

Goonhavern Primary School



Nurture the seed and together we will grow

Goonhavern Primary School

Relationships and Sex Education

Approved by: Governing Body

Date: September 2023

Next review due by: September 2025

Rationale and ethos

This policy covers our approach to delivering Relationships and Sex Education (RSE). RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

The aims of RSE at our school are to:

- Provide a framework in which sensitive discussions can take place.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality, relationships and equality.
- Teach pupils the correct vocabulary to describe themselves and their bodies

The aims of this policy is to:

- provide a secure framework for staff to work in
- provide guidance for all staff and outside visitors on the approach and methodology used in the delivery of RSE, including providing guidance for staff on talking about specific issues
- give clear guidance on confidentiality, dealing with personal disclosures and child protection issues.

We believe high quality RSE contributes to 'good quality education' as set out in the United Convention on the Rights of the Child and is a vital part in meeting our safeguarding obligations in which children learn about safety and risks in relationships.

RSE contributes to the ethos and values of our school in that it promotes the importance of respectful behaviour, positive, caring relationships and is inclusive of protected characteristics so that children learn from an early age that people should be treated fairly and equally.

We ensure RSE meets the needs of those with special needs and disabilities by teachers liaising closely with the SEND Lead who can advise on specific needs of pupils such as adapting provision for children with special communication requirements, learning difficulties, physical disabilities or any other issues.

Roles and Responsibilities

The Governors allow the Headteacher and staff to exercise their own professional skills in delivering the curriculum in accordance with this policy.

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, managing requests to withdraw pupils from non-statutory components of RSE and for providing training so that teachers feel informed and confident when teaching RSE

The lead teacher for RSE is Tanya Lloyd and she is responsible for PSHE throughout the school.

Teachers are responsible for delivering RSE in a sensitive way, modelling positive attitudes, monitoring progress and responding to the needs of individual pupils. Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Legislation (statutory regulations and guidance – taken from the PSHE Association)

We recognise that as a school we have a responsibility under The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made under sections 34 & 35 of the Children & Social Work Act 2017, to provide comprehensive Relationship Education and Health Education for all pupils receiving primary education. RSE will become statutory in all schools from September 2020. The law requires that Relationships Education is to be taught in all primary schools in England. Primary schools are also required to teach the elements of sex education contained in the science curriculum, and Health Education will also be mandatory in all Government-funded schools, which includes content on puberty. Documents that inform the school's RSE policy include: Education Act (1996), Learning and Skills Act (2000), Education and Inspections Act (2006), Equality Act (2010), Supplementary Guidance SRE for the 21st century (2014), Keeping children safe in education – Statutory safeguarding guidance (2020) and Children and Social Work Act (2017).

Curriculum Design

RSE is an integral part of our whole school PSHE education provision rather than a series of one off, disconnected sessions. Our PSHE curriculum uses the PSHE Association Programme Builders to ensure continuity and progression across the school. There are 3 core themes:

- Health and Wellbeing
- Relationships
- Living in the Wider World.

Alongside this we also use 'Teaching SRE with Confidence in Primary Schools' by Christopher Winters to supplement learning. These are structured, age appropriate lessons which are designed to demonstrate a wide range of teaching methodologies to equip teachers with the skills to deliver excellent RSE. Lesson plans and resources are provided to support teachers in the delivery of this.

(See Appendix)

Our curriculum addresses pupils' current experience and preparation for the future. It is a spiral curriculum to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended year on year. Teachers have access to:

- A long term plan for the year across all year groups
- Separate knowledge organisers for each year group, setting out learning outcomes and vocabulary for each half term
- Links to resources that support each module. This can be found in Additional Information for Teachers on the school's shared area.

This enables teachers to plan within a framework but have the flexibility to develop their own lesson plans and activities based on their knowledge of the children.

Assessment of RSE is important because it provides children with the opportunity to reflect on their learning and it enables teachers to know that learning has taken place and to identify future learning needs.

Assessment also allows us to see the impact on pupils and whole school outcomes such as Ofsted judgements on personal development, safeguarding, spiritual, moral, social and cultural development.

Assessment strategies used are outline below:

Baseline Assessment	Assessment for Learning	Assessment of Learning
Before starting a new module/piece of learning teachers establish what the children already know by creating a pre learning mindmap/brainstorm.	Teachers build assessment for learning into lessons to gauge understanding, adapt teaching and maximise learning. Strategies include building on baseline assessment, structured questioning, mini plenaries and feedback.	At the end of each module teachers measure progress from the starting points. This involves revisiting the baseline assessment activity using a different colour to show new learning and progress.

Teachers also make use of specific fiction books at story time to generate discussion, raise awareness and enhance the children's understanding of RSE.

(See Appendix for examples of books used)

Safe and Effective practice

Teachers are required to read the Safeguarding and Effective practice guidelines before teaching any of the lessons. These can be found through online links to the PSHE Association resources and Christopher Winter's Project resources. Both of these are also in the Shared Area. Teachers should also refer to relevant school policies, such as policies on RSE, child protection, and safeguarding.

Time should be set aside to establish a safe learning environment for both pupils and adult staff in the classroom. This helps pupils to feel comfortable about sharing feelings, exploring values and attitudes, expressing opinions, and considering the views and opinions of others without fear of negative feedback. As well as encouraging more open discussion, it helps to

ensure that teachers are prepared to deal with unexpected disclosures or inappropriate comments should they occur.

Teachers need to:

- work with pupils to establish ground rules about how they will behave towards each other in discussion (see Appendix for example of ground rules)
- offer some opportunities for pupils to discuss issues in small groups as well as sharing views with the class
- make something available in which pupils can place anonymous questions or concerns, to avoid having to voice them in front of the class (see Appendix for 'Ask it Basket')
- provide access to balanced information and differing views to help pupils clarify their own opinions and views (while making clear that behaviours such as racism, discrimination and bullying are never acceptable in any form)
- ensure all teaching and learning is inclusive, avoids heteronormative assumptions, and meets the needs of all learners—including those with special educational needs and disabilities and is sensitive to the religious and cultural identity of pupils
- exercise sensitivity to the needs of individuals, as some pupils may have direct experience of some of the issues raised.
- always work within the school's policies on safeguarding and confidentiality. Teachers should explain to pupils in simple terms that, whilst we usually try to keep everything that's said in the room, in the room; if they were concerned about a pupil's safety or wellbeing, they would have to tell one other member of staff. If a question, behaviour, or language arises that a teacher finds concerning, this should be discussed with the designated safeguarding lead—in line with the school's safeguarding and child protection policies. Any situation which indicates knowledge about sex or sexual activity which is inappropriate for the pupil's age should be addressed.
- make pupils aware of sources of support both inside and outside the school.

Teachers should also ensure that the content, approach and use of inclusive language reflect the diversity of the school community and society more widely — helping every pupil to feel valued and included in the classroom. It is good practice for these sessions to be taught in mixed-gender classes, and all pupils should learn about the changes of puberty in both males and females — recognising in an age-appropriate way that sex and gender are not binary. As with any other lessons, positive behaviour management strategies should be employed throughout, however it may be useful to discuss how pupils might feel during the lessons before you start.

Safeguarding

RSE plays a very important part in fulfilling the statutory duties all schools have to meet. RSE helps children understand the difference between safe and abusive relationships and equips children with the skills to get help if they need it. We recognise that we all have responsibilities for safeguarding and a legal duty to promote pupil well-being.

When delivering lessons, teachers will be aware of any vulnerable children and content will be delivered in a sensitive and age-appropriate manner. Teachers are aware that effective

RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Where safeguarding issues arise, staff will follow the school's safeguarding policy and procedures. This will include notifying the Designated Safeguarding Lead (or the deputy in his/her absence) of any concerns.

Visitors, such as the NSPCC or the school nurse, will be notified who the Designated Safeguarding Lead is on arrival and this information is included on all visitor badges. The content being delivered by external agencies will be approved by the headteacher prior to any lessons or assemblies taking place to ensure that content fits with the school's whole school approach to RSE.

Engaging stakeholders

We are committed to working with parents and carers and work closely with them to ensure that they are fully aware of what is being taught and when. As part of the statutory consultation process before September 2020 parents have been invited to view the PSHE/RSE curriculum, materials and resources and to share their views. We also notify parents by letter when Relationships and Sex education will be taught and signpost them to resources and further support. In addition specific content is also published on the school's website in the form of Knowledge Organisers for each year group.

From September 2020 Relationships and Health education will become statutory in all primary schools in England and therefore parents/carers will not have the right to withdraw pupils from these lessons. Government guidance also recommends that age-appropriate sex education is also taught in primary schools. Parents/carers have a legal right to withdraw their children from sex education but this does not include the biological aspects taught as part of the science curriculum. If a parent/care wishes to exercise this right they are invited to discuss their reasons and concerns with the Headteacher first before putting their request in writing. Children who are not taking part in these lessons will go to another classroom and complete other tasks set by their class teacher.

Governors are involved in the PSHE/RSE policy through a working party which has been responsible for the formulation of this policy. The designated Governor for RSE will carry out monitoring visits and reviews to ensure it is implemented and will also meet with the SLT and RSE Lead to ensure they are updated on new developments.

Pupils will participate in end of year questionnaires to evaluate RSE content and adaptations made if needed in light of this.

Monitoring, reporting and evaluation

RSE provision will be monitored through termly work scrutinies and pupil conference meetings (small group from each class) led by the PSHE/RSE Lead with a Governor invited to attend. Outcomes will be fed back to staff, Head Teacher and Governing Body in written form. Pupils will participate in end of year questionnaires to evaluate RSE content and adaptations made if needed in light of this.

RSE policy review date

As part of effective RSE provision, the RSE policy should be reviewed at least every 2 years to ensure that it continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education advice and guidance.

APPENDIX 1

Curriculum Framework PSHE 3 Core Themes:

1. Health and Well Being (**HWB**)
2. Relationships (**R**)
3. Living in the Wider World (**WW**)

Highlighted areas show modules with specific outcomes related to RSE.

	In the first few days of the new school year	Autumn 1	Autumn 2 (Anti Bullying Week)	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Words and your Heart: Class culture and Treasure Hunt	What is the same and different about us.? R	Who is Special to us? R Words and your heart: Gratitude	How can we look after each other and the world? WW Words and Your Heart: Kindness	Who keeps us safe? HWB	What can we do with money? WW	Christopher Winter's Project: Growing and Caring for Ourselves What helps us stay healthy? HWB
Year 2	Words and your Heart: Class culture and Treasure Hunt	What makes a good friend? R	What is bullying? R Words and Your Heart: Kindness	What helps us to grow and stay healthy? HWB	Christopher Winter's Project: Differences	How do we recognise our feelings? HWB Words and your heart: Gratitude	What helps us to stay safe? HWB
Year 3	Words and your Heart: Class culture and Treasure Hunt	Christopher Winter's Project: Valuing differences and keeping safe. What keeps us safe? HWB	How can we be a good friend? R Words and your heart: Kindness.	Why should we eat well and look after our teeth? HWB Words and Your Heart: Community	What are families like? R Words and Your Heart: Gratitude	What makes a community? WW Words and your heart: Community	How should we keep active and sleep well? HWB
Year 4	Words and your Heart: Class culture and Treasure Hunt	What strengths, skills and interests do we have? HWB	How do we treat each other with respect ? R Words and your heart: Kindness.	Christopher Winter's Project: Growing Up How will we grow and change? HWB	How can we manage our feelings? HWB	How can we manage risks in different places? HWB	How can our choices make a difference to others and the environment ? WW
Year 5	Words and your Heart: Class culture and Treasure	What makes a person's identity? HWB	How can we help in an accident or emergency? HWB	What decisions do people make with money?	How can drugs common to everyday life affect	How can friends communicate safely? R	Christopher Winter's Project: Puberty

	Hunt			WW	health? HWB	Words and your Heart:Kindn ess	
Year 6	Words and your Heart: Class culture and Treasure Hunt	How can we keep healthy as we grow? HWB	How can we keep healthy as we grow? HWB	How can the media influence people? WW	How can the media influence people? WW	Christopher Winter's Project: Puberty, Relationship s and Reproduction .	What will change as we become more independent ? How do friendships change as we grow? R