



**PENWORTHAM PRIMARY SCHOOL**

# **Relationships and Sex Education Policy (RSE)**

**Approved by Governing Body:** June 2021

**Last reviewed on:**

**Next review due by:** June 2023

## Rationale and Ethos

This policy covers our school's approach to Relationships and Sex Education (RSE). It was produced by Lisa Gaskell (PSHE Lead and Deputy Headteacher) and developed in consultation with parents, teachers and other school staff, governors and the pupils at Penwortham Primary School. We have listened and responded to all views to help strengthen the policy, ensuring that it meets the needs of all of our pupils. It has been approved by the school's governing body.

At Penwortham Primary School, we are aware that the primary responsibility for providing children's RSE lies with parents and carers. We recognise the need to work with parents and carers to ensure a shared understanding and to deliver an effective programme that meets the needs of our pupils. Our PSHE (Personal, Social, Health and Economic) education, including statutory Relationships and Health education, and non-statutory sex education, as recommended by the DfE, provides a framework through which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

We ensure RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND). We ensure RSE fosters gender equality and LGBTQ+ equality. Our whole philosophy can be summed up by the desire for our pupils to be **Happy Children Who Achieve**. This policy informs our school's ethos of **My Personal Best** by teaching our pupils key values to live by and developing a shared vocabulary and understanding of these. These values are embedded with our whole curriculum but are never more relevant than within the PSHE and RSE curriculum. Our RSE education is developed to provide all pupils with:

- Accurate, balanced and relevant knowledge
- Opportunities to turn that knowledge into personal understanding
- Opportunities to explore, clarify and if necessary, challenge their own and others' values, attitudes, beliefs, rights and responsibilities
- The skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives
- Opportunities to develop positive personal attributes including respect, communication, trust, resilience, honesty, responsibility, problem solving, reflection and curiosity

## Roles and responsibilities

Responsibility for the RSE policy in school ultimately lies with the governing body. The RSE programme will be led by Lisa Gaskell who is the PSHE lead, Deputy Headteacher and DSL and supported by the Chair of Governors who is the nominated Governor for PSHE and SRE. It will be taught by class teachers and visiting teachers from CORAM Life Education. Our PSHE subject lead, Lisa Gaskell works in conjunction with teaching staff in each year group and is responsible for ensuring that all staff are equipped with the knowledge, skills and resources to deliver RSE

education confidently. Teachers can access a range of teaching support resources within the CORAM LIFE EDUCATION website, including guidance documents and teacher training films. Any teacher wanting further support should contact the PSHE subject lead in the first instance to discuss their training needs.

Ongoing communication with parents about what is planned to be taught and when, will be provided through the curriculum map of half termly objectives per year group and letters home. We advise parents to view the resources in order to support them in carrying out their responsibilities relating to providing RSE at home.

At Penwortham Primary School we use online teaching resources called SCARF (which represents the values for children of Safety, Caring, Achievement, Resilience and Friendship) from CORAM Life Education. This is supplemented by other resources endorsed by the PSHE Association and provides a comprehensive whole-school approach to promoting behaviour, safety, achievement and wellbeing building – crucial for children to achieve their best, academically and socially.

An overview of the objectives for each year group can be found in the curriculum coverage document on the website. It covers all of the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum.

We follow the six suggested half-termly units and adapt the scheme of work where necessary to meet the local circumstances of our school. The pupils are also consulted as part of our planning, to ensure pupil voice is considered and fed into the planned programme.

We have chosen SCARF as our PSHE and RSE resource because the lessons build upon children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of the children. There is planned progression across the SCARF scheme of work, so that children are increasingly and appropriately challenged as they move up through the school.

### **Legislation (statutory regulations and guidance)**

It is now a statutory requirement for primary schools to deliver Relationships Education and the Department of Education (DfE) encourages schools to deliver Sex Education that ensures both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science – how a baby is conceived and born. The delivery of this content has been agreed by the governing body of Penwortham Primary School. We at Penwortham Primary School acknowledge that under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum and wish to have a policy that not only covers the statutory content but covers all aspects of our Personal, Social, Health Economic (PSHE) education provision. For this reason, there is a separate PSHE policy written in association with this RSE policy.

The parental right to withdraw pupils from RSE remains in primary education, for aspects of sex education which are not part of the Science curriculum.

### **What is being taught**

#### **The Early Years Foundation Stage**

In the Early Years Foundation Stage, PSHE education is about making connections; it's strongly linked to child-led activities, including play. RSE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in

social activities, as members of a small group or occasionally during whole-school activities.

## **KS1 and KS2**

The SCARF programme divides the year into 6 themed units:

1. Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;
2. Valuing Difference: a focus on respectful relationships and British values;
3. Keeping Myself Safe: looking at keeping ourselves healthy and safe
4. Rights and Responsibilities: learning about money, living the wider world and the environment;
5. Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
6. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first-hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside – then collaboratively with – their peers. They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

Within National Curriculum Science in Y2, the children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs. In Y5, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty.

The NHS states that girls as young as 8 years old start menstruating. Children turn 8 in Y3, so it's a timely point for them to receive the information, before the changes take place. The statutory guidance states that both boys and girls are to be prepared for the changes that adolescence brings. Best practice states that menstruation education should be delivered to both boys and girls, as learning about menstruation is a concept of reproduction, as covered by the national curriculum science and fosters good relationships by breaking down the stigma of going through these changes; in turn this can help to reduce bullying.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The DfE recommends that all primary schools should have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils. Within our non-statutory sex education that takes place in Y6 children will learn about how a baby is conceived, whether through sexual intercourse or IVF. This information builds on content they have previously learnt in the programme about relationships, puberty changes and reproduction; it lays the foundations for their ongoing Relationships and Sex Education in their secondary phase. These sessions will be taught by CORAM Life Education staff members alongside the class teacher following an information session delivered to parents.

## **Safe and Effective practice**

Because RSE education works within pupil's real-life experiences and deals with potentially sensitive subjects, it is essential to establish a respectful, safe and supportive learning environment. This will help children feel confident to share their ideas, values and attitudes without fear of negative feedback from their peers. We do this by working with the children to set clear ground rules about how they will behave towards each other, that is

understood by all. This includes: listening and respecting each other, using language that will not offend, not sharing personal experiences with the whole class and having the right to pass. Circle time is a feature within classrooms on a regular basis and children understand the rules of this including knowing that they have the right to pass. Each classroom has a worry/question box that is regularly checked by the class teacher and provides an opportunity for children to share issues that they wish to be addressed – this can be anonymous if children wish. Children have opportunities to discuss issues in small groups as well as sharing views with the class in order to help them feel more confident.

This policy is informed by the school's safeguarding policy. Staff are regularly trained and updated and as within all curriculum areas, will report any concerns that may arise during RSE lessons to the DSLs in school via CPOMs (our secure child protection online management system). Teachers are aware of and sensitive to the needs and experiences of individual children that may have direct experience of issues being discussed. Depersonalised discussion and distancing techniques via story and roleplay will be used in order to deal with scenarios of real situations but with fictional characters and story lines. Staff will ensure that where pupils indicate need, they will get appropriate support from our learning mentor and from outside agencies as needed. In particular, it will be made clear to children that information that is disclosed may need to be shared and followed up outside of the lesson.

RSE lessons are taught by their class teacher and in Years 4, 5 and 6 also by visiting teachers from CORAM Life Education using a range of interactive teaching methods, e.g. activity sheets, films, online games, written work, discussion and drama techniques. The same full curriculum is taught to both boys and girls; this is sometimes taught together and at other times taught to boys and girls separately so that they feel more comfortable when asking questions.

Support is provided to children experiencing difficulties on a one-to-one basis, via our Learning Mentor (Mrs Noblett). Relevant leaflets, websites and posters can be found on display referring pupils to sources of help and advice.

### **Accessibility**

It is not our school's policy to withdraw pupils with special educational needs from PSHE (including RSE) education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement, and contribute to it. Lesson plan content will be adapted and extra support provided where necessary to ensure all pupils are enabled to develop key skills, attributes and knowledge developed through the PSHE education programme. Work in PSHE takes into account the targets set for individual children in their Individual Education Plans (IEPs).

Lesson plans are flexible and allow for teachers, who are skilled in adapting curriculum content to meet the needs of the children in their class, to adjust their content in order to meet the learning outcomes.

Our school ensures that the Relationships and Sex Education (RSE) elements of the PSHE education programme are relevant to all pupils; whatever their gender identity. All pupils learn together about all the changes that someone may experience as they go through puberty to help develop empathy and understanding and to reduce incidences of teasing or stigma. This will also ensure any child that identifies as transgender will have access to RSE that is relevant to the puberty they are likely to experience.

Our school acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education.

Research shows that, on average, about 4% of pupils will go on to define themselves as LGBTQ+. It is possible that some pupils will also have LGBTQ+ parents/carers, brothers or sisters, other family members and/or friends. Our

PSHE/RSE education acknowledges this through scenarios, in a sensitive, honest and balanced consideration of sexuality. This helps create a safe environment for all pupils and staff. The public sector equality duty, created under the Equality Act, requires schools and other public authorities to eliminate discrimination and to advance equality in its everyday business, in the design of its policies and curriculum. Schools have a legal responsibility for eliminating discrimination; to do this, schools are required to raise pupils' awareness

## **Safeguarding**

Due to the nature of RSE education, pupils' learning may result in them seeking advice or support on a specific and personal issue. From the ground rules set in class, pupils know that teachers cannot offer complete confidentiality. If a pupil makes a disclosure, they will inform the DSL and make a record of this on CPOMs. RSE lessons are taught by staff from Penwortham Primary school and visitors from CORAM Life Education who will have received induction and if a visitor is part of session delivery a member of staff will also be present.

It is important that pupils feel safe and confident to ask questions. Being able to answer questions openly and honestly is the aim, however, consideration needs to be given to prior learning and readiness. If a question cannot be answered at the time, teachers will need to tell the pupil that they will get back to them. It may be that the answer needs to be carefully constructed with the Headteacher/Deputy Headteacher or parents. If a question itself causes safeguarding concerns this should be recorded on CPOMs in the usual way.

The children know that they are able to ask questions using the question box when they feel uncomfortable and the teacher will respond to this at a later time.

## **Parental engagement, concerns and withdrawal of students**

Parents will be informed of this policy through newsletters and it will be available to view on the school website or a paper copy will be made available on request. Within this policy is the whole school curriculum overview and the specific areas that will be covered with each year group and at which point in the year to ensure that they are aware of what is being taught. The RSE part of the PSHE curriculum will be delivered during Summer Term 2 each year and parents will be notified and/or reminded of this in each summer term. Parent information sessions and opportunities for parents to view materials will be delivered to Year 4, 5 and 6 parents by CORAM Life Education staff and for other parents as requested.

The PSHE curriculum area of the website will contain all above-mentioned documents and alongside these will signpost further resources for use at home.

Parents have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education our school teaches but not Relationships or Health Education. They do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science and Health Education. Parents are invited to request to view our resources and discuss any concerns with our staff.

Before granting a request to withdraw a child/ren, the head teacher will invite the parent to discuss the request with them to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The head teacher will discuss with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parent proposes to deliver sex education to their child at home instead). The school is responsible for ensuring that should a child be withdrawn, they receive appropriate, purposeful education during the period of withdrawal.

Parents should be given every opportunity to understand the purpose and content of Relationships Education and Sex Education. Good communication and opportunities for parents to understand and ask questions about our school's approach help increase confidence in the curriculum.

We will provide opportunities for parents to view examples of the resources to be used with their child on request either face to face or virtually. Ongoing communication with parents about what is planned to be taught and when, will be provided through the curriculum map of half termly objectives per year group and letters home. We advise parents to view the resources in order to support them in carrying out their responsibilities relating to providing RSE at home. It is valuable for a child's development to learn about its own families' values in regard to relationships and sex alongside the information they receive at school.

### **Monitoring, reporting and evaluation**

Specially designed pre- and post-unit assessment activities are carried out to determine where the children are at the start and then again at the end of the unit, enabling us to monitor progress, record key points and identify areas for further development.

After each lesson, children are encouraged to reflect personally on their learning. They can record what they found helpful, thought-provoking, challenging and where their learning might take them to next. In KS2, children do this individually and in EYFS and KS1 this is done as a class in a floor book. This also plays a key role in helping us to evaluate the programme.

Twice a year, we consider a range of 'I can' statements, which summarise children's learning against the unit's key learning outcomes.

The monitoring of the quality of RSE education is the responsibility of the PSHE subject lead. The work of the subject lead also involves supporting colleagues in the teaching of RSE education and being informed about current developments in the subject. The PSHE education subject lead monitors and evaluates the delivery of RSE each year and reports to the head teacher and nominated governor; areas for development are also identified.

Teachers will critically reflect on the work in delivering RSE through evaluation and feedback sheets.

Pupils will have opportunities to review and reflect on their learning during lessons through the use of feedback sheets. Both these evaluations will be shared with the PSHE lead; pupil voice will be influential in adapting and amending planned learning activities.

### **Dissemination of the Policy**

This policy has been made accessible to parents, teachers and other school staff, governors through the school website. Anyone wanting a printed copy or the policy to be provided in another language or format, should make a request to the school office. Should the policy be required in other languages, please contact the school office.

Should further information about PSHE including RSE education be required, please contact the PSHE education lead Lisa Gaskell.

### **This policy should be read in conjunction with the following:**

- Safeguarding/Child Protection policy
- PSHE policy
- Confidentiality policy
- Anti-bullying policy
- Equality, diversity and inclusion policy
- DfE 'Keeping children safe in education'
- Mental Health Policy

## **Sources of Further Information**

This policy has drawn on:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance, Department for Education (July 2019)
- Creating a PSHE education policy for your school, The PSHE Association (September 2018)
- Sex and Relationships Education (SRE) for the 21st Century, Brook, Sex Education Forum and PSHE Association - Supplementary advice to the Sex and Relationship Education Guidance DfE (0116/2000) (2011)

## **Review Date**

This policy will be reviewed by March 2023 by Mrs Gaskell and the Governing Board. This will ensure that it continues to meet the needs of pupils, staff and parents and that it is in line with current DfE advice and guidance.

## **Appendices**

These documents can be found in the PSHE curriculum area of the school website:

Appendix 1 - Curriculum Overview

Appendix 2 – Curriculum Map with objectives and values

Appendix 3 – Results from Pupil Consultation

Appendix 4 – Results from Parent Consultation

Appendix 5 - Suggested resources and web links to support parents at home