



Park Gate Primary School
Personal Development Learning Policy

1. 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).

2. Requirements on schools in law

With the statutory introduction of Relationships Education, Relationships and Sex Education (RSE) and Health Education from September 2020, all schools are required, by law, to teach this according to the guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education Draft Guidance' (DfE July 2018).

Delivering RSE as part of our PDL aims to meet the Spiritual, Moral, Cultural and Spiritual obligations. This plays a key part in the everyday life of our school.

From September 2020 it will be statutory for schools to deliver Relationships Education in primary schools, and we are encouraged by the Department of Education to deliver Sex Education that ensures that both boys and girls are prepared for the changes adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science - how a baby is conceived and born. Health Education, which will also be made statutory from September 2020, covers the key facts about puberty and the changing adolescent body.

3. What is Relationships Education, Sex and Relationships Education and Health Education or 'PDL' at Park Gate?

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 wellbeing 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 (See Appendix 1.)

Where appropriate, programmes from the Channel 4 Sex Education television series will be used to enhance the above objectives. The programmes have nine units entitled "Living and Growing". Units 1 to 3 are suitable for primary age children and are as follows:

- Unit 1: Differences; how did I get here, Growing up (age 5-7)
- Unit 2: Girl Talk, Boy Talk, Changes; (age 7-9)
- Unit 3: How babies are made, how babies are born; let's talk about sex (age 9-11)

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.

4. Teaching Approaches

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.

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.

5. 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. Parents/Carers right to withdraw

Parents/guardians have the right to withdraw their children from the Sex Education provided at school, except those parts covered by the National Curriculum for Science (which are essentially the knowledge that reproduction is a fundamental life process and the main stages of the human life cycle). Parents need to inform the school in writing if they wish to withdraw their children.

We encourage parents/guardians to educate their children in the area of relationship and sex, and hold a list of useful teaching material which might support them in this area.

7. Health Warning

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;

Either: 2a. Ask the child if she wishes her parents to be informed by phone call before the end of school

Or: 2b. A letter will be sent home to inform the parents /carers that the school provided sanitary protection for their child that day.

8. How Relationships (and Sex) Education is monitored and evaluated

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.

The role of parents

The school is well aware that the primary role in children's PDL education lies with parents. We wish to build a positive and supportive relationship with our parents through mutual understanding, trust and co-operation. In promoting this we will:

- Inform parents about this policy;
- Answer any questions parents may have about the PDL education their children receive in school;
- Take seriously any issues which parents raise with teachers or governors about this policy or the arrangements for PDL education.
- For some children it is not culturally appropriate to address particular issues in a mixed group. Consulting pupils and their families will help to establish what is appropriate and acceptable for them.

9. How the delivery of the content will be made accessible to all pupils

The teaching programme for Relationships and Sex Education.

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 for all pupils to have access to 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 Mrs Allison Chapman, Deputy Head Teacher.
- Policy will be reviewed every 2 years.

11. Sources of Further Information

This policy has drawn on:

- DfES 'Sex and Relationship Education Guidance' (2000)
- Brook, Sex Education Forum and PSHE Association 'Sex and Relationships Education (SRE) for the 21st Century' - Supplementary advice to the Sex and Relationship Education Guidance DfEE

- DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Draft Guidance (July 2018)

This policy should be read in conjunction with the following school policies:

- Safeguarding Policy
- Anti-bullying Policy
- Equality, diversity and inclusion Policy
- DfE Keeping children safe in education (2019)

Date of policy: May 2020

Members of staff responsible for Relationships Education and Health Education: Allison Chapman/Sheena Briscoe

Line Manager (Member of SMT): Lindsay McCarthy

Review date: June 2022

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>