Dallimore Primary and Nursery School

Relationships and Sex Education Policy

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The Context

The provision for RSE at Dallimore Primary and Nursery School is based upon 'The Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers July 2025'.

Relationships education is compulsory for all pupils receiving primary education, and health education is compulsory in all schools. Sex education is not compulsory in primary schools, but in line with DfE recommendations we teach sex education in year 6, in line with content about conception and birth, which forms part of the national curriculum for science.

What is RSE?

Effective RSE is important for promoting and protecting the wellbeing of all children. It aims to provide children and young people with the knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. RSE supports our children to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, consent and trustworthiness; and it supports prevention of harm by helping children understand and identify when things are not right.

Our RSE is supported by our wider provision for personal development including PSHE and British Values and is rooted in ensuring that all children and all families feel valued and respected in our school community, particularly as set out in the Equality Act 2010.

Our Relationships and Sex Education (RSE) is underpinned by SUPER Rules/the behaviour curriculum, the Thrive approach, and a system of Trusted Adults, ensuring pupils feel safe, supported, and always listened to. SUPER Rules/the behaviour curriculum promote respect, safety, and appropriate behaviour, helping children to understand healthy relationships and personal boundaries. Through Thrive, we prioritise emotional wellbeing and resilience, enabling children to recognise, express, and manage their feelings. Each child has a named Trusted Adult, so they feel confident to share worries or ask for help within a safe, nurturing environment.

Our RSE provision recognises that digital environments are central to pupils' social lives and present both opportunities and risks. RSE is therefore closely linked with online safety and digital wellbeing education, ensuring pupils are equipped to navigate the digital world responsibly and safely. This learning is reinforced through cross-curricular links with Computing, PSHE and pastoral support, as recommended in the statutory guidance.

We believe that high quality RSE helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life.

Curriculum Provision

RSE at Dallimore Primary and Nursery School provides a broad and balanced curriculum delivered within a whole school approach which includes:

- Discrete curriculum time
- Visiting speakers e.g. Changing lives, Diversity Speakers, Authors, Empathy Lab Events
- Other subjects/curriculum areas for example: History, science, computing, PE
- Assemblies
- Celebration or themed events/days/weeks
- School events and competitions
- Pastoral care and guidance (Thrive)

RSE focuses on giving children the information they need to help them develop healthy, nurturing relationships of all kinds and includes teaching about:

<u>Relationships Education</u>

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Electronic devices, online safety and awareness
- Being Safe

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, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Our teaching of online safety is delivered through the computing and PSHE /RSE curriculum and supports pupils to develop the knowledge, skills and attributes needed to keep themselves safe. In line with statutory RSE outcomes, pupils are taught to recognise and respond appropriately to peer pressure, including resisting encouragement to access apps, games or websites that are not age-appropriate. Teaching also addresses consent, choice and personal boundaries in online contexts, supporting pupils to understand that they have a right to decide whether to join online groups and to seek

help if they feel uncomfortable. This learning enables pupils to build respectful relationships and make safe, informed decisions both online and offline. (For further information, please refer to our Computing and Online Safety Policy.)

Health education

- General wellbeing
- Wellbeing online
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection & prevention
- Personal safety
- Basic first aid
- Developing bodies

Whilst this outlines our overall scheme, we remain flexible to respond to emerging needs or issues as they arise in school. At such times we will inform parents of any shift away from the policy and we will continue to share any relevant materials on request (Point 12 Regulations)

Sex education

At Dallimore Primary and Nursery School we teach non-statutory sex education in year 6. It is taught in an age-appropriate, factual way within the context of a healthy, safe and stable relationship. Our sex education lessons are those lessons where we teach conception and birth.

We will consult with parents about the content of anything that will be taught within sex education. This process will include offering parents support in talking to their children about sex education and how to link this with what is being taught in school as well as advice about parents' right to request withdrawal from sex education.

We will also inform parents of any deviation from this published RSE policy in advance and share any relevant materials with them on request.

Parents have a right to withdraw their child from non-statutory sex education lessons (see section titled Right to withdraw from non-statutory content); they do not have the right to withdraw their child from the statutory relationships and health education lessons.

Our RSE curriculum aims to:

- teach the skills and knowledge that form the building blocks of all positive relationships
- support children to grow into kind, caring adults who have respect for others
- actively teach consent e.g. asking for hugs or borrowing equipment
- support children to know how to keep themselves and others safe, off/online
- support children to manage difficult feelings in their friendships, like disappointment or anger
- equip children to keep themselves and others safe
- help children recognise and report risks and abuse, including online, emotional, physical and sexual abuse
- help children understand about bullying, and that this can include the use of derogatory terms relating to sex, race, disability or sexual orientation
- teach how to report concerns and seek advice from trusted adults, and know that being a victim of abuse is never the fault of the child
- help children know and understand the benefits and importance of physical activity, good nutrition and sufficient sleep
- support pupils to develop emotional awareness
- support pupils to develop strategies for self-regulation, perseverance and determination, even in the face of setbacks
- reduce stigma attached to health issues, in particular relating to mental health, and discourage the pejorative use of language related to ill health
- emphasise the relationships between physical health and mental wellbeing, and the benefits of physical activity and time spent outdoors
- prepare children for puberty
- prepare girls to manage menstruation, including with requests for period products and ensure boy know how to respond respectfully.

We publish our RSE curriculum online, inform parents of upcoming units of work and how to support their child at home.

Our curriculum provision aims to be responsive and agile to meet the needs of our pupils, and so occasionally we will inform parents of a deviation from our published RSE provision to address these pupil needs.

How we teach RSE

We teach RSE in a safe learning environment, where lessons are guided by shared ground rules to ensure children feel comfortable and confident to ask and answer questions around these important, and sometimes sensitive topics. These ground rules are rooted in our school STARFISH values, in particular 'respect'.

To support this, teachers:

- Establish clear parameters about what is appropriate and inappropriate in a whole class setting (ground rules).
- Set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way which does not encourage giggling and silliness.
- Only use the correct names for body parts and explain meanings of words in a sensible and factual way.
- Encourage pupils where appropriate, to write down questions anonymously and post them in a box. The teacher will have time to prepare answers to all questions that are relevant.
- Deliver/implement assemblies, celebration weeks, SMILERS and after school clubs

Lessons are mostly taught by class teachers; however, some lessons may be taught by the local PCSO, guest speakers, St Johns Ambulance, fire service, school nurses etc. Where this happens, the SLT / RSE lead will liaise with the provider to ensure that their approach and content is age-appropriate and in line with our school values. (Regulation 52, aligned with DfE guidance point 52)

We are sensitive to pupils' circumstances, recognising that families of many forms provide a nurturing environment for children, and can include single parent families, same-sex parents, families headed by grandparents, young carers, kinship carers, adoptive parents and foster parents/carers. Our teaching and learning resources illustrate a wide range of family structures in a positive way, helping us to take care to ensure that children are not stigmatised based on their home circumstances.

Our teaching is always age-appropriate and respectful of all children, including those who may have no familiarity with the topics under discussion. Our curriculum provision is planned to spiral in an age-appropriate manner, and we use distancing techniques, i.e. stories, characters, puppets in scenarios to ensure a safe teaching environment.

We use range of learning methods in RSE, including for example: slides, stories, scenarios, active learning 'games', discussions etc. in order that children can engage with the learning in ways that are age appropriate.

Making RSE accessible to pupils with SEND

All teachers are teachers of pupils with SEND and are skilled in delivering high-quality first teaching through the use of clear language, well-considered explanations, and adaptive teaching strategies that respond to pupils' individual needs.

Our Relationships and Sex Education (RSE) curriculum is inclusive by design and carefully adapted to ensure that all pupils, including those with SEND, can access and engage meaningfully with learning. Where appropriate, targeted adaptations and timely interventions are implemented to support pupils in developing understanding, confidence, and key knowledge and skills within RSE.

The RSE Lead, SENCo and Designated Safeguarding Lead (DSL) work closely together to ensure that provision for pupils with SEND is appropriate, accessible, and underpinned by effective safeguarding practice.

These adaptations may include, but are not limited to:
- Pre-teaching of key vocabulary and concepts, in partnership with families and/or the SENCo
- Use of social stories to support understanding of relationships, personal boundaries, and real-life situations
- Dual-coding approaches that combine visual and verbal information to support comprehension
- Use of sample objects, photographs, and images to promote concrete understanding
- 1:1 or small-group teaching to reinforce learning and provide opportunities for supported discussion in a safe and respectful environment

These approaches ensure that learning is ambitious for all pupils, supports emotional wellbeing, and enables pupils to meet the statutory outcomes for RSE, while fostering positive relationships, respectful behaviour, and a strong culture of inclusion.

How RSE is monitored and evaluated

In line with the whole school teaching and learning policy, the RSE lead monitors RSE teaching and learning across the school to ensure that staff are equipped to plan and deliver high quality learning experiences for all, with good outcomes for the children.

The RSE lead monitors assessment and triangulates this with pupil voice to ensure that children are not just learning well in RSE, but they report that they are learning the right things at the right time to support their daily lives.

Our subject quality assurance practices, coupled with our invitation to staff to identify their RSE learning needs help to ensure that staff are confident in their RSE planning and provision. The RSE lead provides regular and ongoing training and support to ensure staff are appraised of subject developments, and confident in their RSE knowledge, pedagogy ideas, and lesson delivery. This aims to secure a continuous cycle of development in RSE.

The RSE lead uses the feedback from these quality assurance practices to monitor, adjust and evolve the curriculum provision to ensure we continue to support our children with the right provision at the right time.

How teachers will answer questions

Pupils may ask questions about topics which go beyond any sex education covered by the school or relate to sex education from which they have been withdrawn.

In every case, our emphasis is on supporting the child, as we recognise that children whose questions go unanswered may instead turn to inappropriate sources of information, including online.

Teachers will therefore pause and reflect before responding, and will:

- Consider whether a question is too explicit, is not age-appropriate, is unsuitable for discussion with the whole class, or raises a safeguarding concern. In these circumstances, the teacher will acknowledge the question and reassure the pupil that it will be addressed later, on an individual basis. The school's safeguarding and child protection procedures will then be followed.

- Recognise that questions do not need to be answered immediately and may be addressed at a later time following discussion with the RSE Subject Lead, where appropriate.

- **Consistently model and reinforce clear, age-appropriate boundary phrases**, supporting pupils to develop the language and confidence to express personal boundaries, indicate when they feel uncomfortable, seek trusted support, and communicate safely and respectfully with others.

- Take care not to provide more information than is appropriate to the age, maturity, or developmental stage of the pupil.

Roles and responsibilities

Governors are responsible for ensuring that:

- all pupils make progress in achieving the expected educational outcomes
- teaching is accessible to all pupils with SEND
- curriculum content and teaching materials are aligned with this statutory guidance
- clear information is provided for parents on the subject content, teaching materials and external providers, and on the right to request that their child is withdrawn from sex education

Head Teacher is responsible for ensuring that:

The RSE lead is given appropriate subject leadership time to carry out their duties, and staff training time to keep staff appraised of RSE developments, and curriculum and assessment provision.

Liaising with governors and RSE lead to agree the RSE Policy with parents.

RSE Lead Teacher is responsible for ensuring that:

They work closely with colleagues in related curriculum areas to ensure the subjects complement and do not duplicate content covered in national curriculum subjects such as citizenship, science, computing and PE.

They look for opportunities across other curriculum subjects to reinforce concepts introduced in RSE, for example discussing misogyny in the context of history or using examples in literature to discuss positive and less positive examples of relationships.

Staff are trained to develop a secure knowledge and understanding of the RSE curriculum, the language used, and the themes covered in each year group.

Pupils report that their RSE provision is helping them at the right time in their daily lives and meets the evolving societal needs in which they find themselves.

RSE is monitored and evaluated in line with all other subjects in the school.

RSE support for parents is maintained in line with governor requirements.

Teachers are responsible to make sure that:

They plan, deliver and assess RSE lessons in line with the scheme of work for their year group.

They monitor pupil progress in RSE and adapt lessons in line with the teaching and learning policy.

They engage with the RSE lead on staff development (whole school and/or individual as identified).

They remain aware of the RSE Policy, and their responsibilities within this.

Parents

We believe that the teaching of RSE is a critical joint venture between school and home, securing strong healthy relationships to support successful learning.

By listening and responding to the views of pupils and parents we aim to ensure that RSE meets our pupils' needs and that topics are taught at the right time to keep our children healthy and safe, and to support them to build positive relationships and avoid harms before they occur.

Our RSE policy is available on our school website and free of charge by contacting the school main office.

How to view curriculum materials

Parents are invited to school at regular periods to view our curriculum materials when we consult with them on our RSE policy around non-statutory sex-education.

Parents can also contact the RSE lead to:

- arrange a suitable, mutually convenient time to view our RSE policy and resources
- seek support around RSE topics being taught in school

We will consult with parents about the content of anything that will be taught within the non-statutory sex education. This process will include offering parents support in talking to their child about sex education and how to link this with what is being taught in school as well as advice about parents' right to request withdrawal from sex education.

Please note: Where our curriculum as stated in section 3 above, is adjusted to meet emerging local need, i.e. needs based on local data or local events, we will inform parents of this adjustment in advance.

Right to withdraw from non-statutory content

Sex education is not compulsory in primary schools, but Dallimore Primary and Nursery School follow the DfE recommendation that primaries teach sex education in year 6, in line with content about conception and birth, which forms part of the national curriculum for science. Parents have the right to withdraw their child from these lessons.

To request that your child is withdrawn from sex education lessons, parents should complete the request in appendix A. Parents will then be invited to meet with the RSE lead and Headteacher where they will take time to address parental concerns and allay any fears they may have. If parents still decide to withdraw their child, the RSE Lead and Headteacher will work with them to explore possible alternative provision. We will document this process and ensure a record is kept. This will be followed up in the usual manner as with all other concerns.

How this policy has been produced

This policy has been produced in consultation with staff, governors and parents.

Appendix A

Dallimore Primary School

Parent and Carer form - Withdrawal from Sex Education within RSE

TO BE COMPLETED BY THE PARENT / CARER			
Name of Child:		Class Teacher:	
Name of Parent/carer:		Date:	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent/Carer signature			
Parent/Carer contact details Phone number: Email address:			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	
Head Teacher signature	

Date:	