



Park Gate Primary School

Relationships & sex education Policy

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1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Park Gate Primary School, we teach RSE as set out in this policy.

3. Policy development

We have worked together with staff, parents, governors and pupils in order to create this policy for Relationships, Health and Sex Education. Involving all of these groups of people aims to ensure a common understanding of our approach to Personal Development Learning (PDL), formerly known as PSHE (Personal, Social and Health Education).

This policy has been developed in consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

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 were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

Our RSE curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents/carers, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers upon request.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE at Park Gate Primary School

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

At Park Gate Primary School we understand the growing need to prepare our children for life and all of the challenges that it brings. Our school values of Partnership, Achievement, Resilience, Kindness, Growth, Aspiration, Trust and Excellence sit at the heart of our curriculum. We use a whole-school approach to building these essential foundations – crucial for children to achieve their best, academically and socially. Our Relationships Education, Sex and Relationships and Health Education is badged as Personal Development Learning (PDL) and is delivered through the Coram Life Education 'SCARF' curriculum, where lessons have been devised to promote respectful, caring attitudes that celebrate difference, providing an environment for children to be confident, successful learners. SCARF promotes the skills and confidence to help children find their voice. Through the SCARF activities and ethos, children develop decision-making and critical thinking skills as well as learning to work cooperatively and openly. Much of SCARF focuses on the importance of children listening to and respecting the views of others, whilst being confident to think through and assert their own. Children's emotional health and well-being has a huge impact on their ability to learn and the spiritual, moral, social and cultural (SMSC) aspects of both the taught curriculum and overall school ethos are explored throughout the SCARF curriculum resources. SCARF has been designed as a spiral curriculum, meaning that children will build upon their prior learning each year as they move through the school. Lessons will be taught in the units that are recommended through the SCARF programme and will either be discrete units or embedded in our Integrated Curriculum as part of projects where appropriate. This means that we have a flexible approach to the delivery of lessons. Some units will be taught as blocks throughout a week where others will be weekly lessons over a half term.

At Park Gate our Sex and Relationships Education (SRE) programme is taught alongside SCARF and is linked to our science curriculum. In Sex Education children will:

- Learn about and understand physical development appropriate to the age and stage of the child

- Be given factual knowledge and encouraged to explore the facts
- Learn about family-life and loving relationships for the nurture of children
- Learn about managing emotions
- Learning about human reproduction
- Learn about ways to look after their bodies whilst growing up
- Encourage awareness, respect, confidence and responsibility for oneself and others
- Examine opinions and concepts and encourage discussion

There is crossover with the National Curriculum for Science . We also use resources from Rotherham, Doncaster and South Humber NHS Foundation with regard to puberty. These are up-to-date resources which include young people talking about their experiences of puberty. Before the programmes are seen by the children, parents will have the opportunity to view the programmes and comment on the content should they wish to do so. We will discuss the programme of study with parents and explain the legal requirements involved with teaching Sex Education.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single-parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

Effective teaching and learning in this subject should be very similar to that in any other subject: it requires good teaching and universal learning pedagogy; however PDL requires teachers to be aware of effective safeguarding practices, including:

- Creating a safe environment
- Setting and agreeing appropriate ground rules (contract/agreement), and

- Teacher knowledge, skills and confidence in how to deal with sensitive issues, including potential disclosures. Effective teaching and learning also requires effective assessment for and of learning.

Lessons should begin where the pupils are, so that progress is developmental and builds on children's needs and existing knowledge.

Effective teachers are reflective practitioners and consider:

- What works well, according to children's needs
- What doesn't work well
- How to build on sessions to improve them for future use
- Whether resources, groupings, timings are effective, and to what extent. PDL addresses subject knowledge, along with the development of specific skills, including assertiveness, resilience, negotiation, addressing bias, conflict resolution, empathy; it explores personal and cultural values and beliefs. All PDL lessons support the development of spiritual, moral, social and cultural appreciation and will support the personal development, behaviour and welfare of pupils.

At Park Gate we follow the Coram Life SCARF units of work, amending where we feel our school fits into the subject being explored. CREATING A SAFE AND SECURE LEARNING ENVIRONMENT is essential to effective PDL. Pupils need to feel safe, comfortable and confident in sharing their ideas and opinions; to reflect on issues and questions along with their own and others' values and attitudes safely, without fear of negative feedback. A safe, secure environment will also help teachers to feel confident when managing discussions about sensitive issues.

- All PDL including relationships and sex education needs to be undertaken sensitively within an atmosphere of trust and security
- Children must never be placed in a situation where they feel pressured to contribute personal information or experience
- Educational materials such as video recordings, leaflets and pictures will only be used in support of the curriculum content outlined above
- Parents will be consulted about the detailed content of SRE before elements of the curriculum are delivered (including any video material to be used)
- Children may be taught in separate gender groups or in small groups for some aspects of SRE if this is felt to be appropriate when considering their emotional maturity
- Children will be free to raise their own concerns and can expect teachers to deal with these sensitively. Issues which go beyond the parameters of the curriculum content outlined above will either be dealt with if needed and the parent informed, or redirected to either a parent / guardian or, in extreme circumstances, in accordance with Child Protection procedures.

Dealing with questions

Teachers should establish clear parameters of what is appropriate and inappropriate in a whole class setting. Many teachers are concerned about responding to unexpected questions or comments from pupils in a whole-class situation. Having a set of ground rules should reduce the chances of this happening but teachers will need support and training so that they are prepared for the unexpected. For example:

- If a question is too personal, the teacher should remind the pupil of the ground rules.

If the pupil needs further support, the teacher can refer her or him to the appropriate person, such as a school counsellor, school nurse, helpline, or an outside agency or service;

- If a teacher doesn't know the answer to a question, it is important to acknowledge this, and to suggest that the pupil or teacher or both together research the question later;
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis. In this way, the pupil will feel they have been treated with respect, but the rest of the class will not have to listen to personal experience or inappropriate information. To maintain trust and respect the teacher must remember to talk with the pupil later; and
- If a teacher is concerned that a pupil is at risk of sexual abuse, they should follow the school's child protection procedures

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

. Our relationships and sex education will be delivered at a level which is appropriate for the children's age and physical development. Some year groups are more emotionally mature than

others and we will adapt the curriculum as we deem necessary in order to meet the needs of each cohort.

Pupils who use alternative methods of communication.

Staff adapt their teaching of relationships and sex education to ensure that pupils who have physical, visual or hearing impairments or are unable to use speech and may use signing, symbols and/or communication switches and aids have equal access to the programme.

Pupils with profound and multiple learning difficulties

Provision will be made so that all pupils will be able to access at least the most basic content from the programme, such as self-awareness, gender awareness, body recognition and privacy. 10.

Dissemination of the Policy • This policy has been read by staff, parents and Governors and further copies can be found on the school website. • Further information regarding PDL can be obtained from Deputy Head Teacher. • Policy will be reviewed every 2 years.

6.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage

- Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share all external materials with parents and carers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

8.1 The governing board

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

8.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 9).

8.3 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/carers wish them to be withdrawn from the [non-statutory/non-science] 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.

8.4 Pupils

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

9. Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from relationships education.

Parents/carers have the right to withdraw their child from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative school work will be given to pupils who are withdrawn from sex education.

There is a concern that if a child is withdrawn from the school Sex Education activities and the subject has not already been approached at home, the child might first hear about it through the playground. Therefore, we actively encourage parents to join us in this area.

Should a girl tell a member of staff she thinks her period has begun; the member of staff will do two things:

1. Offer sanitary protection in the form of a towel, then; communicate with her parents before the end of school.

10. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

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.

11. Monitoring arrangements

The PDL Subject Leader is responsible for monitoring the children's standards of work and the quality and content of the teaching programme.

There are assessment opportunities built into every half-termly unit which the subject leader will track and monitor regularly. The subject leader will support colleagues by giving them information about current developments in the subject, with details of available training and by providing a strategic lead in monitoring the effectiveness of the SCARF programme.

Using the Sex Education Forum's consultation tool for assessing pupil needs, we will use pupil voice to ensure we are meeting the needs of our own current school climate at points throughout the academic year.

Useful resources

Coram Life Education Online Teaching and Learning Training Film Clips and RSE Guidance Document: supports schools in organising and delivering RSE with confidence. Available as part of the SCARF online comprehensive Relationships Education and Health Education curriculum resources:

<https://www.coramlifeeducation.org.uk/scarf/lesson-plans/relationships-education--teacher-resources>

guidance-documents-and-training-films (password protected).

PSHE Association RSE Policy Guidance <https://www.pshe-association.org.uk/curriculum-and-resources/resources/writing-your-rse-policy-guidance>

pshe-association (members only) The Sex Education Forum RSE Policy Guidance <https://www.sexeducationforum.org.uk/resources/advice-guidance/sre-policy-guidance> The Sex Education Forum have also provided a free resource to assist you in consulting pupils, parents and staff to inform you about what changes need to be made to your RSE policy and practice. 'Activities for consulting about your school sex and relationships policy'. <https://www.sexeducationforum.org.uk/sites/default/files/field/attachment/Consultation%20activities%20-%20SRE%20policy%20-%20Sept%202014.pdf>

Park Gate Primary School
Long-Term Curriculum Plan

Whole School Theme Overview Relationships Education, Sex and Relationships and Health Education



Appendix 1: Curriculum map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R	Me and My Relationships	Valuing Difference	Keeping myself Safe	Rights and Respect	Being My Best	Growing and changing
Year 1	Me and My Relationships Being My Best	Valuing Difference	Keeping myself Safe	Rights and Respect	Growing and changing	
Year 2	Me and My Relationships	Rights and Respect	Valuing Difference	Keeping myself Safe	Being My Best	Growing and changing
Year 3	Me and My Relationships	Being My Best	Keeping myself Safe	Valuing Difference	Rights and Respect	Growing and changing
Year 4	Me and My Relationships	Valuing Difference	Keeping myself Safe	Rights and Respect	Being My Best	Growing and changing
Year 5	Me and My Relationships	Valuing Difference	Keeping myself Safe	Rights and Respect	Being My Best	Growing and changing

Year 6	Me and My Relationships	Keeping myself Safe	Valuing Difference	Rights and Respect	Being My Best	Growing and changing
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Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online

TOPIC	PUPILS SHOULD KNOW
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 3: Parent/carer form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/carers	

