



HYNDBURN PARK PRIMARY SCHOOL



RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

School: Hyndburn Park Primary School			
Date formally approved by Governors:	05.06.17		
Date policy will be reviewed:	Reviewed October 2018. Review again July 2019, and annually thereafter.		
Person responsible for implementation & monitoring	Mrs R J Ingram (Lead for PSHCE)		
Links to other relevant policies	Safeguarding and Child Protection		Teaching and Learning
	British Values	Online Safety	SEND / Inclusion Behaviour and Discipline
Basic information			
<p>This policy covers our school's approach to promote the spiritual, moral, cultural, mental and physical development of all pupils. It also prepares the children at our school for the opportunities, responsibilities and experiences of later life. The needs of all the children regardless of their ethnicity, religion, gender, age, ability or aptitude, will be endeavoured to be met. We will encourage the children to make open and consistent relationships where pupils will be confident and treat each other with mutual respect. This policy was produced by Mrs Rachel Ingram who is the lead for PSHCE in school. All teaching staff members, HLTAs, TAs and governors will receive a copy of the RSE policy and, where appropriate, training will be given. Copies are available from the school office on request. A short summary of the policy is also included in the school brochure. The policy will be accessible on the school server and school website.</p>			
School vision			
<p>At Hyndburn Park, children are at the heart of all that we do. We hope to inspire, nurture and encourage everyone to aim high, work hard, and fulfil their potential. We promote a love of learning, and encourage everyone in school to become, and remain, independent, confident, thoughtful and considerate members of society, able to make well-informed decisions. We aim to make learning fun, and to celebrate every success along the way. We hope to instil in each person, the desire to become the very best they can.</p>			
Rationale – why are we teaching this?			
<p>We define 'Relationships and Sex Education' (RSE) as the universal entitlement of young people to learning that will enable them to live safe, fulfilled and healthy lives. Our curriculum will aim to address specific national and local health priorities and contribute towards the safeguarding of children within our school. We consider that it includes learning about the emotional, social and physical aspects of growing up and developing healthy relationships. It also includes learning the value of respect, love and care. We believe it is important to address this area of the curriculum because Personal, Social, Health, Citizenship and Economic (PSHCE) education is an important and necessary part of all pupils' education. This is outlined in the DfE curriculum guidance for all schools for PSHCE (2013) All children should learn to make choices based on an understanding of difference and with an absence of prejudice. Our school will seek to build on the statutory content already outlined in the national curriculum (2014) Our policy reflects the view of SRE contained within the Schools White Paper 'The Importance of Teaching' (November 2010), that children need high quality SRE, so they can make wise and informed choices. Our policy also reflects recommendations from OfSTED, the PSHCE Association and the current statutory guidance for schools and colleges 'Keeping Children Safe in Education (KCSiE, September 2018)'. We believe it is important to address sex and relationships education in this age group because all children have a right to stay healthy and safe in and out of school.</p>			



What values will we promote?

The key values that will be promoted throughout are the school values:

- We are all differently EQUAL.
- We TRUST each other.
- We behave with HONESTY and INTEGRITY.
- We treat each other FAIRLY and with RESPECT.
- We BELIEVE in ourselves and in each other.

Our PSHCE framework promotes positive self-esteem, emotional health and well-being and helps our children to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community. We will encourage our children where possible to identify and manage risk. Our school will ensure the best interests of children and young people will be maintained at all times. We aim to promote the value of respect, love and care and to celebrate difference amongst each other. Young people, whatever their developing sexuality, need to feel that relationships and sex education is relevant to them and sensitive to their needs. Care will be taken to ensure that there is no stigmatisation of children based on their home circumstances. Statutory guidance refers to our school teaching about the importance of stable relationships, marriage and family life. All children have a right to feel safe and healthy and a need to understand the way their bodies and feelings change as they grow and develop. This will in turn develop skills for future life and build our children's confidence in society.

How will we ensure the curriculum is balanced?

Whilst promoting the values above, we will ensure that pupils are offered a balanced programme by seeking to use PSHCE education to build, where appropriate, on the statutory content already outlined in the National Curriculum (2014), the basic school curriculum and in statutory guidance on Relationships and Sex Education. We will endeavour to use national and local data and information related to RSE to inform planning and identify the needs of the whole school community. We will use our current scheme of work produced by the PSHCE Association in December 2016 to support our delivery of PSHCE education. This will be supported by the Family Planning Association's online resource 'Growing up with Yasmin and Tom' which has been developed for use in primary schools. It will enable us to develop our pupils' knowledge, skills and understanding with reference to the three core themes outlined in the programme of study for PSHCE education. These are health and wellbeing, relationships and living in the wider world'. Through the teaching of RSE we seek to enable our children to acquire learning that will allow them to make their own choices and understand what an 'acceptable' choice is.

Creating a safe and supportive learning environment

We will create a caring, safe and supportive learning environment for SRE that enables children and young people to gain accurate knowledge, develop their own values and attitudes, and develop skills to grow into happy, confident and successful adults. Our school seeks to ensure members of staff are role models for positive interpersonal relationships. Our staff will establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to. Clear ground rules are established at the beginning of any lessons and any 'tricky' questions that are raised will be dealt with as deemed appropriate. Questions do not have to be answered directly at the time but may be addressed individually later. Our whole school policy on safeguarding and child protection will be adhered to at all times.

SEND, inclusion, equality and diversity

We base our teaching on our knowledge of the children's level of attainment and their prior knowledge and understanding. Our primary focus is to develop further the knowledge and skills of the children. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with Special Educational Needs and / or Disabilities (SEND) we give due regard to information and targets contained in the children's individual SEN Support Plans (SSPs). We strive to meet the needs of all of our children, to ensure that we meet all statutory requirements related to matters of education. We have high expectations of all children, and we encourage all pupils to produce work of the highest possible standard.



How will we ensure that our equalities obligations are fulfilled?

We treat our children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities, valuing every child's contribution. All our teachers follow the school policy with regard to behaviour and discipline. In addition, class rules are agreed with children at the beginning of each year. We expect all children to comply with these rules that we jointly devise to promote the best learning opportunities for all.

What are the aims and objectives of our programme?

Our comprehensive programme aims to assist children and young people to prepare for adult life by supporting them through their physical, emotional and moral development, and helping them to understand themselves, respect others and form and sustain healthy relationships. Our current scheme of work has been produced by the PSHCE Association (December 2016) and adapted according to the needs of our school and our pupils. The scheme is supported by the online resource 'Growing up with Yasmin and Tom' which has been produced by the Family Planning Association for primary schools. A copy of our current scheme of work can be accessed within school. Some aspects are taught within science and others are taught as part of the PSHCE curriculum. Our programme provides accurate information about the body and reproduction. It gives our children skills for building positive, enjoyable, respectful and non-exploitative relationships. We aim to help our children to stay safe both on and offline.

What are our intended outcomes?

Our PSHCE education programme makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and our school's statutory responsibility to promote pupils' wellbeing. The learning provided through our comprehensive PSHCE education provision is essential to safeguard our pupils. The learning outcomes of our programme will be that pupils will:

- Develop a sense of identity, understanding and maintaining boundaries around their personal privacy, including online safety.
- Know and understand about relationships including different types and in different settings, including online.
- Be empowered to develop a healthy balanced lifestyle (including physically, emotionally and socially).
- Be able to identify, assess and manage risk, rather than the avoidance of risk for self and others.
- Develop an awareness of their rights and responsibilities.
- Develop positive personal attributes such as resilience, self-confidence, self-esteem and empathy.
- Learn that change is something that can be managed.
- Know that there are some cultural practices which are against British law such as female genital mutilation (FGM).

Timetabling SRE lessons

RSE will be taught as part of the planned PSHCE curriculum. As a school we allocate 30 minutes per week to the teaching of PSHCE supported by other learning opportunities across the curriculum. A number of other models are used to supplement our discrete lessons such as whole school and extended timetabled activities and cross-curricular projects. We encourage learning through involvement in the life of the school and wider community.

Who will be responsible for teaching the programme?

RSE is normally delivered by class teachers / HLTAs in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups. It will be supported by teaching assistants. The school will support members of staff delivering SRE to access appropriate CPD through the delivery of staff meetings, INSET days and in-house training.

The use of visitors to the classroom

We will sometimes use external contributors to enhance the teaching of PSHCE. All visitors will be given a leaflet which is available on our school website 'Safeguarding and Child Protection Advice for Volunteers and Visitors'. All visitors are encouraged to look at the Safeguarding and Child Protection policy prior to a school visit.



Key principles and teaching methodology

We acknowledge that children learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. When planning, we consider a range of learning styles, to ensure that we offer opportunities for children to learn in different ways.

Within our RSE teaching we encourage:

- Research and finding out;
- Whole class work;
- Group work (in groups selected for different reasons);
- Paired work;
- Individual work;
- Independent work, which is child led and directed;
- Selecting and using relevant resources to support learning;
- Asking and answering questions;
- A range of strategies that promote visual, auditory and kinaesthetic learning;
- Use of IT resources;
- Debates, discussions, role-plays and oral presentations; and
- Watching television and film clips.
- The use of correct medical terminology at an age appropriate level.

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, reflect on how they learn and what helps them learn and how to overcome challenges in their learning.

What topics will be covered and (broadly) when?

During Key Stage 1 and 2 our PSHCE programme offers both explicit and implicit learning opportunities and experiences which reflects our pupils' increasing independence, physical and social awareness as they move through the primary phase. It builds on skills that our pupils have started to acquire during the Early Years Foundation Stage to develop effective relationships, assume greater responsibility and manage personal safety, including online safety. Our programme seeks to help our pupils to cope with the changes in puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

How will we assess this learning?

In order to be successful, independent learners, our children need regular opportunities to reflect on and identify what they have learned, what needs to be learned next and what they need to do to continue their learning. To enable this to happen, we believe that assessment is an integral part of our teaching. The model of assessment we advocate is that for each new topic, module, or series of lessons, an initial activity is carried out that gauges pupils' starting points in terms of their existing knowledge, skills, attitudes and beliefs. This is used to inform the teacher's planning for that module. Then, at the end of the topic, module, or lesson an activity is carried out which allows pupils to demonstrate the progress they have made since carrying out the baseline activity. From Key Stage 1 onwards, each class has a PSHCE floor book which is used to store photographs and highlight the key learning within each theme that is taught. Any questions that the children ask are added to this book, where appropriate.

How will we involve and consult pupils?

Consultation and involvement of our pupils in RSE is crucial to meet their needs and the issues that they are facing. At our school, this is dependent on the age of the children and their level of maturity. We believe that it is important to explore the children's prior learning in the lessons that we teach and our PSHCE lead will take into account our pupils' views of what is being taught which will help to inform our future curriculum.



What is our policy on confidentiality?

Due to the nature of RSE education, pupils' learning may result in them seeking advice or support on a specific, personal issue. No member of staff can offer complete confidentiality, and it is important for everyone's safety that teachers and pupils are clear about what can and cannot be kept confidential. Ground rules will be established at the start of PSHCE lessons, especially when discussing more sensitive issues, about how they will behave towards each other during discussions. This may include aspects such as not asking personal questions and respecting what others say. Where appropriate, staff will place boxes in which pupils can place anonymous questions or concerns to avoid having to voice them in front of the whole class during discussions. Where a member of staff believes that a young person is at risk of physical or sexual abuse, the school's safeguarding and child protection procedures will be adhered to at all times. Our school recognises the importance for children, young people, families and the workforce having access to confidential services, including health services to support their physical and emotional needs.

How will parents and carers be involved?

We acknowledge that the most powerful relationships and sex education is collaboration between school and home. We are committed to working with parents and carers. Parents / carers are invited into school to talk about any concerns. We will offer support by keeping parents / carers up to date with RSE in school. We will notify parents / carers when particular aspects of relationships and sex education will be taught through letters being sent home.

How will we support children who are withdrawn from the programme?

Parents / carers do have the right to withdraw their children from sex education lessons (but not from sex education that is part of the science curriculum). If a parent / carer requests their child be removed from sex education they will be invited into school to discuss the situation with the headteacher, deputy or assistant headteacher. If a child is withdrawn from sex education our school would be unable to prevent the child from asking their peers what they had learnt in the lesson.

How will children who are thought to be 'at risk' be supported?

As a school, we will be sensitive to the needs and experiences of individuals. We will always work within the school's policies on safeguarding and confidentiality. Our pupils will be kept aware of sources of support both inside and outside of school. We endeavour to deliver a safe learning environment that helps pupils to share feelings, explore values and attitudes, express opinions and consider those of others without attracting negative feedback.