect for themselves and for others around them.

- To excite children and promote a love of learning which values each individual and equally recognises all achievements, including academic, artistic, musical, personal and sporting.

The RSE teaching in this school contributes to our statutory duty to safeguard children and prepare them for the responsibilities and experiences of adult life. RSE is taught in an age-appropriate manner throughout the school.

DEFINITION

RSE is lifelong learning about physical, moral and emotional development. Through RSE children learn about healthy relationships, different families, respect, love and care, reproduction, puberty, hygiene, the body, sex, sexuality and sexual health. There is often concern that RSE will encourage sexual experimentation however evidence shows that those who receive effective RSE at school are more likely to delay first sexual activity and to use contraception. In the primary school we are building the foundations of skills and knowledge that will be developed further at secondary level. Our key aim in providing RSE throughout the school is to safeguard our children. During their time at this school children will learn key knowledge and skills to help keep them safe and prepare them for adult life.

OBJECTIVES

The key objectives of our RSE programme are to:

- develop knowledge and understanding of positive and healthy relationships;
- make children aware of their rights especially in relation to their bodies;
- enable the development of social and relationship skills and protective behaviours;
- prepare children for the physical and emotional changes of puberty;
- understand reproduction and birth within the context of loving and caring relationships;
- explore attitudes and values around sex and relationships;
- ensure children know how and where to access appropriate support;
- provide children with a knowledge and understanding of the suitable vocabulary to use when discussing RSE topics at school.

The RSE programme is based on the needs of the children in the school with learning outcomes appropriate to their age, ability and level of maturity. The curriculum will be firmly embedded within the broader PSHE, Citizenship, and Science curriculum. Children will be helped to understand difference and to respect themselves and others.

INCLUSION

As a Church of England School, we value the Christian understanding of RSE and will communicate this clearly. We also recognise that there are different perspectives and values that we will teach the pupils so they have a very clear understanding of the range of perspectives there can be in relating to issues of RSE. We want RSE to be accessible to all children, and to be taught and engaged with, in a spirit of respect and tolerance.

As a school we will deliver RSE in a factual, non-judgmental way ensuring that teachers provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches tolerance. Parents and carers can then contextualize the learning within their own faith and values framework in their discussions with children following teacher-led sessions. We will use a range of materials and resources that reflect cultural diversity and encourage inclusiveness. Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals. A range of different families and relationships will be explored within RSE. Through the delivery of RSE teachers will explore gender stereotypes and ensure that all genders receive information that is relevant to their needs. All children whatever their developing sexuality or family background need to feel that RSE is relevant to them and sensitive to their needs.

ORGANISATION

The Curriculum RSE will be taught to each year group, including EYFS, throughout the school. The curriculum we deliver is progressive, building the children's knowledge, understanding and skills year on year. Some elements of RSE are delivered through national curriculum Science for example:

Year 2 Pupils should be taught to notice that animals, including humans, have offspring which grow into adults /describe the importance for humans of hygiene.

Year 5 Pupils should be taught to describe the changes as humans develop to old age.

This is the long term plan for RSE

YEAR A and YEAR B RECEPTION

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16				
Autumn	<u>myHappymind - Meet Your Brain</u> 					<u>myHappymind Places</u> 			<u>myHappymind - Celebrate</u> 											
Spring	<u>myHappymind - Appreciate</u> 					<u>myHappymind - Relate</u> 										Buffer weeks can be used to catch up on missed lessons or to consolidate learning, making the most of our extra resources, including themed activities inspired by events throughout the year like Christmas, Diwali and Chinese New Year.				
Summer	<u>myHappymind - Engage</u> 					<u>myHappy body</u> 		<u>myHappy relationships</u> 		<u>myHappy world</u> 										

YEAR A KS1 (Y2)

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Autumn	myHappymind - <u>Meet Your Brain</u>					myHappymind <u>Pla-es</u>				myHappymind - <u>Celebrate</u>				Buffer		
Spring	myHappymind - Appreciate		Keeping Safe		Media Literacy and Digital Resilience		myHappymind - Relate		Friendships		Buffer	Buffer weeks can be used to catch up on missed lessons or to consolidate learning, making the most of our extra resources, including themed activities inspired by events throughout the year like Christmas, Diwali and Chinese New Year.				
Summer	myHappymind - <u>Engage</u>			Safe relationships		Economic Wellbeing			Ourselves, Growing and Changing- Transition		Buffer					

YEAR A LKS2 (Y4)

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
Autumn	<u>myHappymind - Meet Your Brain</u>								 <u>myHappymind</u> <u>Places</u>		 <u>Showing respect and managing hurtful behaviour</u>		<u>myHappymind - Celebrate</u>				
Spring	<u>myHappymind - Appreciate</u>					<u>First Aid</u>	 <u>Media Literacy and Digital Resilience</u>	<u>myHappymind - Relate</u>					 <u>Safe Relationships</u>	<u>Buffer</u>	Buffer weeks can be used to catch up on missed lessons or to consolidate learning, making the most of our extra resources, including themed activities inspired by events throughout the year like Christmas, Diwali and Chinese New Year.		
Summer	<u>myHappymind - Engage</u>					 <u>Keeping Safe</u>	<u>Buffer</u>	 <u>Economic Wellbeing</u>		 <u>Ourselves, Growing and Changing: Transition</u>	<u>Buffer</u>						

YEAR A UKS2 (Y6)

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Autumn	myHappymind - Meet Your Brain 		myHappymind Places 				Shared responsibilities 		Showing respect and managing hurtful behaviour 		myHappymind - Celebrate 		Communities 		Buffer	
Spring	myHappymind - Appreciate 		First Aid 	Drugs, Alcohol & Tobacco 	Media Literacy and Digital Resilience 		myHappymind - Relate 		Safe Relationships 		Buffer		Buffer weeks can be used to catch up on missed lessons or to consolidate learning, making the most of our extra resources, including themed activities inspired by events throughout the year like Christmas, Diwali and Chinese New Year.			
Summer	myHappymind - Engage 		myHappymind - Be Your Best 			Buffer		myHappymind - Transition Programme (2 sessions a week) 								

YEAR B

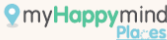
YEAR B KS1 (Y1)

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Autumn	<u>myHappymind - Meet Your Brain</u> 				 <u>myHappymind Places</u> 				 <u>Showing respect and managing hurtful behaviour</u>		<u>myHappymind - Celebrate</u> 					
Spring	<u>myHappymind - Appreciate</u> 		<u>Healthy Lifestyles</u> 		Buffer		<u>myHappymind - Relate</u> 		<u>Families and positive close relationships</u> 		Buffer		Buffer weeks can be used to catch up on missed lessons or to consolidate learning, making the most of our extra resources, including themed activities inspired by events throughout the year like Christmas, Diwali and Chinese New Year.			
Summer	<u>myHappymind - Engage</u> 		 <u>Shared responsibilities</u>		 <u>Communities</u>		<u>Ourselves Growing and Changing</u> 		 <u>Ourselves, Growing and Changing- Transition</u>		Buffer					

YEAR B LKS2 (Y3)

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Autumn	myHappymind - Meet Your Brain 					 myHappymind Places				myHappymind - Celebrate 				Buffer		
Spring	myHappymind - Appreciate 			Healthy Lifestyles 		myHappymind - Relate 			Friendships 	Families and close positive relationships 	Buffer weeks can be used to catch up on missed lessons or to consolidate learning, making the most of our extra resources, including themed activities inspired by events throughout the year like Christmas, Diwali and Chinese New Year.					
Summer	myHappymind - Engage 			Buffer		Communities 	Shared responsibilities 	Ourselves, Growing and Changing- Grief 	Ourselves, Growing and Changing- Transition 	Buffer						

YEAR B UKS2 (Y5) Plus Y6 Transition Unit

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Autumn	<u>myHappymind - Meet Your Brain</u>				 myHappymind Places				<u>myHappymind - Celebrate</u>							
Spring	<u>myHappymind - Appreciate</u>		<u>Healthy Lifestyles</u>		<u>myHappymind - Relate</u>				<u>Friendships</u>		<u>Families and Close Positive Relationships</u>		Buffer weeks can be used to catch up on missed lessons or to consolidate learning, making the most of our extra resources, including themed activities inspired by events throughout the year like Christmas, Diwali and Chinese New Year.			
Summer	<u>myHappymind - Engage</u>		Buffer		<u>Economic Wellbeing</u>		<u>Ourselves, Growing and Changing- Grief</u>		<u>Ourselves, Growing and Changing- Transition</u>		Buffer					

TEACHING AND LEARNING

All teachers will have responsibility for planning and delivering RSE. Everyone involved in the teaching of RSE will follow the school policy. The personal beliefs and attitudes of teachers will not influence the teaching of RSE and a balanced and non-judgmental approach will be taken. Teachers, and all those contributing to RSE will work to the agreed values within this policy. Within RSE children will develop confidence in talking, listening and thinking about sex and relationships. To achieve this a number of teaching strategies will be used, including:

- establishing ground rules with pupils;
- using 'distancing' techniques (e.g. case studies);
- dealing with children's questions in an appropriate manner;
- using discussion and appropriate materials; and role play
- encouraging reflection.

DEALING WITH QUESTIONS

As with any topic, children will ask questions during RSE to further their understanding. Due to the sensitive nature of the topic, teachers will employ strategies to ensure that questions are asked and answered in an appropriate way. Through the use of ground rules at the start of sessions children will be reminded that personal questions are not appropriate. However children will be offered an alternative way of asking personal questions should they arise for example; noting them on a post it note or recording them in a talking tin. Teachers may feel that it is not appropriate to answer some questions in front of the whole group – the question will then be addressed on an individual basis with the pupil and in some cases with parents/carers. All staff will be mindful of their safeguarding role and will follow the relevant school procedures if a question raises concerns of this nature.

Teachers will use the following strategies to deal with unexpected questions:

- If a question is personal, the teacher will remind children of the ground rules and may refer the child and if appropriate parent to other agencies, such as, a counsellor, school nurse, help line etc.
- If the teacher doesn't know the answer to a question, the teacher will acknowledge this and may research the question later.
- If the question is too explicit, is outside set parameters, is inappropriate in a whole class setting or raises concerns about sexual abuse the teacher should acknowledge it and promise to attend to it on an individual basis.

Sometimes children may ask questions about issues that are not part of the planned programme, this may show that the taught curriculum is not meeting their needs. This will be fed back to the Headteacher as part of the evaluation and monitoring process.

ASSESSMENT

Teachers will use work produced and small group discussions to assess pupil understanding within RSE. Teachers will use informal assessment to revise future RSE plans. Legally parents have the right to withdraw their children from RSE that is not part of national curriculum Science. This is ONLY taught to Year 6 children in the summer term. At this point, parents / carers are given the option to withdraw their child from these specific sessions.

WITHDRAWAL OPTION

Teachers will plan for children who are withdrawn from RSE lessons.

CONFIDENTIALTY

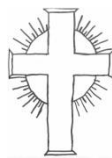
Everyone involved in RSE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers cannot offer or guarantee unconditional confidentiality. Teachers will discuss confidentiality with children and parents / carers, making it clear that teachers cannot offer unconditional confidentiality.

CHILD PROTECTION

Teachers will be aware that effective RSE, which brings an understanding of what is and is not acceptable, can lead to disclosure of a child protection issue. Everyone involved in RSE will be alert to signs of abuse and report concerns or suspicions to the safeguarding lead teacher as outlined in the safeguarding policy. There may be rare occasions when a child who is sexually active or contemplating sexual activity directly approaches a teacher. Due to the age of the children this situation would raise immediate child protection concerns and would need to be handled sensitively. In this event, the safeguarding lead would be informed, and relevant procedures followed.

EQUALITY STATEMENT

Davenham Primary School is committed to ensuring equality of opportunity for all children, staff, parents, carers and visitors irrespective of their race, sex, disability, religion or belief, sexual orientation, gender reassignment, age, pregnancy and maternity, marriage and civil partnership. We tackle discrimination through the positive promotion of equality, by valuing diversity, challenging bullying and stereotypes and by creating an inclusive environment which champions fairness and respect for all



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Effective Date	21 October 2025	
Review	Every 2 years	
Person Responsible	Joanne Hyslop	
Signed Headteacher	Signed Chair of Governors	Date Ratified
 Joanne Hyslop	 Martin Mewies	21 October 2025