

GAYTON PRIMARY SCHOOL



Relationships and Sex Education (RSE) Policy

Approved by: Governors

Last Reviewed on: May 2021

Next review due by: March 2023

Policy Statement

Introduction

This policy covers our school's approach to Relationships and Sex Education (RSE). It was produced by the PSHE lead and SLT in consultation with teaching staff and then approved by the school governing body in January 2021. A consultation with parents occurred in March 2021, where parents were provided with a draft overview of the curriculum and its aims. All parents had the opportunity to comment on the suggested curriculum and provide feedback to the school. The final policy will be available to parents through the school's website and a paper copy can be made available by request.

Legal requirements of schools

As of September 2020, revised statutory guidance from the Department of Education makes it a legal requirement for primary schools to deliver Relationships Education. Primary schools are encouraged to deliver Sex Education that ensures both boys and girls are prepared for the changes adolescence brings and draws on knowledge of the human life cycle, as set out in the National Curriculum for science. Health Education is also statutory in all schools.

Relationships and Sex Education at Gayton Primary:

Rationale and ethos:

'Positive Minds, Positive Futures'

At Gayton, we seek to provide a well-balanced education, which will develop and extend the whole child, ensuring the highest standards of attainment and personal growth. Our six core values of friendship, respect, perseverance, truthfulness, compassion and courage underpin the personal, social and spiritual development of every pupil throughout the school. They are evident throughout all aspects of school life and are reinforced and celebrated within and outside the classroom.

RSE is a key element to our core values at Gayton Primary school and aspires to teach children about the emotional, social, moral and physical aspects of growing up. Within the wider PSHE curriculum, RSE teaches children how to be safe and healthy, and how to negotiate some of the personal and social challenges they will face growing up and as adults. It will form part of the building blocks that young people need to thrive in the modern world. We believe that by learning about the diverse world we live in and the cultural, religious and social diversity, our pupils will be empowered to live their life in all its fullness and be successful both in school and beyond.

Curriculum design

Our RSE programme is an integral part of our whole school PSHE education programme. We use the CORAM SCARF curriculum for all year groups and follow this as our long-term PSHE coverage. Some aspects of RSE will also be taught through the science curriculum. The RSE elements of SCARF are based on the SCARF values of Safety, Caring, Achievement, Resilience and Friendship, which coincide well with our school values. Our curriculum seeks to promote positive

behaviour, good mental health and well-being, resilience and achievement, online safety and healthy and safe relationships. It also provides children with the tools, skills and attributes to make sense of media messages, challenge extreme views and be able to negotiate and assert themselves now and in the future.

To better embed the programme into our school life, the half-termly SCARF units have been matched to our celebrated whole-school value. Each half-termly unit will also be carried out at the same time by each class, following a spiral curriculum design. The children will therefore re-visit and build on every unit of work each year.

School Value	Friendship	Respect	Truthfulness	Compassion	Perseverance	Courage
SCARF unit	Me and My Relationships	Valuing difference	Keeping myself safe	Rights & Responsibilities	Being my Best	Growing and Changing

SCARF covers all statutory requirements for RSE and has been matched with the PSHE Association's Programme of Study recommended learning opportunities. In addition to this, it also provides children with some non-statutory content, such as economic well-being, which will further enhance the children's personal and social development.

Classes will be taught weekly in whole class groups, and when appropriate in split groups or small groups.

When setting up any lesson that deals with potentially sensitive subjects, it will be essential to begin by creating a safe, secure learning environment. This will help children feel confident to share their ideas, values and attitudes without fear of negative feedback from their peers. A safe learning environment with clear boundaries also helps teachers to manage discussions on sensitive issues with greater confidence.

To ensure a safe learning environment, all classes will follow a code of conduct for PSHE lessons, using the acronym 'ROCK' (Respect, Openness, Confidentiality, Kindness). Distancing techniques, such as using stories and role-play scenarios of real situations but with fictional characters and storylines, will also be utilised. Furthermore, each class will have an 'ask-it-basket' to allow children to ask questions anonymously either before, during or after the lesson.

Our PSHE subject lead, works in conjunction with teaching staff in each year group and is responsible for ensuring that all staff are equipped with the knowledge, skills and resources to deliver PSHE education confidently. Teachers can access a range of teaching support resources within SCARF, including guidance documents and teacher training films. Any teacher wanting further support should contact the PSHE subject lead in the first instance to discuss their training needs.

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. In event of such disclosure, teachers will consult with the designated safeguarding lead and follow the school's safeguarding procedure.

What is being taught?

The Early Years Foundation Stage (EYF)

In the Early Years Foundation Stage, PSHE education is about making connections; it's strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

KS1 and KS2

The SCARF programme divides the year into 6 themed units:

Unit 1: **Me and My Relationships**: includes content on feelings, emotions, conflict resolution and friendships;

Unit 2: **Valuing Difference**: a focus on respectful relationships and British values;

Unit 3: **Keeping Myself Safe**: looking at keeping ourselves healthy and safe

Unit 4: **Rights and Responsibilities**: learning about money, living the wider world and the environment;

Unit 5: **Being My Best**: developing skills in keeping healthy, developing a growth mind-set (resilience), goal-setting and achievement;

Unit 6: **Growing and Changing**: finding out about the human body, the changes that take place from birth to old age and being safe.

Long term plan of the SCARF curriculum:

We have produced a document for parents which highlights the intended learning outcomes for every unit within the SCARF scheme. This overview also highlights the key language that will be used with the children for every unit. This will ensure that all parents are able to reinforce the learning and key vocabulary with their children at home as well.

(See long term PSHE plan).

Monitoring and reporting

Following the guidance of PSHE Association, it is evident that assessment in PSHE and RSE education should not be about levels and grades but about ipsative assessment. This will enable a comparison on an individual basis of pupils building knowledge in comparison to previous years. This ensures that the personal progress is the measure and not that of grade boundaries and set syllabus, which would be inappropriate for PSHE. Monitoring of lessons and standards will be evident in class floor-books, which also promote and celebrate the children's learning. To ensure that students are making progress and for teachers to evaluate the effectiveness of that the delivery of the curriculum, we can access the SCARF 6 half-termly units and assessment opportunities.

How will the delivery of the content will be made accessible to all pupils?

The curriculum choice ensures that RSE is relevant to our pupils and setting. As consistent with equal opportunities procedures, where appropriate, teaching materials, and individual group activities should reflect the cultural and ethnic diversity of our society. Stereotyping in terms of race and gender should be avoided, and pupil's religious beliefs and cultural differences should be respected. The curriculum ensures that the RSE programme has opportunities for both boys, girls and those identifying as transgender to access lessons equally and respectfully. The curriculum covers a variety of ethnic, religious (alongside our R.E curriculum) and cultural topics to enhance pupil understanding and promote respect and understanding for the views of different ethnic, religious and cultural groups. The SCARF curriculum covers a variety of home and family situations to increase awareness, respect and understanding of various home situations. These are acknowledged and discussed throughout the whole school journey.

The curriculum also acknowledges that on average 5% of pupils will define themselves as gay, lesbian, bisexual or transgender. Pupils may also have family members or friends who define themselves as LGBT. Decisions will be acknowledged in a sensitive, honest and balanced manner in order to foster respect and understanding.

As within our wider curriculum, all pupils will be given support for learning, emotional, behavioural and physical disabilities in order to fully access the content of the lessons. The teaching of RSE will be delivered at an age-appropriate level. When children may have a delayed cognitive development, which could hinder the understanding appropriate to their age, the family and SENDCo will meet and agree a plan to ensure safety for the pupil.

Parental concerns and withdrawal of students

We work closely with parents to ensure that they are fully aware of what is being taught in PSHE. Parents were asked to contribute to the consultation period regarding introducing the new approach to RSE and PSHE within the school from March 2021. This was done in a public consultation where parents were able to openly ask questions and privately voice concerns. Long-term plans and coverage were shared with families to ensure that they are aware of topics being covered and enable them to contribute to the development of values and attitudes respectful to their own family beliefs. Sample lesson material has also been made available to them.

When delivering RSE, parents have the right to withdraw their child from sex education but not the relationships elements of the new curriculum as outlined by the DfE (2019). Parents also do not have the right to withdraw their child/ren from the science curriculum. In line with our SCARF curriculum, sex education has been interpreted to include puberty, conception, reproduction and birth. Puberty is statutory under Health education and National Curriculum science, along with birth and reproduction. Conception has been interpreted as what happens before an egg and sperm meet (reproduction) and therefore sexual intercourse and IVF are included in our Year 6 'Making Babies' lesson.

Before teaching Sex Education, information will be shared with families upon the

content of the curriculum and information regarding withdrawal will be shared. Should a child be withdrawn from the lessons, they will be given work appropriate to their age group and be invited to sit within another classroom for supervision purposes. Before granting such a request however, the Headteacher will discuss the request with the parent and, as appropriate with the child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

Sources of Further Information:

This policy has drawn on:

- DfE 'Sex and Relationship Education Guidance' (2000)
- Brook, Sex Education Forum and PSHE Association 'Sex and Relationships Education (SRE) for the 21st Century' - Supplementary advice to the Sex and Relationship Education Guidance DfE (0116/2000) (2011)
- DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Draft Guidance (July 2018)