



SLIMBRIDGE
primary school

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

Approved by:	FGB	Date: May 2024
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Next review due by:	May 2026	
Reviewed by:	Lisa Hillman (Headteacher) and Tia Clune (PSHE Lead)	

We commit:

- 1. To work in partnership with parents and carers.** This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.
- 2. That RSHE will be delivered professionally and as an identifiable part of R.S.H.E.** It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the schools published policy for RSHE.
- 3. That RSHE will be delivered in a way that affords dignity and shows respect to all who make up our community.** It will not discriminate against any of the protected characteristics in the Equality Act 2010 and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.
- 4. That RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of unreliable sources of information online.** It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.
- 5. That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights.** It will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.
- 6. To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities.** It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have special needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality relationships and sex education.
- 7. To seek pupils' views about RSHE so that the teaching can be made relevant to their lives.** It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships

online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers.

Curriculum statement of Intent

Twinkl Life scheme of work aims to equip children with essential skills for life; it intends to develop the whole child through carefully planned and resourced lessons that develop the knowledge, skills and attributes children need to protect and enhance their wellbeing. Children will learn how to stay safe and healthy, build and maintain successful relationships and become active citizens, responsibly participating in society around them. We want to ensure that they have the necessary knowledge about drugs, alcohol, healthy diet, sleep and other areas to help them begin to make healthy life choices now and in the future.

The children are encouraged to explore and communicate their ideas confidently helping them to develop their own voice and express their own individuality whilst also raising their self-esteem as valued members of their community.

We want to inspire our children to be enterprising and to support them in making effective transitions, positive learning and career choices and in managing their finances effectively. It gives children and young people the skills to reflect on and analyse their own values and equips them to face difficult and sometimes conflicting attitudes they may face in the future.

Implementation

The Twinkl Life scheme of work fulfils the requirements of 2020 Statutory Relationships and Health Education, setting these learning intentions in the context of a broad and balanced PSHE curriculum. The scheme is designed to be taught in thematic units each with supporting materials including a planning overview, assessment statements and display materials. The themes are revisited in each year group to recall and build upon previous learning, exploring the underlying principles of PSHE education regularly at a depth that is appropriate for the age and stage of the child. Lessons also signpost keywords, building a rich vocabulary to develop understanding.

The three main units of Twinkl are:

- ▶ Health and wellbeing → Growing up, It's my body, Safety first, Think positive
- ▶ Living in the wider world → Aiming high, Diverse Britain, Money Matters, One world
- ▶ Relationships → Be yourself, digital wellbeing, Together Everyone Achieves More (TEAM), Very Important People (VIP)

Units are designed to be delivered in a creative manner, using many approaches such as role play, discussion and games. Each lesson begins with a discussion of the children's

existing knowledge and experience, providing an opportunity for baseline assessment. Each lesson ends with an opportunity to consolidate and reflect on learning.

We follow our RSHE policy which has been developed in accordance with national and county guidance. There has been pupil and parental involvement in the development of this curriculum. Age-appropriate lessons are delivered from Reception up to Year Six and links are made to the Science, PE and DT curriculum where appropriate.

Impact

- Our children have the necessary knowledge about drugs, alcohol, healthy diet, sleep and other areas to help them begin to make healthy life choices now and in the future.
- Children understand and prioritise their own wellbeing needs, practice self-care and contribute positively to the wellbeing of those around them.
- Children have the skills, knowledge and understanding to develop healthy, fulfilling relationships now and in the future
- They have the skills and knowledge to become successful citizens in the future and to contribute fully to their communities, confidently communicating their ideas and options.
- They understand the importance of respecting individuals regardless of whether their culture, opinions and life choices are the same as theirs or not.

Relationships and sex Education (RSE)

is taught mainly through our Twinkl PSHE programme, however some sex education is taught through science where it contributes to their knowledge and understanding.

Relationships and Sex Education is learning about the emotional, social and physical aspects of puberty, relationships and health.

RSE aims to equip children and young people with the information, skills and values which they will need to lead safe, fulfilling, enjoyable relationships and which will help them go on, beyond primary school, to take responsibility for their sexual health and wellbeing.

In line with the DfE 2019 Guidance, the focus of RSE at Slimbridge Primary School will be on teaching the fundamental building blocks and characteristics of positive, healthy, respectful relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults in all contexts, including online. This will sit alongside the essential understanding of how to be healthy and how totally interlinked physical and mental health are.

Research has shown that a comprehensive RSE curriculum can help young people to feel more positive about themselves and to understand what a healthy relationship looks like, as well as to delay the age at which they become sexually active. Young people who feel good about themselves are more knowledgeable and confident about relationships, more likely to be more discerning in their relationships and sexual behaviours and also more likely to have healthy, safe and fulfilling relationships.

Keeping Children Safe in Education (KCSIE) 2022 sets out that all schools and colleges should ensure children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum, and our RSE curriculum at Slimbridge Primary School is key to this provision. If any disclosures or concerns are raised during these lessons staff must follow the school procedures for child protection and safeguarding alerting the DSL.

Our PSHE policy has been developed in accordance with national and county guidance. There has been pupil and parental involvement in the development of this curriculum. Age appropriate lessons are delivered from Reception up to Year Six and links are made to the Science curriculum where appropriate. At Slimbridge we use Twinkl scheme of work as a basis for our RSE teaching. We have adapted some of this planning after staff discussion, parental survey and a parent workshop. Teaching staff have copies of planning in folders. The UPKS2 SRE lessons are within the Twinkl units:

- ▶ Health and wellbeing → Growing up, It's my body
- ▶ Relationships → Be yourself, digital wellbeing, Together Everyone Achieves More (TEAM), Very Important People (VIP)

Role of parents in RSE

The primary role in children's sex education lies with parents and carers. The school wishes to build a positive and supporting relationship with the parents/carers of children through mutual understanding, trust and cooperation. In promoting this objective, we:

- ▶ Inform parents about the school's policies and practice
- ▶ Answer any questions parents may have about the sex education of their child
- ▶ Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school;
- ▶ Inform parents about the current best practice known with regard to sex education, so that teaching in school supports the key messages that parents and carers give to children at home

Through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Parents have the right to withdraw their child from sex education lessons. If a parent wishes their child to be withdrawn they should discuss this with the child's teacher and head teacher and submit a letter stipulating which aspects of the programme they do not wish their child to participate in. The school complies with the wishes of parents in this regard.

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools from September 2021. (Delayed from scheduled 2020 due to Covid pandemic).

Ground rules

Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of RSE. To this end, ground rules are always agreed upon to provide a common values framework within which to teach. There are clear parameters as to what will be taught in whole class setting and what will be dealt with on an individual basis.

Ground rules will ensure that:

- Pupils are given preparation so that they will know how to minimise any embarrassment they feel.
- No one (teacher nor pupil) should be expected to answer a personal question.
- No one will be forced to take part in a discussion.
- The school's confidentiality/safeguarding policies are adhered to.

Answering difficult questions

When delivering the RSE objectives teachers will always consider how children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods should take account of those developmental differences (including when these are due to specific special educational needs or disabilities) and recognise the potential for discussion on a one-to-one basis or in small groups. Schools should consider what is appropriate and inappropriate in a whole-class setting, as teachers may require support and training in answering questions that are better not dealt with in front of a whole class. On occasion, an individual child will ask an explicit or difficult question in the classroom. Questions do not always have to be answered immediately; it may be more appropriate to address them later.

Dealing with questions

- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole-class setting. (Share Twinkl 'Ground Rules for RSHE')
- Teachers should set the tone by speaking in a matter-of-fact way and ensure that pupils discuss issues in a way which does not encourage giggling and silliness.
- Pupils should be encouraged to write down questions anonymously and post them in a 'problem/worry box'. The teacher will then have time to prepare age-appropriate answers to all questions before the next session and will choose not to respond to any questions which are inappropriate.
- Teachers should respond to questions where they can, always bearing in mind that pupils who do not have their questions answered may go online to find answers.
- Teachers should not be drawn into providing more information than is appropriate to the age of the child.
- If a verbal question is too personal, the teacher should remind the pupils of the ground rules.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class or raises safeguarding concerns, the teacher should acknowledge the question and promise to attend to it later, on an individual basis.
- If a teacher is concerned that a pupil is at risk of sexual abuse the head teacher should be informed and the usual safeguarding/child protection procedures followed.

Progression

The PSHE and RSE curriculum is delivered in a progressive and age appropriate manner. Key aspects such as forming positive friendships and staying safe online will be revisited over time to ensure that the approach is progressive and appropriate for those children at that point in time. There is a clear pathway of progression across the school to ensure that skills are built on and constantly further developed.

Inclusion

Differentiation and Additional Educational Needs

PSHE will be planned to give pupils a suitable range of differentiated activities appropriate to their age and abilities. For pupils with SEN the task will be adjusted or pupils may be given extra support. The grouping of pupils for practical activities will take account of their strengths and weaknesses and ensure that all take an active part in the task and gain in confidence.

Equality of Opportunity

All children have equal access to the PSHE curriculum. All staff at Slimbridge Primary School are responsible for ensuring that all children, irrespective of gender, learning ability, physical disability, ethnicity and social circumstances, have access to the whole curriculum. Where appropriate, work will be adapted to meet pupils' needs and, if appropriate, extra support given. More able pupils will be given suitably challenging activities. Gender and cultural differences will be reflected positively in the teaching materials used. All children have equal access to the PSHE Curriculum, its teaching and learning, throughout any one year.

Assessment and Feedback

Assessment

Throughout the school, when appropriate, teachers will assess whether children are working at, above or below the expected level for their age based on their understanding and application of the content. The children's progress and attainment are reported to parents through parents' evenings and end of year reports.

Marking

Much of the work done in PSHE lessons is of a practical or oral nature and, as such, recording will take many varied forms thus making marking and feedback will vary. It is, however, important that written work is marked regularly and clearly, as an aid to progression and to celebrate achievement. When appropriate, pupils may be asked to self-assess or peer assess their own or other's work.

Subject Monitoring

Role of the Subject Leader

PSHE will be led by the Subject Leader Tia Clune who will monitor progression and impact through:

- monitoring and evaluation of pupils' work
- lesson observations
- discussions with the children

Standards of teaching and learning will be monitored using work sampling, observations and learning walks.

The policy will be amended and renewed by the subject lead as appropriate and shared and reviewed during a staff meeting.

Resources

Each class has a Twinkl login to access resources online as well a folder for each year group with printed plans in order for the whole academic year.

The subject leader folder will be kept in the staffroom.

Our Sex Relationships Education workshop for parents also lists supportive resources to be used at home.