

“Learning Today, Leading Tomorrow”



Bishops Down Primary School

www.bishopsdownprimary.org

Relationships and Sex Education (RSE) and Personal, Social and Health Education (PSHE) Policy

Date Agreed: Apr 2021

Date for Review: September 2021

Reviewed and updated by: Humanities Team

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2. Introduction

At Bishops Down Primary and Nursery School, we believe that sex and relationships education is an essential and integral part of the broad and balanced curriculum offered at the school. Our provision for RSE contributes towards the school's vision. At Bishops Down Primary and Nursery School we believe our pupils are 'learning today, leading tomorrow'. In order to be effective leaders, we must ensure that our curriculum encourages their growth beyond that of academics, to allow them become well-rounded and respectful leaders. We are also led by our ASPIRE values and our RSE curriculum contribute greatly to the 'Respect' and 'Equality' values in particular.

Relationships and sex education is more than the biology of reproduction and the issues relating to this. It emphasises the social and moral issues, and how children need to respect and value themselves and others. In light of this, at Bishops Down Primary and Nursery School we teach RSE within a full PSHE curriculum.

Children grow up in a world where they are exposed to an increasing range of influences and pressures, which bombard them with inappropriate images of relationships and sexuality. There is the danger that children's understanding will be imprecise and inaccurate if RSE is "caught" rather than taught.

We aim to build on and complement the learning that has already started in the home, in relation to developing moral values and attitudes, and an awareness of themselves as responsible young people. We believe it is our role to support families by providing age appropriate, straightforward information about sex and relationships to help children in our care develop fully as emotionally mature, happy and safe human being. We will also support families by undertaking consultations with parents, and ensuring parents know what is being taught in school.

2. Aims

This policy aims to ensure:

- A consistent teaching and learning approach is taken with RSE across the school, with a planned framework for what is to be taught when
- Our RSE curriculum is appropriate for pupils and based on their age, physical and emotional maturity, religious and cultural background and takes into account any special educational need or disabilities.
- The school contributes to and promotes the growth of our pupils in terms of their spiritual, moral, cultural, mental and physical development.
- The curriculum allows space for sensitive discussion regarding issues and values
- Our pupils develop their respect for themselves as well as others
- There is a positive culture surrounding the issue relationships and sexuality
- Pupils leave Bishops Down prepared for puberty, with an understanding of sexual development and the importance of health and hygiene

3. Legislation

As a Primary School we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. We are required to follow the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum. In teaching RSE, we are required to have regard to

guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. In September 2020, the Relationships Education and Health Education aspects of the primary curriculum became compulsory in all schools.

3. Curriculum

As a school we follow the SCARF PSHE curriculum from Coram and RSE is delivered within our PSHE lessons. This covers all of the RSE requirements as provided by the Department of Education. The SCARF scheme provides lesson plans, assessments and resources that are broader than just the statutory RSE requirements, in order to ensure our PSHE teaching is broad and balanced. These lessons start from Nursery and continue through to Year 6. Our PSHE curriculum promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture. The school has a powerful combination of a planned thematic PSHE program, built around a spiral curriculum of recurring themes, designed to:

1. Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
2. Encourage and support the development of social skills and social awareness;
3. Enable pupils to make sense of their own personal and social experiences;
4. Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
5. Enable effective interpersonal relationships and develop a caring attitude towards others;
6. Encourage a caring attitude towards and responsibility for the environment;
7. Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
8. Understand how society works and the laws, rights and responsibilities involved.

A long term plan of the SCARF curriculum can be found in the appendices.

The humanities curriculum team ensure that teaching staff feel supported and confident in delivering these lessons. Any teacher who feels they would benefit from further training or support can get in touch with the team, in addition, the SCARF website provides a wealth of information and training videos. Teachers can assess using the SCARF Summative Assessment 'I can...' statements, alongside the lesson plan learning outcomes to demonstrate progression of both skills and knowledge

The Early Years Foundation Stage

In the Early Years Foundation Stage, PSHE is embedded within our curriculum, which in the EYFS is known as 'Personal, Social and Emotional Development'. This is modelled, encouraged and supported by our Early Years team and is one of the learning areas we focus on throughout our Nursery and Reception classes as part of our daily routine and our child led ethos. In addition, PSHE

is taught using the SCARF scheme in whole class discussion carpet sessions, small group discussions and then, when appropriate, there are follow-up activities as part of our provision. This enables children to begin their learning on the topics they will revisit throughout the school as part of the spiral curriculum.

Key Stage 1 and 2

Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside – then collaboratively with – their peers. They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

Within National Curriculum Science in Y2, the children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs. In Y5, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The DfE recommends that all primary schools should have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils. Within our non-statutory sex education that takes place in Y6 children will learn about how a baby is conceived, whether through sexual intercourse or IVF. This information builds on content they have previously learnt in the programme about relationships, puberty changes and reproduction; it lays the foundations for their ongoing Relationships and Sex Education in their secondary phase.

To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment using a group agreement at the beginning of lessons or topics. This includes a confidentiality statement understood by adults and children. The teachers will also use a range of skills, including distancing techniques and the anonymous question box. Teachers will answer children's questions factually and honestly in an age appropriate way and respond to any disclosures following the schools safeguarding procedures/child protection policy

4. Policy Development

This policy has been written by the humanities team and will be shared with the entire school community: staff, parents, pupils and governors. This consultation will ensure our policy is strengthened by a range of views in order to best meet the needs of our pupils. The policy is currently at the review stage. The development process will be:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff are given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties are invited to attend a meeting about the policy

4. Pupil consultation – we will investigate what exactly pupils want from their RSE

5. Ratification – once amendments were made, the policy will be shared with governors and ratified

5. Parental concerns and withdrawal of students

Parents have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education our school teaches but not Relationships Education. They do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science and Health Education. Parents are invited to view our resources and discuss any concerns with our staff.

Before granting a request to withdraw a child/ren, the headteacher will invite the parent to discuss the request with them to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The headteacher will discuss with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parent proposes to deliver sex education to their child at home instead). The school is responsible for ensuring that should a child be withdrawn, they receive appropriate, purposeful education during the period of withdrawal.

Parents should be given every opportunity to understand the purpose and content of Relationships Education and Sex Education. Good communication and opportunities for parents to understand and ask questions about our school's approach help increase confidence in the curriculum.

It is statutory for our school to show parents examples of the resources we plan to use. We will provide opportunities for parents to view examples through class/year group meetings either face to face or virtually. Ongoing communication with parents about what is planned to be taught and when, will be provided through letters home. We advise parents to view the resources in order to support them in carrying out their responsibilities relating to providing RSE at home. It is valuable for a child's development to learn about its own families values in regards to relationships and sex alongside the information they receive at school.

6. Roles and Responsibilities

6.1 The Governing Board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation

6.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 5).

6.3 Staff

Staff are responsible for:

- *Delivering RSE in a sensitive way
- *Modelling positive attitudes to RSE
- *Monitoring progress

*Responding to the needs of individual pupils

*Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

The humanities team are responsible for the teaching of RSE in the school. The Humanities team lead is Alison Wilmshurst.

6.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

7. Training

Staff were trained on the delivery of RSE as part of the whole school SCARF training in 2020. Staff are able to access further training on the SCARF website.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

8. This policy should be read in conjunction with the following:

- Bishops Down Primary and Nursery School Safeguarding/Child Protection policy (inc. responding to disclosures)
- Bishops Down Primary and Nursery School Anti-bullying policy
- Bishops Down Primary and Nursery School Equality, diversity and inclusion policy
- DfE 'Keeping children safe in education' (2019)

9. Monitoring Arrangements

This policy is currently under consultation (as set out in section 4) and will be reviewed ready for September 2021.

The delivery of RSE is monitored by Alison Wilmshurst, Humanities team lead, through planning scrutinies, learning walks, staff questionnaires and PDM meetings.

Pupils' development in RSE is monitored by class teachers through the assessments as part of the SCARF scheme.

Appendix 1: Long term SCARF plan



PSHE and wellbeing long-term plan based on SCARF half-termly units and related key themes
(Units include lesson plans that cover all the DfE statutory requirements for Relationships Education and Health Education)

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Myself Safe	4 Rights and Responsibilities	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
Y3	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage
Y5	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights and responsibilities Rights and responsibilities relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking responsibility Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body Image Sex education Self-esteem