

Dacre Braithwaite C of E (VA) Primary School

RSE policy 2025



The School's vision:

"I have come so that you may have life to the full"

Our vision, is rooted in 'I have come that they may have life, and have it to the full' (John 10:10).

We believe that education must equip people of all ages with the skills to maximise their engagement with the world around them and education must develop academic, spiritual, emotional and personal growth.

In addition, Dacre Braithwaite C of E Primary School believes that RSE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Be an entitlement for all pupils in our care.
- Encourage every pupil to contribute to help our community and aims to support each individual as they grow and learn.
- Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family.
- In our school and community, we aim to encourage pupils and teachers to share and respect each other's views. We aim to generate an atmosphere where questions and discussion on personal matters can take place without any stigma or embarrassment.
- We recognise that parents/carers are the key people in teaching their children about relationships, growing up and sex. We aim to work in partnership with parents/carers and pupils, consulting them about the content of programmes.
- We recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, other mentors or advisers.

The Government have announced that Relationships, Sex Education (RSE), and Health Education will become statutory for all schools in September 2020.

Reference to legislation and schools responsibilities:

DfE: 'all young people are taught to stay safe and are prepared for life in modern Britain...enable schools to effectively address issues such as internet safety and unhealthy relationships and ensure pupils are taught in an age-appropriate way about respectful and healthy relationships, including friendships and family relationships. As a result, we expect pupils at primary and secondary schools to have the necessary knowledge to help build healthy relationships, stay safe and become successful adults.'

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Consultation

Staff, parents and Governors were involved in the production of this policy. This policy will be reviewed again in 2024. A link will be given to the policy in the newsletter and it will be on the

school website.

References to related school policies:

This policy links to: Safeguarding / child protection. Behaviour Policy, Acceptable use and Online Safety policy, Equalities Policy.

Definition for RSE: Relationships education is learning about the emotional, social and physical aspects of growing up and relationships, Health Education includes learning about the changing adolescent body, sexuality and sexual health.

Sex Education at Dacre Braithwaite includes learning about how are babies made and in an age-appropriate way, they explain sexual intercourse, how conception occurs, pregnancy and birth.

Why is relationships and sex education in schools important?

- High quality RSE helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviours for life, and learn about safeguarding both on and off line
- Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships
- Technology is evolving at a tremendous pace. The need to protect children and young people from inappropriate online content, cyber-bullying and exploitation is a growing concern. A comprehensive RSE programme can support in addressing these issues.
- Research shows that a comprehensive RSE programme delays sexual activity for young people

What will be the aims, objectives and outcomes of RSE?

Our PSHCE curriculum aims to support pupils to gain accurate information, develop skills and form positive beliefs, values and attitudes. It also gives pupils essential skills for building positive, enjoyable, respectful, loving and non-exploitative relationships and staying safe both on and offline and enabling them to take responsibility for their body, relationships, reproduction, sexual health and wellbeing.

Statements of responsibilities of all stakeholders:

The governing body have the responsibility through the statutory guidance 'Keeping Children Safe in Education', "to ensure children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.

This may include covering relevant issues for schools through Relationships Education, Health Education and Sex Education which was made compulsory in September 2020."

The governing body has the responsibility to ensure the school is meeting requirements under the equalities legislation (Equalities Act 2010), so they need to ensure the curriculum reflects the diversity of modern Britain including representing a range of families, sexualities and gender in primary schools.

The Headteacher's responsibilities in respect of RSE are to:

- Work with governors to ensure compliance with the statutory guidance and the expectation is RSE will be taught across the whole school curriculum.

- Liaise with the PSHE co-ordinator to ensure the effective delivery of the RSE within the curriculum is being monitored
- Keep the governing body fully informed of provision, issues and progress around RSE
- Act upon any concerns which may arise from pupil's disclosure during RSE sessions
- Monitor staff training requirements in relation to effective teaching and learning of RSE
- Ensure parents/ carers are informed when their children will be taught RSE to support a partnership approach but also that they do have the right to withdraw their child sex education. Parents and carers cannot withdraw from relationships and health education.

We, like many other schools already choose to teach some aspects of sex education and will continue to do so. Our Sex Education lessons, which are supplementary to the statutory learning outcomes set out in the Key Stage 2 Science curriculum, are solely for children in Year 6 and are delivered through the HSE Busy Bodies materials. These sessions answer the question: How are babies made? In an age-appropriate way, they explain sexual intercourse, how conception occurs, pregnancy and birth. Parents are always invited to view these materials prior to the lessons starting.

The co-ordinator for PSHE is responsible for all aspects of the subject including RSE. In respect of RSE, responsibilities are to:

- Ensure the implementation and quality of long term and medium term RSE schemes of work
- Ensure that all staff are confident in the skills to teach and discuss RSE issues as trained, confident and competent staff are essential to raise standards in RSE
- Consult with pupils to inform provision around RSE and use the schools' Growing Up in North Yorkshire bi-annual survey results to inform planning
- Access appropriate training
- Monitor and advise on RSE organisation, planning and resource issues across the school
- Ensure procedures for assessment, monitoring and evaluation are included

Dacre Braithwaite C of E Primary School aims to work in active partnership with families, values their views and keep them informed of the RSE provision. If a parent/carers has any concerns about the RSE provision then time will be taken to address their concerns. Families are invited to review the resources and can contact the Headteacher with any queries or concerns.

Parent/carers right to withdraw:

Parents have the right to withdraw from sex education; they cannot withdraw from relationships or health education. Parents are notified in writing of the programme and the content for Sex Education and reminded of their right to withdraw their children. Parents wanting to exercise this right are invited to see the Headteacher who will explore their concerns. If a child is withdrawn, they will be provided with alternative work for the duration of the lessons, they should not be removed from school for the duration of the lesson and consideration will be given on how to protect a pupil from the possible reaction of their peers to this withdrawal.

Parents / carers will be supported to enable them to talk to their children about RSE by being given links to a variety of age appropriate recommended resource. Parents/carers will be invited to see the resources used in school.

Delivery of RSE and the curriculum:

Our PSHCE programme is firmly embedded within the school's framework for PSHE and the National Curriculum for Science. PSHCE curriculum is delivered through Science, PSHE lessons, online safety, cross-curricular etc. Staff deliver the PSHCE programme and their training requirements are met through regular CPD being accessed.

Curriculum:

We will be using resources produced by NYCC.

<http://healthyschoolsnorthyorks.org/resources/>

[Goodness and Mercy resources for Church Schools](#)

For Y5-6 we also use resources from

<https://www.hse.ie/eng/about/who/healthwellbeing/hse-education-programme/training-and-resources-for-primary-school-teachers/relationships-and-sexuality-education-resources-for-primary-school-teachers.html>

	Year A		Year B	
Autumn	New Beginnings	Becoming and Active Citizen	Good to be me	Keeping Myself Safe
Spring	Going for Goals	My Healthy Lifestyle	Getting On and not falling out	Me and My Relationships
Summer	Relationships	Moving on	Changes	Me and My Future

Families and people who care for me (Spring Year B)

Curriculum content:

1. That families are important for children growing up safe and happy because they can provide love, security and stability.
2. The characteristics of safe and happy family life, such as 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.
3. That the families of other children, 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.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. 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 (Spring Year B)

Curriculum content:

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.

3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
 4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
 5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
 6. How to manage conflict, and that resorting to violence is never right.
- How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships (Summer Year A)

Curriculum content:

1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
7. The conventions of courtesy and manners.
8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online safety and awareness (Autumn Year B, plus Internet Safety Day and in Computing lessons)

Curriculum content:

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.
3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being Safe (Autumn Year B)

Curriculum content:

1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

Inclusion: We intend our policy to be sensitive to the needs of different ethnic, cultural and religious groups. We encourage parents/ carers to discuss any concerns with the Headteacher.

Pupils with Special Needs: We will ensure that all pupils receive age appropriate RSE and we will offer provision appropriate to the particular needs of all our pupils, taking specialist advice where necessary.

As a school we are following the Equality Act 2010 so the curriculum is fully inclusive of LGBT aspects in line with the DfE statutory guidance on being LGBT inclusive (see the NYCC RSE guidance for schools)

Procedures for assessment, monitoring, evaluating and reviewing:

Assessment of RSE takes place formatively through discussions, observations and analysis of children's' work. The PSHE coordinator is responsible for the monitoring cycle that provides an overview of the quality of teaching and learning taking place in PSHCE lessons.

The PSHCE programme is regularly monitored and evaluated within the schools framework for teaching and learning and delivery of the curriculum. The views of pupils (pupil voice including GUNY survey), parents/carers and teachers are used to make changes and improvements to the programme on an ongoing basis.

Confidentiality and Safeguarding Issues are addressed:

Ground rules - At the start of each session ground rules will be established where it will be agreed that neither pupils nor the teacher will ask or answer any personal questions.

If pupils ask particularly sensitive questions that appear to be inappropriate in the circumstances, staff will deal with this outside of the lesson but an agreed holding statement will be used, for example, 'That is a really interesting question and I need time to think because I want to give you a really good answer.' This then allows staff to follow a number of options. These include further questioning of the pupil with another member of staff present asking them for interpretation of the question they asked. Time to consult with colleagues to construct an appropriate answer, or liaise with the pupil's family, and obtain information about where to get further help or, if the matter is considered a potential Safeguarding issue, the staff member responsible for this will be notified. All staff are up-to date with their child protection training.

Pupils are advised where to get confidential advice:

- Pupils are informed of where to access age appropriate help inside and outside of school e.g. <https://www.compass-uk.org/services/north-yorkshire-compass-reach/>
- The school is aware of local support services / sexual health services and staff who are teaching RSE ensure they provide up-to-date information to the pupils

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Date of renewal 11.2028