

Vernon Park Primary School: Personal, Social Health Education (PSHE)

(19th April 2023)

At Vernon Park Primary School, we aim to provide all children, parents/carers and the wider school community with a safe, caring and inclusive environment where high-quality learning experiences enable all children to be the best that they can be. Kindness and Empathy, Friendship and Respect, Honesty and Responsibility, Tolerance and Fairness, Support and Inclusion, Challenge and Resilience.

RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

REVISED – June 2023 TO BE REVIEWED - July 2024

INTRODUCTION

This policy sets out our school's approach to statutory Relationships and Health Education and non-statutory Sex Education. It was produced by the PSHE (Personal, Social, Health and Economic education) subject leader working with the Head teacher, Senior Leadership Team and governors. RSE is lifelong learning about personal, physical, moral and emotional development set within the context of clear values about the understanding of the importance of healthy, respectful and loving relationships.

We have based our school's relationships and sex education policy on the statutory guidance document "[Relationships and Sex Education \(RSE\) and Health Education](#)" (DfE, 2019) and the PSHE Association's supplementary guidance "[Writing your school's relationships and sex education \(RSE\) policy](#)" (PSHE Association, September 2018), Stockport's Model Policy Guidance, Equality Act 2010, Children and Social work Act 2017, DfE 'Keeping Children Safe in Education' and the DfE 'National Curriculum Science Programmes of Study'.

This policy links to the following school policies:

Safeguarding, Anti-Bullying, Behaviour and Relationships, SEND Information Report, Equality and Diversity, E-Safety, RE, Science, Teaching and Learning.

From September 2020, all primary schools must teach Relationships and Health Education. The teaching of Sex Education in primary schools remains non-statutory, with the exception of the elements of sex education contained in the science national curriculum (including the main external body parts, the human life cycle, understanding the changes experienced during puberty, menstrual wellbeing and reproduction in some plants and animals).

Within the statutory guidance document for RSE and Health Education, the DfE also encourages schools to deliver age-appropriate sex education if they feel their pupils need this information:

"It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement..."

"It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that 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."

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DEFINING RELATIONSHIP EDUCATION AND SEX EDUCATION

Within this policy, as in the DfE guidance, *Relationships Education* is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults.

Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived. This draws on knowledge of the human life cycle set out in the national curriculum for science. For the purposes of this policy, we have identified specifically any non-statutory Sex Education that falls outside of Science and those related elements (the physical changes associated with puberty) within statutory Health Education.

ROLES AND RESPONSIBILITIES

Relationships and Sex Education (RSE) forms part of the Personal, Social, Health Education (PSHE) curriculum in our school. The RSE programme is led by the PSHE Subject Leads with the support of the Senior Leadership Team and governors. It is delivered by teachers across the school. Teaching staff receive training in the delivery of the RSE curriculum through dedicated staff meetings.

All children at Vernon Park receive a broad and balanced RSE curriculum, regardless of their gender, ability or cultural origin. Teaching is adaptive to take into account children's differing abilities and strengths. All elements of our RSE programme will be delivered in an age-appropriate and sensitive manner as part of our regular weekly timetabled PSHE sessions. Teachers will plan and deliver work in a variety of ways, in order to meet the needs of individual pupils.

Key Stage Two Classes at Vernon Park are structured in mixed year-group however the long-term plan ensures that children learn particular RSE content appropriate for their age (i.e. Year 5 pupils will not learn Year 6 content until they reach that year group). RSE is delivered predominantly by school staff in mixed gender year groups, other than when it is deemed more appropriate for topics to be covered in single sex groups.

THE RSE CURRICULUM

At Vernon Park we use a combination of schemes to deliver RSE as we feel they fulfil the needs of our pupils as well as meeting our obligations to provide statutory Relationships and Health Education.

As is required by statutory guidance, parents/carers have also been consulted on the relevant content within the policy during a two-week period of consultation and opportunity for parental feedback via a questionnaire (June 2021).

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STATUTORY RELATIONSHIPS EDUCATION

A fundamental part of our PSHE/Relationships Education programme of study is to learn the characteristics of positive relationships. Considering the age, maturity and needs of pupils, children will be taught:

- the Nine Protected Characteristics
- the different types of relationships they might have e.g. with family members, friends, and other adults
- the importance of healthy and respectful relationships to wellbeing
- to understand what constitutes a healthy relationship, in person and online
- how to set and observe appropriate boundaries in relationships
- how to recognise when a situation is unsafe
- strategies for dealing with situations that they find uncomfortable or that are unsafe such as experiencing peer pressure
- where children can access sources of help and advice.
- to value themselves and others
- to feel confident when talking, listening, and thinking about feelings and relationships
- to be able to name parts of the body and describe how their bodies work
- to be prepared for puberty
- to understand the consequences of their actions and behave responsibly within relationships
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- to understand the role the media plays in forming stereotypes and attitudes

Online relationships

- That people sometimes behave differently online, including by pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
 - The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
 - How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- How information and data is shared and used online.

Being safe

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).

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- About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
 - That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
 - How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
 - How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to get advice e.g. family, school and/or other sources.

NON-STATUTORY SEX EDUCATION

At Vernon Park we believe children should understand the facts about human reproduction in the context of healthy, respectful and loving relationships before they leave primary school so that we are safeguarding our pupils. We therefore provide some non-statutory sex education beyond what is required of the science curriculum, covering how human reproduction and conception occurs.

THE ROLE OF PARENTS AND CARERS

We recognise that parents and carers are the primary providers of RSE for their children. Our RSE curriculum is designed to support and complement this. We aim to build a positive and supportive relationship with parents and carers through mutual understanding, trust and co-operation. In promoting this we will:

- Inform parents/carers about the school's RSE policy and practice;
- On request, provide opportunities to view lesson plans and resources used in the RSE program;
- Answer any questions that parents/carers may have about RSE for their child;
- Maintain a 'lending library' containing age-appropriate books for families and children to support talk in this curriculum area

THE PARENTAL RIGHT OF WITHDRAWAL

We believe that all of the content within our school's PSHE curriculum, including RSE, is of the utmost importance and relevance to all pupils. However, parents/carers have the legal right to request that their child be withdrawn from some or all non-statutory sex education other than that which is part of the National Curriculum for Science.

We will inform parents/carers of the right to withdraw by letter in the first part of Summer Term in advance of non-statutory sex education lessons being taught. Parents/carers and carers who wish to exercise their right to withdraw their child from non-statutory sex education

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must talk with the head teacher who will explore any concerns and discuss resources being used.

If parents/carers still wish to withdraw their child from non-statutory sex education lessons, this request will be recorded, and suitable alternative arrangements made for pupils during relevant lessons. The issue of withdrawal will be handled as sensitively as possible. Parents/carers should also understand that the decision to remove their child from these lessons means that they themselves will assume responsibility for talking to their children about any related sex education themes covered outside of National Curriculum Science.

There is **no parental right of withdrawal from Relationships Education or Health Education content within the school curriculum, or from any statutory sex education that forms part of the National Curriculum for Science**. These are statutory requirements which the DfE mandates schools to teach; please see the statutory document if further information is required.

TEACHING AND LEARNING

RSE is taught as part of the broader PSHE spiral curriculum and across the wider curriculum where appropriate. Biological aspects of RSE are also taught within the Primary Science Curriculum and some elements of RSE are taught within the RE curriculum, particular with relation to a range of views on relationships from religions and worldviews. Teaching is delivered by class teachers and all staff involved in delivering RSE receive appropriate training and support. Pupil progress and attainment in RSE will be monitored annually.

The personal beliefs and attitudes of teachers will not influence the teaching of RSHE. The approach to the teaching of this subject matter is rooted in education, rather than beliefs or emotion. A balanced and non-judgmental approach will therefore be taken. Teachers, and all those contributing to RSHE will work to the agreed values within this policy.

Within RSHE pupils will develop confidence in talking, listening and thinking about relationships, keeping safe, health, puberty and sex. To achieve this, a number of teaching strategies may be used:

- Establishing ground rules with pupils;
- Dealing with children's questions in an appropriate manner (using a Traffic Light system);
- Using discussion and the appropriate materials;
- Encouraging reflection;
- Use strategies for pupils who may not wish to raise suggestions in front of others e.g. a question style box (e.g. The 'Ask it Basket' / 'Worry Box').

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All RSE is delivered with an understanding that pupils and staff may be personally engaged in different structures of support and familial relationships, including single parent families, LGBT+ families, families headed by grandparents, adoptive parents, foster parents/carers, special guardianship, young carers etc.

Teachers will deliver the RSE curriculum in a way that allows pupils to explore varying viewpoints by ensuring that information is unbiased and impartial. Potentially sensitive questions from pupils within lessons will be answered by teachers in a factual way. Pupils will be able to ask questions anonymously through the use of the 'Ask it Basket' / Worry Box.

Teachers use a range of assessment strategies to track pupils' progress towards our published learning outcomes. This may include self-assessment and peer assessment.

RECORDING AND ASSESSMENT

Children will have the opportunity to reflect on their learning within lessons and at the end of each unit. In addition to the children's self-assessment, teachers will assess through informal methods, such as observations and class or group discussions. Quizzes may be used before and after a unit of work to aid assessment. Elements of RSE that occur in the science curriculum will be assessed through recorded work, pupil conversations and subject leader moderation activities. Annual Super Learning Days provide opportunities for the collection of pupil voice.

RESOURCES

- DfE legislation and guidance
- KCSiE
- PSHE Association subscription
- Twinkl Teaching Resources
- CWP resources

Vernon Park has a small 'lending library' with books suitable for different age groups support children and families when talking about puberty, identity and growing up.

SAFEGUARDING / CONFIDENTIALITY

In providing children with an understanding of healthy relationships and appropriate boundaries, we consider RSE to be a fundamental part of our school's approach to safeguarding.

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. Teachers will take these matters seriously and speak to the child away from the class as a matter of priority. Staff will record and report safeguarding disclosures/observations to the designated safeguarding lead and/or deputy designated safeguarding leads within the school.

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Our aim is to provide RSE that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason, we regularly review the RSE curriculum to evaluate its effectiveness and will inform parents/carers of any revisions to the school policy or curriculum as required.

Teachers will continually reflect on the effectiveness of our PSHE provision, and the PSHE Subject Leads will gather staff views through regular Staff Voice feedback. Pupil Voice exercises will also be used to inform reviews and updates to planning, resources and activities.

Signed by

_____ Headteacher Date:

_____ Chair of Governors Date:

Next review date: