



Relationships and Sex Education at Meadowbank Primary School

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Introduction

At Meadowbank Primary School we are committed to achieving the best for all of our Meadowbank Family. Our success is evidenced in the fulfilment of our Mission **‘Life Long Learners, Leaders of Change, Lasting Legacy’** and our vision that all will **‘Flourish and Inspire.’**

The Teaching and Learning approach is at the core of our school and explains how learning is at the centre of all that we do. Each one of us are aspirational for our children and for each other with our vision being that all will ‘Flourish and Inspire.’ The approach that we take ensures that everyone is committed to achieving a high quality consistent approach to learning where we are dedicated to providing a unique curriculum which begins with the needs of the learner. Our inclusive approach ensures that all children grow as independent and confident individuals who will be successful lifelong learners and have a voice in their learning and development.

Our School Values are: -

- Community
- Respect
- Aspiration
- Achievement
- Collaboration

Our Indicators of Success are for everyone to be: -

- Safe and happy
- Curious and Confident
- Supported and Challenged
- Included and Valued
- Active and Healthy



OUR MISSION

AS LIFE LONG LEARNERS	AS LEADERS OF CHANGE	OUR LASTING LEGACY
Limitless Learning: You never stop learning. New knowledge and skills excites us and makes us want to find out about all the things we don't even know.	Change Makers: We change things for the future so the world is a better place for everyone. We make a difference to improve lives for all.	Excellence For All: A curriculum that helps to prepare you for your life. Learning that makes you buzz with excitement.
Relating Together: Working as a team together and across our schools with a shared mission and vision so that we are all on a learning journey together. When we learn as one family we are more powerful.	Developing the minds of tomorrow: Influencing the lives of others to achieve goals.	Making It Matter: Being the best that we can be so that we are ready for our future. Making every moment special and trying our best. We are proud of our achievements and of each other.
Nurturing Ambition: Following your dreams and goals because they make life exciting. Having goals makes you challenge yourself. Having ambition helps you find your way so you can aim for whatever you want to achieve.	Empowering Everyone: Building trust and valuing each other in school and across our schools so that we can make positive contributions. We act as one team, one family who learns.	Ready for the Future: We stretch ourselves preparing for the future so we are ready for new adventures.

'Our education system has to prepare children for a world we cannot imagine'
Dylan Wiliam 2013

As Lifelong Learners...

"You never stop learning. New knowledge and skills excite us and makes us want to find out more about all the things we don't even know." Children's Leadership Team 2020

Relationships and Sex Education Learning Intention

At Meadowbank, positive relationships are fundamental to our vision and mission and our success in being a happy, compassionate and safe school. Our ambition is to ensure that our Relationships and Sex Education (RSE) is enriched with lifelong learning about relationships, emotions, looking after ourselves, different families, sex, sexuality and sexual health. It is a crucial part of the journey of preparing our children for adult, independent life and we recognise the high importance of enabling our pupils to understand, recognise and form healthy friendships and relationships and to be able to articulate when relationships may be unsafe and how they deal with deal situations. Children also need to recognise the connectivity between relationships which may develop both in person and online and the potential associated risks RSE is about understanding the importance of family life, different types of families, stable and loving relationships and respect for others, love and care. Providing children with this understanding is vital to help them develop positive relationships both in and out of school. Educating children about their bodies empowers them to be curious, ask questions and understand the changes their body goes through as they grow and gives them confidence to be able to talk about their bodies and how to keep themselves safe as well as developing confidence in regards to body image.

Aims

- To develop understanding of the importance of family life, stable and loving relationships respect and love.
- To provide a framework to respond to questions and teach about sex, sexuality and sexual health.
- To enable young people to learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.
- To develop personal and social skills for friendship and other relationships.
- To make informed and responsible decisions.
- To develop self-confidence and self-awareness.
- To understand where and how to access support.
- To acquire assertiveness and decision making skills.



Lifelong Learners, Leaders of Change, Lasting Legacy

As Leaders of Change...

“We change things for the future so the world is a better place for everyone. We make a difference to improve lives for all”. Children’s Leadership Team 2020

Learning Journey (Implementation)

The RSE Leader has a strong understanding of the EYFS curriculum, and the seven areas of learning and development that shape the educational programmes in our Early Years Foundation Stage. All areas of learning and development are important and inter-connected, and the experiences, opportunities and activities which are planned enable children to develop a broad range of knowledge and skills that provide the right foundations for good future progress through school and life. As children move into Key Stage 1 and Key Stage 2, RSE is planned, for Years 1 to 6, using the PSHEE progressive skills, knowledge and vocabulary maps which enable teachers to incorporate RSE within PSHEE lessons using the ‘Jigsaw programme’. RSE topics are regularly covered within various aspects of the PSHEE curriculum, however are focussed on in more depth within the ‘relationships’ and ‘changing me’ jigsaw pieces. A range of teaching and learning activities are used and are based on good practice in teaching RSE education to ensure that all children can access learning and make progress. Lessons are all tailored to the needs of the children, taking into account their experiences in order to best support their development. In many lessons, stories, scenarios, and video clips provide the opportunity for children to engage in real life and current topics in a safe and structured way. Role-play activities are also included to help children play out scenarios that they may find themselves in. There are meaningful opportunities for cross-curricular learning, in particular with Computing for online safety and Science for growing, nutrition, teeth, diet and lifestyle. Children are taught RSE by familiar adults in a safe and secure environment in order to facilitate constructive, supportive discussions around sensitive topics and are encouraged to express any concerns they may foster about their bodies, needs, or sexualities. RSE aims to cultivate respect and tolerance in children, not only towards themselves but also other individuals around them, regardless of gender, sexual orientation, or otherwise. RSE provides a healthy medium for children’s self-esteem to blossom as they learn how to navigate their emotions and step safely into their adult lives.



Learning Environment and Immersion

Innovative experiences are planned for children in order for them to be fully equipped with the knowledge, understanding and emotions to be safe and healthy both now and in the future. Activities such as: outdoor learning, additional roles and responsibilities across school, immersive, multi-sensory learning and open discussions, all contribute to this. Family and healthy relationships are regularly promoted and celebrated through collective worship, learning environments and school assemblies to promote a high profile. Oracy is embedded through empowering children to articulate their own values and beliefs, along with their personal understanding of the RSE curriculum.

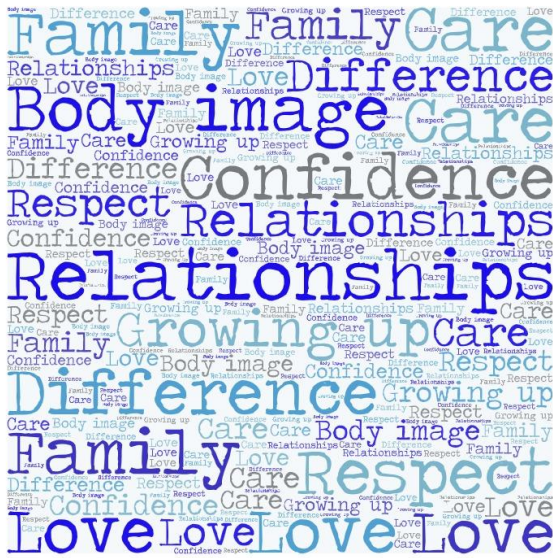
Assessment for Learning

RSE assessment is captured by referring back to the PSHEE progression of skills, knowledge and vocabulary maps throughout learning. Curriculum planning journals and progression maps are used to inform the medium term planning and learning journey for each half term, through a through a subject based approach but also within the learning experiences where children are guided to make connections across the curriculum. This is used to inform planning and map coverage across the year as well as include the children’s voice and their questions, interests and experiences. Personalised short term planning allows teachers to respond to the children’s questions, encouraging learning to evolve and ensuring that teachers plan for children to demonstrate their understanding in a range of ways. Within the children’s PSHEE books, the sequence of learning is captured through a celebration of the children’s learning within the subject; examples of work, images and videos, pupil voice, voice recordings to develop oracy, notes written by the children during discussion. Feedback is given verbally during lessons so that each child can address and explore misconceptions, in order to gain a well-rounded, personal understanding of the key themes of the curriculum.

A Lasting Legacy...

“Being the best that we can be so that we are ready for our future. Making every moment special and trying our best. We are proud of our achievements and of each other.” Children’s Leadership Team 2020

What our children think and say about Relationships and Sex Education



“In lessons we explore families and how there is no such thing as ‘normal.’ We also think about relationships and how to recognise when relationships might be unhealthy.”

Year 6 pupil

“I know how to be a good friend. It means you play with them and share and take turns. It means you listen to them and give them a hug when they feel sad.”

Foundation Stage 2 pupil

Monitoring and review

The PSHEE leader is responsible for the rigorous monitoring of RSE through book and planning looks, children’s voice, lesson pop ins and whole school CPE. Ongoing analysis of outcomes enables the PSHEE leaders to identify vulnerable groups of children across school and support staff in enabling children within these groups to make accelerated progress. Feedback to staff then informs next steps in monitoring and support so that there can be personalised and effective JPD planned to address areas for development. Our children are involved in this monitoring process in a number of ways across the academic year. Children are empowered to talk about their learning through the curriculum planning journals and their PSHEE books during pupil voice opportunities. Our children build on their understanding of RSE learning and make links to other areas of the curriculum and wider world.

Joint Practice Development

At Meadowbank, teachers are role models of lifelong learning through collaboration and pedagogical research, with our partners across the Education Learning Trust and other local schools. We support the growth of all adults at every level which accelerates the progress and outcomes for children and creates a successful teaching and learning culture that leaves a lasting legacy. Therefore, at Meadowbank Primary School professional development is an investment in our valued staff as leaders of learning, in the enrichment of our children and in the very fabric of our school. This investment will no doubt reap rewards and bring about raised standards in all that we do.

Legal requirements of RSE

The Relationships Education, Relationships and Sex Education and Health Education (England), make Relationships Education compulsory for all pupils receiving primary education. To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives.

Right to withdrawal

Parents and carers have the right to withdraw pupils from sex education (but not Relationships or Health Education) Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. However, we would urge any parents and carers considering withdrawing their child from these lessons to consider what is being taught, how it is being taught and how important this education is for all children as subjects covered can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

The governing board reviews this document annually. The governors may, however, review the contents of the document earlier than this if the government introduces new regulations, or if the governing board receives recommendations on how this approach might be improved.