

Dronfield Junior School

Relationships and Sex Education Policy

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The Context

The provision for RSE at Dronfield Junior 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 Junior schools, but in line with DfE recommendations we teach sex education in years 5 and/or 6, in line with content about conception and birth, building on 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 young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness, reflecting our REACH values of Respect, Resilience, Excellence, Autonomy, Curiosity and Honesty; and it supports prevention of harms by helping young people 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.

We believe that high quality RSE helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life, in their real-life and online environments, encouraging pupils to achieve excellence, think independently, and remain curious, respectful and honest in all relationships.

Curriculum Provision

RSE at Dronfield Junior School provides a balanced and broadly-based curriculum delivered within a whole school approach which includes:

- Discrete curriculum time
- Visiting speakers
- Other subjects/curriculum areas for example: History, science, computing, PE
- Assemblies
- School events and Competitions
- Pastoral care and guidance

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

Relationships Education

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- 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).

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

Sex education

At Dronfield Junior 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 page 10 for a withdrawal form); 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
- support children to know how to keep themselves and others safe, off/online
- support children to understand the idea of boundaries and consent from an early age, e.g., asking to hold hands or give a hug, asking to borrow a pencil etc.
- 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, 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 all children for the onset of puberty
- prepare girls to manage menstruation, including with requests for period products.

We inform parents of upcoming units of work and how to support their child at home through half termly knowledge organisers sent out on dojo.

Our RSE curriculum provision aims to be responsive and agile to meet the needs of our pupils, issues of concern in our locality, and/or issues arising in and around school. On occasion we may therefore need to adjust our curriculum provision to address pupil needs. As appropriate, we will inform parents in advance and share any relevant materials with parents on request.

How we teach RSE

We teacher 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.

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.

Lessons are mostly taught by class teachers; however, some lessons may be taught by the local PCSO, fire service, school nurses etc. Where this happens, school will liaise with the provider to ensure that their approach and content is age-appropriate and in line with our school values.

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, 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 trained to support learners in their classroom through high quality teaching, clear language and adaptive teaching strategies. In RSE, these adaptations may include, but are not limited to:

- Pre-teaching with support from families / SENCo
- Use of social stories
- Dual coding
- Sample objects/images
- 1:1 or small group teaching

- Sensory needs adaptations

The RSE lead, SENCo and DSL work closely together to ensure that provision for pupils with SEND is appropriate and accessible.

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.

To ensure staff confidence with the subject knowledge and delivery the RSE lead provides ongoing training and support to ensure staff are 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 this feedback 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 might instead turn to inappropriate sources of information, including online.

Teachers will therefore be careful to pause and think before answering, and will:

- Consider if a question is too explicit, is deemed too old for a pupil to be asking, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later, but on an individual basis (i.e. not in front of the whole class). The usual child protection/safeguarding guidelines will then be followed.
- Understand that questions do not have to be answered immediately and can be addressed later after liaising with the RSE subject lead if necessary.
- Be careful not to be drawn into providing more information than appropriate to the age of the child.

Roles and responsibilities

Governors are responsible to make sure 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 to make sure 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 consult with parents regarding the new RSE Policy.

RSE Lead Teacher is responsible to make sure 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.

They look for opportunities across other curriculum subjects to reinforce concepts introduced in RSHE, 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.

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

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 to meet the needs of their class.

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.

How to view curriculum materials

Parents can 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.

Right to withdraw from non-statutory content

Sex education is not compulsory in primary schools. However, Dronfield Junior School follows the Department for Education's recommendation to teach age-appropriate, non-statutory sex education in Year 6, alongside the statutory National Curriculum for Science, which includes learning that offspring grow into adults, life cycles of mammals, amphibians, insects and birds, and reproduction in some plants and animals, including sexual and asexual reproduction in plants.

Parents /carers have the right to withdraw their child from the non-statutory sex education elements of the curriculum. They cannot withdraw their child from statutory Relationships Education or from the National Curriculum for Science elements.

Appendix A Sex education withdrawal form

Dronfield Junior 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:	

Appendix B Full content coverage relationships & health education

Relationships education:
content to be covered by the end of primary

Families and people who care for me

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

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.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships

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

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

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.

Primary health and wellbeing: content to be covered by the end of primary

General wellbeing

Curriculum content:

1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
2. The importance of promoting general wellbeing and physical health.
3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
6. That isolation and loneliness can affect children, and the benefits of seeking support.
7. That bullying (including cyberbullying) has a negative and often lasting impact on

mental wellbeing and how to seek help for themselves or others.
8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.
9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
10.That it is common to experience mental health problems, and early support can help.

Wellbeing online

Curriculum content:
1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.
2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.
3. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.
8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.
10. That they have rights in relation to sharing personal data, privacy and consent.
11. Where and how to report concerns and get support with issues online.

Physical health and fitness

Curriculum content:
1. The characteristics and mental and physical benefits of an active lifestyle.
2. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.
3. The risks associated with an inactive lifestyle, including obesity.
4. How and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating Curriculum content: 1. What constitutes a healthy diet (including understanding calories and other nutritional content). 2. Understanding the importance of a healthy relationship with food. 3. The principles of planning and preparing a range of healthy meals. 4. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol, tobacco and vaping Curriculum content: 1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.
Health protection and prevention Curriculum content: 1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. 4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist. 5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. 6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.
Personal safety Curriculum content: 1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. 2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.
Basic first aid Curriculum content: 1. How to make a clear and efficient call to emergency services, if necessary, including the importance of reporting incidents rather than filming them. 2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.

Developing bodies

Curriculum content:

1. About growth and other ways, the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.
2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.
3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.