

Relationships and Sex Education Policy

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Statement of intent

Beckfoot Priestthorpe Primary School & Nursery (“Beckfoot Priestthorpe”) believes that a strong PSHE (Personal, Social, Health and Economic) and RSE (Relationship and Sex) Education is important to help our pupils understand how to keep themselves safe and develop into a well-rounded members of society who are able to make a positive contribution to their community. At Beckfoot Priestthorpe, our PSHE curriculum is strongly linked to our wider curriculum and our pastoral care programme. The vision for students, staff and others linked to our School is to always look to achieve our personal best in every aspect of school life.

- We aspire to create a great school where pupils love learning
- We have high aspirations and believe all pupils can, regardless of their background or personal circumstances, achieve
- Our school is a happy, safe, and positive place where pupils enjoy learning and are successful.
- Our school is welcoming and inclusive and is a place where everyone is valued. We celebrate the diversity of our school community.
- Our pupils and staff treat each other equitably, fairly, with kindness and with mutual respect. At all times, staff and pupils are expected to show a high regard for the needs and feelings of others through their actions and words.
- Our pupils and staff are enterprising and approach challenges with a “can-do” attitude.
- Our learning environments reflect our values, inspire our pupils, and celebrate success.
- Our culture is one of continuous improvement, creativity, and enthusiasm.
- We want to work together with families to elevate pupil achievement and wellbeing. For the purposes of this Policy, references to PSHE Policy and references to both PSHE and RSE Policy unless otherwise stated.

1. Key roles and responsibilities

- The Head Teacher has overall responsibility for ensuring that the PSHE Policy, as written, does not discriminate on any grounds, including but not limited to, ethnicity/national origin, culture, religion, gender, disability, or sexual orientation.
- The Head Teacher has responsibility for handling complaints regarding this policy, as outlined in the Trust's Complaints Policy.
- The Head Teacher has responsibility for ensuring the policy complies with both the law and emerging best practice.
- 4 The Head Teacher has responsibility for ensuring teachers are properly briefed and supported in being able to deliver effective teaching in line with this policy, recognising that this is a sensitive issue for some families.
- The PSHE Co-Ordinator is responsible for liaising with other staff and professional agencies to devise a suitable scheme of work to ensure a comprehensive PSHE curriculum that achieves the aims laid out in this Policy.
- The class teachers are responsible for the day-to-day implementation of the PSHE policy.
- Beckfoot Priestthorpe will work with families in relation to the development of the PSHE curriculum and will ensure that they are routinely kept informed about their right to withdraw their children from non-statutory sex education.
- We will ensure that pupils are also involved in the development of the PSHE curriculum through the use of pupil voice to elicit feedback and suggestions.
- The Local School Committee has overall responsibility for reviewing the PSHE Policy annually.

2. Aims of the PSHE curriculum

- The curriculum at Beckfoot Priestthorpe helps pupils to find their voice and their place in the world.
- PSHE will be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and their families, whilst always with the aim of providing pupils with the knowledge they need of the law.
- Families of many forms provide a nurturing environment for children. Care will be taken to ensure there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them.

The PSHE curriculum will support pupils to:

- Understand what constitutes a healthy lifestyle
- Understand the emotional, social, and physical changes that take place as pupils grow towards adolescence and adulthood are normal and acceptable
- Understand safety issues, both in real life and online
- Develop independence and responsibility for their own actions, which they will take forward into society
- Respect other people. In particular, pupils will learn to respect the different cultural, ethnic, religious and gender viewpoints of others in our school community and the wider world
- Understand that pupils may come from a variety of family situations and have different family backgrounds
- Understand what constitutes socially acceptable behaviour at school and in society to enable them to be a constructive member of society
- Develop good relationships with peers and adults
- Develop self-confidence, self-esteem, and self-worth
- Make positive, informed choices as they make their way through life

- Understand that they have a right to speak up about issues or events and respect the right of others to do the same.

3. Teaching methods and learning style

A range of teaching and learning styles will be used to teach PSHE

There will be an emphasis on active learning techniques such as discussion and group work

All pupils will be encouraged to actively participate in PSHE sessions through the use by the class teacher of a range of strategies for elicit feedback.

Clear ground rules will be established in each class before PSHE. These will be determined by their class teacher and pupils but will, as minimum include:

- Using appropriate language
- Actively listening to views and opinions expressed by others
- Respectfully listening to views and opinions expressed by others even when disagreeing with them
- Keeping any comments subject-specific and not personal

All PSHE sessions will start with a reminder of the ground rules regarding discussions in order to ensure a safe, supportive and a positive learning environment for all pupils.

Most PSHE sessions will start with ice-breaker activities designed to encourage children to be ready to listen, talk and work cooperatively together.

PSHE sessions will be planned by teachers using the SCARF resources developed by Coram Life Education. Resources will be selected that are both age appropriate and developmentally appropriate for pupils.

In every year group, diagrams, videos, books, and other resources to support learning will be selected by teachers with sensitivity given to the age and emotional maturity of pupils.

Visiting speakers will be invited into School from time to time to enhance the PSHE curriculum. This may include, for example health workers and the police to broaden the curriculum and share real life experiences. Careful planning with any such speakers will ensure that the content is appropriate for the pupils and sessions with visiting speakers will be closely monitored by the class teacher who should use their professional judgement to end a session if they consider it to contravene any of the aims of this Policy or the values of our school.

Pupils' questions will, unless inappropriate, be answered respectfully by the class teacher. Sometimes it may be necessary for the class teacher to seek further guidance before being able to answer a question fully. Where pupils ask a question that is appropriate to his or her needs but not the rest of the class, the teacher may decide to address this separately with the pupil rather than in a whole class setting.

4. Timetabling

PSHE will be taught in discrete curriculum time and will, in most cases, be delivered by class teachers.

5. Reporting and confidentiality

Every lesson should reinforce that, if pupils have any personal concerns or wish to talk about any of the issues raised in the lesson, they should feel comfortable consulting their class teacher or another member of staff about this.

Pupils will be encouraged to have an open dialogue regarding any such issues with their class teacher or any other member of staff but must understand that their class teacher may not be able to keep certain information confidential. For example, where there are safeguarding issues raised and a pupil does wish to speak to a class teacher about any such issue, the class teacher should ensure that the pupil is aware of their responsibility to share the information more widely in accordance with the Trust Child Protection and Safeguarding Policy. Staff will remind pupils that they cannot keep a secret if what the pupil tells them puts them or someone else at risk.

6. Tailoring PSHE

Discussion and other activities will be used in initial PSHE lessons in order to ascertain pupils starting points and for any misconceptions in terms of their knowledge and understanding of various subjects. This teaching programme will then be adjusted to reflect the composition of the class with regard to this.

Teaching will take into account the ability, age and maturity of all pupils in the class and will be tailored accordingly.

Adaptations will be made for those whom English is a second language to ensure that all pupils can fully access the PSHE curriculum.

All pupils with special educational needs will receive PSHE education, with content and delivery tailored to meet their individual needs where necessary to ensure the curriculum is inclusive to all pupils.

7. Sex education

The Department for Education advises that all primary schools deliver Sex Education to ensure both boys and girls are prepared for the changes adolescence brings.

At Beckfoot Priestthorpe lessons on Sex Education are delivered in Upper Key Stage 2 by Coram Life education.

Sex Education lessons are taught in single sex groups to enable pupils to feel comfortable learning about and asking questions about this subject.

Beckfoot Priestthorpe respects the right of families to withdraw their child from all or part of any non-statutory Sex Education. Aspects of the science curriculum which are compulsory for all pupils are outlined in Appendix 1.

Families will be notified in advance of the date and proposed content of any Sex Education lessons delivered by CORAM.

8. Key stage 1 and 2 programme of study

The programme of study in key stage 1 and 2 will be aligned to the PSHE Association Programme of Study.

SCARF resources produced by Coram Life Education will be used in all years to support the planning and delivery of the PSHE sessions.

9. Assessment

Pupils' knowledge and understanding is assessed as an ongoing process by class teachers through formative assessment via question and answer sessions, discussion groups and quizzes.

10. The role of the PSHE Co-Ordinator

The PSHE Co-Ordinator will:

- Raise awareness amongst teachers and other staff of their contribution to the pupils' personal and social development
- Agree the overall aims, objectives, and priorities of the PSHE curriculum
- Establish a shared view of best practice to which all pupils are entitled
- Develop and review this policy alongside the Head Teacher and teaching staff
- Agree the priorities for pupils' personal and social development
- Identify the major opportunities for meeting those priorities across the curriculum
- Provide appropriate support and training for staff
- Monitor the PSHE programme including the use of outside agencies
- Evaluate the effectiveness of the PSHE programme via an annual pupil questionnaire
- Carry out a continuous process of review and development of the programme as part of the annual cycle of school improvement
- Attend relevant courses and network meetings and disseminate information to the wider staff team.

11. Arrangements for review of the policy

This Policy will be reviewed by the PSHE Co-ordinator and Head Teacher each year and will be submitted to the Local School Committee for approval.

Appendix 1 - National Science Curriculum

The information below indicates the aspects of Sex Education/Reproduction in the Science Curriculum which are compulsory for pupils to learn. Families do not have the right to withdraw their children from these lessons.

Year 2 programme of study

Animals, including humans

Pupils should be taught to:

Notice that animals, including humans, have offspring which grow into adults.

Year 3 programme of study

Plants

Pupils should be taught to:

Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Year 5 programme of study

Living things and their habitats

Pupils should be taught to:

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Describe the life process of reproduction in some plants and animals

Animals including humans

Pupils should be taught to:

Describe the changes as humans develop to old age.