



RSE & PSHE Policy

Date Approved by LGB	February 2024
Next Review Due	February 2025
Frequency	Yearly

We believe every child has the right to be a successful and confident citizen who is able to make a positive contribution to the world they live in.
Our motto is 'Learning today, to make a difference tomorrow'

Our School Aims:

- Every member of our school community will understand, live and breathe each of our core values. to challenge, develop and nurture the 'Whole Child' so they are able to grow into confident, resilient and emotionally literate citizens of the future.
 - Our children will receive a broad and balanced experience that progressively builds and deepens knowledge, understanding and skills across the curriculum.
- Our school community will work in partnership with parents, carers and governors
- Our children will leave Hatchlands physically and mentally healthy and equipped with the skills to prepare them for their future.
- Our children will have high aspirations and no limits on their learning
- All children will achieve, regardless of their background or starting points.

School Values:

Our School Values were updated following a consultation process with our stakeholders. The following table outlines ways in which a child might demonstrate our 4 core values.

Compassion - we show kindness and understanding to everyone We show kindness to one another. We help one another. When someone is feeling hurt or sad, we try to make them feel better. We use kind words	Responsibility - we think about the impact of our actions. We make good choices about our behaviour. We think about how actions affect others. We look after our own and other people's property. We care for our environment
Courage - we are brave and believe we can We are not afraid to take risks or make mistakes. We will have a go at something new. We do not give up when we find something difficult. We will try things that we may be a little afraid to do.	Respect - we value everyone in all we do. We show good manners. We listen to others and their ideas. We treat each other as we would like to be treated. We celebrate differences and similarities between people.

Our One School Rule:

We show kindness and respect to everyone.

Aims

Our overall aim is to have children who are respectful, responsible, courageous, and compassionate who are able to apply their experiences to the wider world.

We are committed to:

- Teaching the characteristics of good physical health and mental wellbeing. We are clear that mental well-being is a normal part of daily life, in the same way as physical health.
- Promoting the spiritual, moral, cultural, mental and physical development of our children.
- Putting in the key building blocks of healthy, respectful relationships, focusing on families and friendships, in all contexts, including online.
- Supporting our children in developing healthy minds and a positive self-esteem and equip them with the knowledge of how to take care of their mental health and receive support if needed. This includes a focus on the importance of talking about our feelings.
- Supporting our children in having the ability to believe that they can achieve goals, both academic and personal.
- Supporting our children with the ability to understand that mistakes are learning curves and equip them with the skills to deal with challenging times.
- Preparing our pupils for the opportunities, responsibilities and experiences of later life, thus helping to create happy, successful and productive members of our community.
- Ensuring that our curriculum meets the needs of the current children in the community that we serve.
- Supporting the development of resilience and responsibility.
- Taking into account the religious backgrounds and beliefs of the children in our community.

Requirements on schools in law

The school is required by law to deliver a Relationships Education and Sex Education curriculum from September 2020. This is outlined

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

As of September 2020 it is statutory for schools to deliver Relationships Education in primary schools. We are encouraged to deliver Sex Education that ensures both boys and girls are prepared for the changes adolescence brings, drawing on knowledge of the human life cycle as set out in the National Curriculum for science. Health Education is statutory from September 2020 and covers the key facts about puberty and the changing adolescent body.

As a primary academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#). We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to 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 by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

How was this Policy developed?

The policy was written by the Headteacher. This was shared and approved with the school governing body in May 2021.

A consultation with parents took place in May 2021 and they were given a draft overview of the curriculum and its aims. Any enquiries or questions were discussed and the governing body for the school approved the use of Coram Life Education in May 2021

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

1. **Review** –the Headteacher, Governors and Learning Environment Leader implemented a whole school curriculum for the teaching of RSE called Coram Life Education. By doing so they ensured that all national and local guidance was taken into consideration.
2. **Staff consultation** – all school staff were given the opportunity to look at the policy and make recommendations.
3. **Parent/stakeholder consultation** – parents and any interested parties were invited to attend a meeting about the policy.
4. **Pupil consultation** – we investigated what exactly pupils want from their PSHE and RSE lessons.
5. Once amendments were made, the policy was shared with all and ratified.

How will the curriculum be implemented?

We will adopt the CORAM SCARF curriculum for all year groups and will follow this as our long term coverage. (This is outlined on the school website and on long term plans for each

year group) This can also be found on the Coram Life Education RSE lesson plan grid online and within the appendix below. Classes will be taught weekly in whole class groups and when appropriate in split groups or small groups.

RSE is a key element to our values of care, learn and forgive. We believe that by learning about the diverse world we live in and the cultural, religious and social diversity our pupils will be empowered to live their life in all its fullness and be successful in school and beyond.

4

How will the delivery of the content be made accessible to all pupils? The curriculum choice ensures that RSE is relevant to our pupils and setting. As consistent with equal opportunities procedures, where appropriate, teaching materials, and individual group activities should reflect the cultural and ethnic diversity of our society. Stereotyping in terms of race and gender should be avoided, and pupil's religious beliefs and cultural differences should be respected.

The curriculum ensures that the RSE programme has opportunities for both boys, girls and those identifying as transgender to access lessons equally and respectfully.

The curriculum covers a variety of ethnic, religious (alongside our RE curriculum) and cultural topics to enhance pupil understanding and promote respect and understanding for the views of different ethnic, religious and cultural groups.

The curriculum covers a variety of home and family situations to increase awareness, respect and understanding of differing home situations. These are acknowledged and discussed throughout the school journey. The curriculum acknowledges that on average 5% of pupils will define themselves as gay, lesbian or bisexual. Students may also have family members or friends who define themselves as these. The curriculum acknowledges these choices in a sensitive, honest and balanced manner in order to promote a respect and understanding of these choices.

As with our wider curriculum all pupils will be given support for learning, emotional, behavioural and physical disabilities in order to fully access the content of the lessons.

The teaching of Relationships and Sex Education will be delivered at an age appropriate level. When children may have a delayed cognitive development, which could hinder the understanding appropriate to their age, family and SENDCo will meet and agree a plan to ensure safety for the pupil.

Online Safety

Online Safety is an ongoing theme that is revisited thoroughly at the beginning of every term, briefly before every computing lesson and integrated within all curriculum areas. Pupils learn:

- For most people the internet is an integral part of life and has many benefits.
- People sometimes behave differently online, including by pretending to be someone they are not.

- The same principles apply to online relationships as face to face relationships, including the importance of respect for others online including when we are anonymous.
- The rules are principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

5

- 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.
 - · Understanding boundaries online.
 - The importance of keeping personal information private.
 - Where and how to report concerns and get support with issues online.

Outside agencies involved in supporting our curriculum delivery:

- NSPCC – pants awareness campaign
(<https://learning.nspcc.org.uk/research-resources/schools/pants-teaching>)
- NSPCC – Speak out stay safe campaign
(<https://learning.nspcc.org.uk/services/speak-out-stay-safe>)

How is Relationships (and Sex) Education is monitored and evaluated? Monitoring of lessons and standards will follow the same whole school approach as other lessons. In order to ensure that students are making progress and the delivery of lessons enables this progress to take place, we will access the SCARF 6 half termly units and assessment opportunities.

The delivery of RSE will also be monitored by the Headteacher and ELT through:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share ideas
- SLT and Leaders looking at work produced by children across all year groups
- Lesson Observations

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/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.

All teachers are responsible for the teaching of RSE in our school. The headteacher and the Learning Environment Lead will be responsible for the delivery of RSE.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. All classrooms will have an enclosed worry box for pupils to ask questions to their teachers after lessons.

6

Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers use their skill and discretion in this area and refer to the designated safeguarding lead.

Confidentiality and Child Protection Issues

If a teacher or member of staff believes that a child is at risk or in danger, she/he needs to talk to the designated safeguarding lead who takes action as laid down in our Safeguarding Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and the reasons why. The child will be supported by the teacher throughout the process. Hatchlands Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

Parental concerns and withdrawal of students

Long term plans and coverage will be shared with families to ensure that they are aware of topics being covered and to enable them to contribute to the development of values and attitudes respectful to their own family beliefs. When delivering RSE parents have the right to withdraw students from all or part of the RSE but not for those areas outlined in the National Curriculum. Parents are allowed to withdraw their child from sex education but not the relationships elements of the new curriculum as outlined by the DfE (2019)

Before teaching Sex Education, information will be shared with families upon the content of the curriculum and information regarding withdrawal will be shared. Should a child be withdrawn from the lessons they will be given work appropriate to their age group and be invited to sit within another classroom for supervision purposes.

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

Dissemination of the Policy

The policy will be sent to all parents and staff in May 2021. The policy and guidance will also be shared on the school website and should families require a paper copy can be provided.

Parents have been informed following the original consultation period that SCARF CORAM will be adopted by the school.

7

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.

We will provide all staff with a confidential audit to assess any concerns they may have about teaching RSE in advance

Policy Review and Development Plan

The policy will be reviewed annually by staff and governors to ensure suitability. When areas of development are identified, these will be addressed through staff CPD and community events.

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 DfE (0116/2000) (2011)
- DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Draft Guidance (July 2018)

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-t-eacher-resources-guidance-documents-and-training-films> (password protected).

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>

8

Appendix 1: Curriculum maps

PSHE, Relationships and sex education curriculum maps

Coram Life Education is divided into 6 overarching topics. Teachers will ensure that all of these topics are covered within each academic year. These can be taught in any order or referred back to if needed due to children's needs or arising issues.

Year Group	Me and my relationships	Valuing Difference Keeping Myself Safe Rights and Responsibilities	Being My Best	Growing and Changing
------------	-------------------------	--	---------------	----------------------

Early Years	kindness	Safe secrets and	help to keep us safe	Life stages
What makes me special	Keeping my		Keeping my body healthy food, exercise, sleep	
People close to me	Looking after body safe		Growth mindset	
Getting help		environment and touches	Cycles	
Similarities and differences		money		
Celebrating difference	Showing things, friends,	People who		

Year 1	Feelings Getting help Classroom Rules	Recognising, How our Taking care of valuing and celebrating difference Developing tolerance and respect Being kind and helping others Listening skills	Feelings How our feelings can things keep us safe Myself Keeping healthy Money Medicine safety My environment Safe and unsafe secrets Self-regulation Appropriate touch Medicine safety	Growth Mindset Keeping my body healthy	Getting help Becoming independent My body parts
Year 2	Bullying and teasing Our school rules about Bullying Being a good friend Feelings/Self Re gulation	Recognising Managing risk Skills we need to respecting Drugs and their Diversity develop as we Being risk respectful grow up and tolerant Staying safe online Helping and being helped	Feelings How our feelings can things keep us safe Myself Keeping healthy Money Medicine safety My environment Safe and unsafe secrets Self-regulation Appropriate touch Medicine safety	Growth Mindset Looking after my body	Life Cycles Dealing with Issues Being supportive
Year 3	Cooperation Caring friendships (Includes respectful relationships)	Recognising Managing risk Skills we need to respecting Drugs and their Diversity develop as we Being risk respectful grow up and tolerant Staying safe online Helping and being helped	Feelings How our feelings can things keep us safe Myself Keeping healthy Money Medicine safety My environment Safe and unsafe secrets Self-regulation Appropriate touch Medicine safety	Keeping myself healthy Celebrating and developing my skills	Relationships Menstruation Keeping safe

Year 4 Recognising feelings Bullying Assertive skills Recognising and celebrating difference (including religions and cultural	difference) Understanding and challenging stereotypes Managing risk Making a difference Understanding the norms of	(different ways of drug use of helping others (cigarettes and or the alcohol use) environment) influences	Media influence Decisions about spending money Having choices and making decisions about my health	Taking care of my environment Body changes during puberty Managing difficult feelings Relationships including marriage
---	---	---	--	---

Year 5	<p>Feelings</p> <p>Friendship skills including compromise</p> <p>Assertive skills</p>	<p>Recognising and celebrating difference including religions and cultural</p> <p>Influence and pressure of social media</p> <p>Managing risk including staying safe online</p> <p>Rights and responsibilities - and those relating to</p> <p>Norms around health use of legal drugs (tobacco, alcohol) borrowing and spending</p> <p>Decisions about lending,</p>	<p>Growing independence and taking responsibility</p> <p>Media awareness and safety</p>	<p>Managing difficult feelings</p> <p>Managing change</p> <p>Getting help</p>
Year 6	<p>Assertiveness</p> <p>Cooperation</p> <p>Safe/unsafe touches</p>	<p>Recognising and reflecting on prejudice based bullying</p> <p>Understand ing</p> <p>Bystander behaviour</p> <p>Emotional needs</p> <p>Staying safe including social media</p> <p>Drugs, norms and risks including the law)</p> <p>Caring communities and the environment</p> <p>Earning and saving money</p> <p>Understanding media bias</p>	<p>Aspirations and goal setting</p> <p>Managing risk</p>	<p>Keeping safe</p> <p>Body Image</p> <p>Self Esteem</p>

Appendix 2: Parent form: withdrawal from sex education within RSE

Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			

Any other information you would like the school to consider	
Parent signature	

Agreed actions from discussion with parents	