

Deer Park Primary School

Primary Relationships, Sex and Health Education (RSE) Policy

2023-2024



Aim

An aim of the school is that each pupil will develop the skills and knowledge to make decisions. Decisions about how they relate to others can only be made if they have adequate knowledge and understanding of their own physical and emotional development. This is not a task for the school in isolation, and we seek to work with parents/carers to ensure that the teaching of sex and relationships education reflects their expectations and complements teaching at home.

Our most recent parental survey (September 2021) reflects the partnership we encourage with our parents in this important area of learning. The vast majority of respondents (85%) knew that Relationship and Sex Education were part of the curriculum and that their family would be the main influence on their child's view of relationships and health. This positive message with regards to how parents feel about answering questions about RSE was further demonstrated with a very high parental confidence rating of 4.74 out of 5. In terms of the values parents would like to see promoted, respect and diversity were regarded as the most important as was healthy relationships with a combined 72% of respondents. More than 70% of parents felt that they did not need to know anything further about our RSE Curriculum with a number highlighting our RSE Policy as a good source of reference in terms of content. The final question around who parents would speak to if they had a concern, endorsed our open-door policy of speaking with the class teacher with over 75% of respondents affirming that they would feel confident in speaking to a member of staff.

Why Do We Teach Relationships and Sex Education?

This school policy is in line with current regulations from the Department of Education (DfE) on Relationships Education, Relationship, Sex and Health Education (RSE) and Health Education (July 2019) and the statutory requirement to teach Relationship Education from September 2020. It is issued under the Section 80A of the Education Act 2002 and SECTION 403 OF THE Education Act 1996 'DfE

Therefore, Relationships Education and Health Education are taught at Deer Park Primary school as statutory subjects. Elements of sex education are part of an integrated PSHE programme of work employing PSHE Matters and our Science curriculum. For the purposes of this policy we will refer to Relationships Education and Sex Education as combined subjects, as any learning about the physical and sexual aspects of growing up is taught in the context of positive healthy relationships.

Relationships and Sex Education make a significant contribution to the school's legal duties to

- prepare pupils for the opportunities, responsibilities and experiences of adult life, and

- promote the spiritual, moral, social cultural mental and physical development of pupils

It is taught in the context that every child should grow up to understand how humans are able to reproduce in the context of a loving relationship. We use PSHE Matters as our scheme of work.

Relationships and Sex Education is defined by the PSHE Association as 'learning about the emotional, social and physical aspects of growing up, relationships, human reproduction, human sexuality and sexual health'. This content is delivered in an age-appropriate way in our school through PSHE Matters with regard to the age and stage of pupils.

The aim of Relationships, Sex and Health Education in our school is to equip our pupils with the information, skills and values they need to have safe, fulfilling and enjoyable relationships and take responsibility for their health and wellbeing.

We recognise the central importance of relationships in supporting children and young people's mental health and wellbeing, academic achievement and future success. We aim to put in the key building blocks of healthy respectful relationships, focusing on family and friendships, in all contexts, including online. Our programme also aims to support pupils in their personal development with regard to attributes such as respect, kindness, integrity, generosity and honesty. These approaches support our wider work of building resilience in our pupils and through our adopted motto of never, never, never giving up.

In this school we deliver age-appropriate sex education as an integrated part of our PSHE Matters programme. We recognise the prevalence of information and attitudes about relationships and sex that children and young people are exposed to and aim to provide an environment where they can receive reliable information about their bodies, and feel comfortable to ask questions, rather than turn to inappropriate sources. We take a rights and responsibilities based approach to relationships and sex education.

We focus on attitudes and values, skills as well as knowledge and understanding. This will include developing self-esteem, the skills to manage healthy relationships with respect for others and most importantly keep themselves safe in all their relationships.

As a school, we recognise the impact of social media, the media and the digital world on our children and young people. We aim to deliver an RSE programme that recognises and addresses this to ensure that pupils know how to keep themselves and their personal information safe. In addition to our employment of PSHE Matters we teach Internet Safety matters through the Project Evolve scheme of work alongside events throughout the year, particularly during Internet Safety Day in February and through assemblies. We also promote online safety through the I-Vengers programme. Throughout the school year they carry out various tasks and special missions to help children, parents, staff and governors to gain a better understanding about how to stay safe online.

What does our RSE Curriculum Include? Our Key Objectives

1. To provide accurate information about and increase understanding of, sex related issues.
2. To dispel myths
3. To explore a range of attitudes and values towards sex-related issues and help children to reach their own informed opinions.
4. To develop a sense of mutual respect and care for themselves and others.
5. To increase children's self-esteem.
6. To develop skills in communication, risk assessment, decision making, assertiveness, conflict management, seeking help, helping others etc. relevant to sex-related behaviours
7. To develop confidence in talking, listening and thinking about feelings and relationships.
8. To teach about positive healthy relationships and diversity.
9. To understand the importance of respect for themselves and others.
10. To be able to name the parts of the body and describe how their body works.
11. Can protect themselves and ask for help and support.
12. To be prepared for puberty and periods.
13. To know how a baby is conceived and is born.
14. To address friendship, bullying and the building of self-esteem.
15. To help and support young people through their physical, emotional and moral development.
16. Move with confidence from childhood through adolescence into adulthood.
17. To treat each child equally, through a well-structured PSHE (PSHE Matters) and Science Scheme, by all teachers from Reception to Year 6.

We recognise that our pupils need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. Teaching about well-being is central to these subjects. Our curriculum supports the wider work of our school in helping to foster pupil well-being and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society. Central to this is a pupil's ability to believe that they can achieve goals, both academic and personal. This is complemented by development of personal attributes including respect, kindness, integrity, generosity and honesty. The knowledge and attributes gained will help our pupils to become successful and happy adults who make a meaningful contribution. The new subject content will give them knowledge and capability to take care of themselves and receive support if problems occur.

The DfE recognises 5 elements to Relationships Education. These are:

- Families and people who care for me
- Caring friendships
- Respectful healthy relationships
- Online relationships
- Being safe

The Scheme of Work we employ is PSHE Matters and includes the following topic areas:

- Being Healthy
- Difference and Diversity
- Exploring Emotions
- Relationships
- Being Responsible
- Bullying Matters
- Drugs Education
- Being Me
- Changes
- Growing Up
- Money Matters
- Being Safe

Some elements of sex education are statutory tailored to the age and the physical and emotional maturity of the pupils. Learning about 'the changing adolescent body' is part of statutory Health Education. Children will learn key facts about puberty including physical and emotional changes, about menstruation and the key facts about the life cycle including the changes that adolescence brings and drawing on the knowledge of the human life cycle about how a baby is conceived and born.

In Key Stage 1 (age 5-7) children will learn about recognising naming and managing their emotions; what makes them special; what makes a good friend; how to be kind to others and show respect; what's special about them and their families; how families are different; life cycles; about changes and how they have changed since babyhood.

In Lower Key Stage 2 (age 7-9) pupils learn about change in friendships, relationships and families; how to be a good friend online and offline; managing conflict in friendships; staying safe online; about feelings and how to cope with them; about privacy, respect, boundaries and secrets and who to talk to if they feel anxious or unhappy.

In Upper Key Stage 2 (age 9-11) pupils learn about the important relationships in their life; about how to show love to others; the different kinds of families and partnerships ; about marriage and stable loving relationships and their importance for having babies and bringing up children; how to recognise healthy and unhealthy relationships; the different types of bullying, why they are unacceptable and how to respond; the physical and emotional changes in puberty, including menstruation, and how to cope with them; how babies are conceived, how they develop and are born; the impact of social media on self-esteem, body image, health and safety and ways to manage this and respect for themselves and others.

National Curriculum Science is also statutory. This includes:

Key Stage 1

- Identify name draw and label the basic parts of the body and say which sense the part of the body is associated with each sense
- That animals, including humans, have offspring that grow into adults

Key Stage 2

- Describe the differences in the life cycle of a mammal, an amphibian and insect and a bird
- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age
- Recognise the impact of diet exercise drugs and lifestyle on the way their bodies function

How is RSE Provided?

1. Deer Park Primary School has a caring ethos that models and supports positive relationships between all members of the school community.
2. Within the taught, age-appropriate, RSE programme (PSHE Matters) within Personal Social and Health Education (PSHE).
3. Within Science as stipulated by the national curriculum.
4. Through assemblies.
5. Through pastoral support.
6. By the provision of appropriate leaflets and other information sources.
7. Via targeted intervention, where appropriate, with vulnerable individuals.
8. Delivery in response to incidents.
9. Deer Park Primary School delivers RSE with regards to the Equality Act 2010.

Teaching Methods, Resources, Training and Monitoring

All the following elements of teaching methods, resources, training and monitoring are essential elements in providing quality RSE.

A Safe Learning Environment

At Deer Park we allow children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children are made aware of how to raise their concerns or make a report and how any report will be handled. Staff know how to manage the requirement to maintain an appropriate level of confidentiality and never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the child's best interest.

The following is in place in order that PSHE and RSE is conducted safely:

- Group agreements or ground rules are negotiated, explained and referred to wherever appropriate. (When receiving external visitors, they have sight of and understanding of the ground rules/group agreement.)
- No one in the classroom will be expected to answer a personal question.
- Distancing techniques such as the use of scenarios will be used to help to keep pupils safe. There will be no need for anyone to discuss their own personal issues.
- Confidentiality will be clearly explained. Pupils will understand how disclosures will be handled.
- Pupils will be expected to engage and listen during lessons, however it is accepted that sometimes it is inappropriate for them to be expected to take part in the discussion.
- Where age appropriate, the correct names for body parts will be used.
- The meanings of words will be explained in a sensible and factual way.
- Care is taken not to use materials or approaches that may trigger trauma or distress. Pupils at risk will be identified and arrangements made for them to access the learning in a comfortable way.
- Signposting to sources of support when dealing with sensitive issues.

Teaching and Learning Methods

Teaching and learning best practice will be applied. Active learning methods that support participation and encourage reflection will be used including group work, talking, negotiation and using thinking skills. Our scheme of work is drawn from PSHE Matters.

Asking and Answering Questions

Teachers will attempt to answer pupil's questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use that a skill and discretion in these situations, and if necessary, refer to the PSHE coordinator or the Head Teacher for advice and support.

Groupings

RSE takes place within mixed gender classes or single gender groups as deemed appropriate and relevant with the pupil's usual teacher. There may be times when choosing particular mixes of genders may be useful. It is important to note that although separated genders may have different activities on occasions the messages and information they receive will be consistent. It is important that genders learn about each other's changes etc. It is also important to note that at times, friendship groupings may be the safest way for pupils to discuss an issue. It will be left to the teacher's discretion to make these decisions.

Visitors

A visitor can enrich, but not replace, the RSE curriculum. Care is taken to ensure that the visitor's contribution fits with our planned programme of work and policy, and

that the content is age appropriate and accessible for the pupils. It is particularly useful when visitors have expertise and/or provide a service to pupils.

Resources

Teaching resources will be selected on the basis of their appropriateness to pupils and their impact. Care will be taken not to use materials or have discussions that could be 'instructional' e.g., regarding self-harm. When teaching the body parts and the human life cycle in Key Stage 1 among the books we employ are Boys and Girls by Sandra Passmore and Zog by Julia Donaldson. We use resources from the NSPCC and the book Ask First Monkey by Juliet Clare Bell to introduce consent and boundaries. In Key Stage 2 among the books we employ Your Mummy Ate My Football and Bits and Bobs and Sweat and Spots by Jess Mikhall, Lynwen Jones and Sandra Passmore to teach changes to the human body. We also use the Changes DVD programme by Channel 4 as a resource to teach about sex education.

Menstrual well being

The onset of menstruation can be confusing or even alarming for girls if they are not prepared. Our pupils are taught key facts about the menstrual cycle. In addition to curriculum content, we make adequate and sensitive arrangements to help girls prepare for and manage menstruation including with request for menstrual products.

Continuity, Progression and Assessment

Our school has the same high standards of the quality of pupils learning in RSE as in other curriculum areas. RSE will be delivered through a sequenced planned programme of work (PSHE Matters). Continuity and progression will be generated through the adoption of a whole school approach to the planning and delivery of outcomes covering knowledge, skills and understanding developed in response to the needs assessment of pupils existing knowledge, experience and understanding.

Pupils' existing knowledge needs to be the starting point for all RSE work. Needs assessment will be built into some lesson planning as each group may have different knowledge, experience and understanding. Baseline, formative and summative assessments will contribute to the effective delivery of RSE

The elements of RSE that form part of the Science curriculum are assessed in accordance with the requirements of the national curriculum. Learning from other elements of RSE is assessed as part of the PSHE provision and builds on existing school systems.

Equality

Our curriculum complies with the relevant section of the Equality Act. We do not unlawfully discriminate against pupils because of their age, race, disability, religion or

belief, gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation.

Provision within the Equality Act allows schools to take positive action where it can show that it is proportionate, to deal with disadvantages affecting groups because of a protected characteristic.

We foster healthy and respectful peer to peer communication and behaviour between boys and girls and provide an environment which challenges perceived limits on pupils based on their gender or any other characteristic.

We take account of everyday issues such as sexism, misogyny, homophobia and gender stereotype and take positive action to build a culture where these are not tolerated. We also take account of the importance of making clear that sexual violent and sexual harassment are not acceptable, will never be tolerated and not an inevitable part of growing up.

We are aware that some pupils are more vulnerable to exploitation bullying and other issues due to the nature of their SEND and that Relationship Education, RSE and Health Education must be accessible for all pupils. When teaching about these subjects At Deer Park the religious background of the pupils is taken into account when planning teaching.

Parental Engagement in RSE

We recognise the prime role of parents/carers in the development of their child's understanding about relationships and sex. We ensure that parents/carers are made aware of the school's approach and rationale for RSE through the policy; made aware of the schools PSHE Curriculum and encourage them to support their child's learning at home, through shared learning activities if appropriate. Our most recent parental survey (September 2021) reflects the partnership we encourage with our parents in this important area of learning. We offer RSE parent/carer information sessions, provide an RSE book lending library and make parents/carers aware of when we will be delivering the RSE unit in school, so that they can support their children appropriately.

Parents/carers have a legal right to request that their child be withdrawn from some or all of the dedicated sex education lessons delivered as part of the statutory RSE and outside the Science Curriculum. These are delivered in Year 6 at Deer Park Primary School. If a parent/carer has any concerns about the RSE provision, we will take time to address the concerns. The head teacher will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. In the event of a request to withdraw, we will document this process and ensure that a record is kept. Parents do not have the right to withdraw their children from those aspects of RSE that are taught in National Curriculum Science, Relationship Education or Health Education.

Role of the RSE Leader – Mrs Kernaghan

1. Will offer guidance and support.
2. Manage and update resources.
3. Inform staff of any changes.
4. Lead PSHE policy development.
5. Monitor and evaluate programme
6. Carry out continuous process of review.

Review

The next review of this policy is in 1 year (2024)

Reviewed by Georgina Kernaghan and Annette Lupton

Date: 17/05/2024