

POOL HOUSE COMMUNITY PRIMARY SCHOOL

RELATIONSHIPS AND SEX EDUCATION



Introduction

This policy is a working document, which provides guidance and information on all aspects of Relationships and Sex Education (RSE) in the school for staff, parents/carers and governors.

Effective RSE can make a significant contribution to the development of the personal skills needed by pupils, if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

Values in RSE at Pool House School

- Respect for self
- Respect for others
- Responsibility for their own actions
- Age appropriate understanding
- A safe and comfortable environment to seek answers
- Responsibility for their family, friends, schools and wider community

Equal Opportunities Statement

The school is committed to the provision of RSE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where children with Special Educational Needs are given extra support.

Planning and Delivery

RSE has been adapted for the needs of our school across the year groups, in line with the key learning as outlined by the PSHE Association. RSE is taught discreetly within the topics 'Relationships' and 'Living in the Wider World'. The teaching of human reproduction, how body and

emotions will change during puberty and how to take care of our body and understand we have a right to protect against unwanted contact will be taught in the Summer Term of Year 6.

Key Stage 1

- Pupils learn to recognise similarities and differences between themselves and others.
- Identify and share their feelings with each other.
- Recognise safe and unsafe situations.
- Be able to know who to talk to and trust when they are concerned.
- To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable.
- To understand the importance of not keeping secrets that make us feel uncomfortable or afraid.

Lower Key Stage 2

- To recognise what makes a positive and healthy relationship.
- To be able to maintain a positive and healthy relationship.
- To recognise unhealthy relationships and how to get support.
- To recognise the different kind of relationship we maintain in our lives.
- To understand that marry is a commitment freely entered into by two people.
- To understand when it is okay to break a confidence or share a secret.
- To listen to and respond respectfully to a wide range of people.
- To feel confident to raise our own concerns.
- To recognise and care about other people's feelings.
- To try and constructively challenge other points of view.
- To be able to recognise bullying and abuse in all its forms.

Upper Key Stage 2

- To understand the importance of ignoring peer pressure.

- To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviour.
- To understand universal rights are there to protect everybody.
- To realise the consequences of anti-social behaviour and develop strategies if they are at risk.
- To understand civil partnership/marriage are public demonstrations of commitment and love to each other.
- To understand that two people in love can be in a committed relationship and not be married.
- To judge what kind of physical contact is acceptable and unacceptable.
- To understand human reproduction.
- To understand how body and emotions will change during puberty and how to take care of our body
- To understand we have a right to protect against unwanted contact.

Pupils learn to express their opinions about relationships and bullying and to listen to and support others, including respecting other people's viewpoints and beliefs.

They learn to recognise their own worth and identify positive things about themselves and try to balance the stresses in life in order to promote their own mental health and well-being of others.

Life processes are discussed including the physical changes that take place at puberty, why they happen and how to manage them. (Year 5)

RSE will be taught to class groups/mixed ability sets with provision for single-sex groups as appropriate.

Withdrawal

Parents/Carers have the right to withdraw their children from all or part of the Relationships and Sex Education provided at school except for those parts included in statutory National Curriculum Science.

Those parents/carers wishing to exercise this right are invited in to see the Head teacher and RSE Leader who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child

has been withdrawn they cannot take part in the RSE programme until the request for withdrawal has been removed.

Teaching staff who are anxious or uncomfortable teaching more sensitive areas of RSE have the right to withdraw from teaching. By agreement with the Head Teacher, another member of staff will teach the lesson.

The changing adolescent body is part of Health Education and is taught in upper KS2 as part of Science. Parents/carers cannot withdraw their child from this.

Answering Difficult Questions

Members of staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.

Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Head Teacher if they are concerned.

Leadership of the Subject

The PSHE and RSE Leader has been trained in delivering the new Relationship Education as part of the PSHE Association training. The subject leader must work confidently with the SLT and the Link Governor. The PSHE/RSE Leader must monitor and evaluate the learning to inform future review and design on the curriculum.

The PSHE/SRE Leader must ensure that the teachers are fully trained in what they are set to deliver. There must be opportunities to capture individual progress in PSHE/RSE to help evidence the wide ranging elements of personal development.

This policy and the RSE Curriculum (within PSHCE) will be reviewed by Subject Leader, Head Teacher, Governing Body and a selection of parents/carers.

The designated RSE/PSHE link Governor is Carol Hope.

The PSHE, Well-being and RSE Leader is Danny Bamber.

Assessment of RSE (within PSHE)

Teachers will fill in the assessment grid after each key learning objective has been taught, RSE should be covered through the topics 'Relationships' and 'Living in the Wider World'. This will indicate whether the pupils have "excelled", "achieved" or "not yet achieved" each learning objective. The subject leader will monitor the curriculum overview and assessment grids every half term and will keep a log of the learning evidence (the work produced in the PSHCE Big Books).

Each class has a PSHCE and Well-being Big Book, which acts as a journal of learning. Each PSHCE lesson or assembly, pupils will produce work as a group or independently that will be evidenced in the Big Book. The evidence could be displayed in a variety of ways including poems, stories, recounts, artwork, photographs, music, drama, discussions, and displays.

Reference to other policies

The RSE Policy should be read in conjunction with other policies as and when required such as:

PSHCE Policy
Safeguarding and Child Protection Policy
Promoting Race Equality
Confidentiality Policy
Well-being Policy
Equal Opportunities Policy
Drugs Policy
Anti-Bullying Policy
Science Policy
Gender Policy

Equality and Diversity Policy
SEND Policy

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