



To meet the needs of children and young people growing up in an increasingly complex world, our RSE provision will put in place the key building blocks of healthy, respectful relationships, focussing on family and friends and including online. One part of this is participation in a developmental programme of relationship, health and sex education. This will sit alongside the essential knowledge of how to live a healthy lifestyle.

RSE education promotes the mental, physical, moral, spiritual and social wellbeing of the children. The curriculum will be one that prepares the pupils for the, responsibilities and experiences of their present lives and their future adult life.

Intentions:

- For pupils to understand sexual interactions in the context of a caring adult relationship.
- For pupils to have knowledge about physical and mental wellbeing so that they are able to make good decisions about their own health and wellbeing.
- For pupils to be able to relate their understanding of the importance of parents and their contributions to the welfare of a young child.
- For children to communicate their thoughts and opinions clearly and in an appropriate way.

Moral Framework

“The purpose of sex education should be to provide knowledge about loving relationships, the nature of sexuality and the processes of human reproduction. At the same time, it should lead to the acquisition of understanding and attitudes which prepare pupils to view their relationships in a responsible and healthy manner.” DFEE circulation 5/94.

“Schools programmes of sex education should aim to present facts in an objective, balanced and sensitive manner, set within a clear framework of values and an awareness of the law on sexual behaviour.”

The school relationship and sex education programme will therefore demonstrate and encourage:

- Respect for self.
- Respect for others.
- Responsibility for own actions.
- Responsibility for family, friends, school and wider community.

Our taught RSE programme is integrated into our PSHE programme and covers all of the primary requirements for relationship and health education as set out in the DfE Relationships Education, Relationships and Sex education (RSE) and Health Education statutory guidance. By the end of primary school, our children will have studied the following:

Relationships Education: Families and people who care for me

Caring friendships

Respectful relationships

Online relationships

Being Safe

Health Education: Mental Wellbeing

Internet Safety and harms

Physical health and fitness

Healthy eating

Drugs, alcohol, and tobacco

Health and prevention

Basic first aid

Changing adolescent body

The national curriculum for science also includes subject content in related areas, such as main external body parts, the human body as it grows from birth to old age and reproduction in some plants and animals. As with all other areas of the curriculum, correct terminology for body parts are used throughout our RSE programme. At Little Eaton Primary School, we also teach additional content on sex education in line with the DfE recommendation that *“all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.”*

Implementation:

Teaching and planning of RSE

The content of the sex education programme draws from the “Twinkl life” series and is delivered to Year 6 as a discrete element within PSHE.

Our teaching methods aim to:

- Provide information which is easy to understand, relevant and appropriate to the age and maturity of the pupils.
- Include the development of communication and social skills.
- Encourage the exploration and clarification of values and attitudes.

The topics and themes of “Health and wellbeing”, “Relationships” and “Living in the Wider World” will be repeated from year to year in greater depth, taking account of the pupils’ development and the spiral curriculum concept; ensuring always, that knowledge, skills and understanding are addressed in age appropriate ways.

Teaching Methods

All members of staff are committed to delivering the programme and are supported to continuously develop confidence to deliver the curriculum through regular training updates from the PSHE co-ordinator, sharing of staff expertise and team teaching where appropriate.

A safe learning environment is created in all lessons with pupils agreeing ground rules for lessons that aim to encourage participation from all. Staff also use a range of distancing techniques such as stories, case studies and use of puppets to enable safe discussions along with other learning methods such as drama, drawing and labelling etc.

Boys and girls receive the same basic knowledge and are mainly taught in mixed classes however single-sex sessions are used when considered appropriate.

The school uses the Twinkl scheme of learning and this is supported by a range of other material used from a selection of books, pre-recorded videos, school nurse visits and website materials. These resources are available for review on request from the PSHE Co-ordinator.

Liaison between other schools in The Belper Cluster Collaboration is already in place, and discussions take place about the continuing curriculum content in PSHE.

Working with Parents:

Parents are notified by letter before sex education lessons. Parents have the right to withdraw their child from such lessons, but are invited to discuss the matter with the head teacher who will keep a record of the request.

The concerns of the parent will be explored and the possibility of adjusting the programme or approach can be discussed, along with any negative affect of withdrawal on the child. Ways of minimising feelings of exclusion can be discussed. Once a child has been withdrawn from the sex education programme, they cannot be included until the request for withdrawal has been removed. Withdrawn children will join another class and do other appropriate work.

Confidentiality

This is normally implicit in the pupil/teacher relationship, but cannot be guaranteed in the context of RSE. If the teacher feels a pupil is at risk or in danger, the matter will be discussed with the Head. The pupil may be informed of this procedure, and given the rationale why.

Answering Difficult Questions

Sometimes an individual child will ask an explicit or difficult question in the classroom. 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 these situations and refer to the PSHE Co-ordinator or Head if they are concerned. However, questions will be answered in a straightforward way and, when applicable, always using correct terminology.

Use of Visitors

Professionals, such as the School Nurse Team, Community Police, NSPCC and the deliverers of the DARE programme may be used to deliver content. This content will be assessed to ensure that it is inline will our school curriculum.

Inclusion

At Little Eaton Primary School all children have access to lessons and activities regardless of age, sex, or ability. Teaching approaches provide equality of opportunity by making sure the work is suitable for all pupils, considering religious and cultural beliefs and enabling those with disabilities to have full participation. Children are encouraged to work individually, in pairs, small groups and as whole class when required.

Equality

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. All resources and methods used have been checked against the following criteria:

- Is it likely to appeal to its audience?
- Is it consistent with the school's policy, aims and objectives?
- Does it fit in with our existing style of health/sex education?
- Is it appropriate for the pupils in terms of language and images, attitude, maturity and knowledge required?
- Does it patronise or respect its audience?
- Does it enable us to take pupils' emotional and intellectual readiness into account and link this to new learning?
- Does it avoid racism, sexism or stereotyping?
- Could the resource be adapted or extended to suit the needs of the pupil?
- Do we feel comfortable with this resource?
- Is there an undue bias in the resource?
- Is it factually correct?
- Will staff training be needed?
- Is it well designed, flexible, easy to use and store?
- Does it conform to the legal requirements for sex education?

Impact:

We continuously assess the implementation and impact of our RSE curriculum in order to achieve the highest outcomes possible across all year groups and ensure we provide the support that is necessary for all children to have a good understanding of the complexities of relationships and sexual matters and a secure knowledge and skills base to navigate their way through these, now and in the future.

Due to the nature of this curriculum area, monitoring takes place in various forms. A key component of this is pupil voice; school leaders use pupil voice as an effective tool to ascertain pupils' ability to understand concepts that may be explored through oral activities and discussions.

Subject leader role

The PSHE subject lead is responsible for raising the standards of teaching and learning. This will include:

- Overseeing the design and delivery of the curriculum.
- Developing good practice in their classroom.
- Co-ordinating and ordering resources and managing the budget.
- Monitoring and evaluating resources.
- Monitoring planning and the delivery of the curriculum.
- Working together with colleagues to raise standards.
- Providing stimulus and inspiration.
- Ensuring that the policy documents remain useful and current.
- Yearly audit and action plan.
- Conducting pupil voice.

Any questions or concerns regarding this policy should be made to Miss E Gascoyne(PSHE Subject Leader) or Mr P Schumann (Head teacher).

Confirmation that the policy for RSE, in respect of Little Eaton Primary School, has been discussed, approved and ratified by the Governing Body:

Signed by:

Governors: Date:

Headteacher: Date:

Next Review date:.....