



**Pendeen School**

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as one

Pendeen School

**RSHE and Sex and Relationship Education Policy**

Date formally accepted by governors:

Date becomes effective:

Next review date: 2026

Person responsible for implementation: Headteacher – Chris Summerfield

## **Aims**

At Pendeen Primary School we enable children to become confident, capable and caring individuals with a knowledge and understanding of the value systems found in Britain. We teach them to have respect for other peoples' views, to celebrate the diversity in society and gain an understanding of sex and relationships education (SRE) at an age appropriate level. Our aim is for all children to leave Pendeen Primary School being able to reflect on their own experiences and to develop a personal response to the fundamental questions of life and be able to understand the importance of physical activity and diet for leading a healthy lifestyle. In addition, we want the pupils to feel empowered to manage their mental health, developing their self-esteem and ability to express their own views and feelings. Our school ethos nurtures and cares for every child from the day they begin their education at Pendeen School.

## **Statutory requirements**

As of September 2020, some elements of our PSHE curriculum are statutory and are outlined within the government guidance for Relationships Education and Health Education. However, there are also non-statutory aspects of PSHE that we teach from Reception through to Year 6 as and when the children of Pendeen School need additional coverage to meet their needs.

We must teach Relationships Education under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance (<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>). We use the 3Dimensional PSHE planning to cover RSHE lessons including statutory updated content for 2020 alongside using planning by The Christopher Winter Project to teach Sex and Relationship Education in the Summer term of every year.

## **Content and Delivery**

As stated above, we are required to cover the content for relationships education, and health education, as set out in the statutory guidance (linked to above). The statutory content for Relationships Education teaches children about the following areas:

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

The statutory content for Health Education teaches children about the following areas:

- Mental well-being
- Internet safety and harms
- Physical health and fitness
- Healthy eating Drugs, alcohol and tobacco (using the Christopher Winter Project resources)
- Health and prevention
- Basic First Aid
- Changing adolescent body (using the Christopher Winter Project resources)

The non-statutory content for Living in the Wider World teaches children about the following areas:

Environment  
Economic awareness  
Community

### **Inclusion of pupils with special educational needs and disabilities (SEND)**

PSHE must be accessible for all pupils and we will ensure that their teaching is sensitive, age appropriate, developmentally appropriate and delivered with reference to the law. This is particularly important when planning teaching for pupils with special educational needs and disabilities. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. We will also be mindful of the preparing for adulthood outcomes as set out in the SEND code of practice. However, as a school we are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and SRE can be particularly important subjects for these pupils; particularly those with Social, Emotional and Mental Health needs or learning disabilities. Therefore, there may be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages, this will be carried out in liaison between class teachers, LSAs (where appropriate) and the SENDCO.

### **Lesbian, Gay, Bisexual and Transgender (LGBT)**

In teaching Relationships Education and SRE, we will ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must comply with the relevant provisions of the Equality Act 2010, under which sexual orientation and gender reassignment are amongst the protected characteristics. The Relationships Education statutory guidance also states that by the end of primary school, children must be taught that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences. We will ensure that all our teaching is sensitive and age appropriate in approach and content. At the point at which we consider it appropriate to teach pupils about LGBT, we will ensure that this content is fully integrated into our programmes of study for PSHE rather than delivered as a standalone unit or lesson. For example, when teaching about families and respecting differences, children will be shown all different types of family including LGBT families, single-parent families, large families, extended families etc. Each family type will be given equal focus rather than a standalone lesson on LGBT families. We feel this is appropriate because it is reflective of the demographic of our school; in that our pupils come from a wide range of family backgrounds. As will all areas of the curriculum, teachers must deliver these lessons without any influence from their personal beliefs and attitudes. In the extremely unlikely event that teachers do not believe they can do this, they must inform the PSHE subject leader and Headteacher.

### **Recording, assessment and reporting of PSHE**

Y1-Y6 have a PSHE floor book to record the range of activities and experiences of the class. Reception activities are largely incorporated into verbal circle times where assessments are carried out by the class teacher.

In PSHE there are two broad areas for assessment:

- Children's knowledge and understanding. For example, information on effective, respectful relationships both on and off line, physical and mental health, understanding of rules and safety procedures, and the meaning of ideas including democracy and British Values.
- How well children can use their knowledge and understanding in developing skills and attitudes, for example through participating in discussions, group tasks and activities, managing conflict, making decisions and promoting positive relationships.

Assessment will take place three times throughout the year by each class teacher, once after each main section (at the end of Autumn term for Relationships Education, the end of May half term for Health Education and at the end of the year for Living in the Wider World). Assessment levels for PSHE will be reported to parents formally twice each year through Parent Consultations. Additional assessment and recognition in PSHE could come in the form of:

- Children receive Star Award certificates for demonstrating one of Pendeen Schools values.
- Headteacher Awards are given to children showing exceptional kindness, thoughtfulness, patience and hardworking characteristics.
- Class Dojo points are awarded by staff recognising children showing Pendeen Schools values.

## **Monitoring arrangements**

The delivery of PSHE and RSE is monitored by the PSHE subject leader (Becky Curnow) through:

- Floorbook monitoring
- Lesson observations / Learning walks
- Staff and pupil conferencing
- SHIP visits by local headteachers and other PSHE leads

This policy will be reviewed by the PSHE subject leader every two years. At every review, the policy will be approved by the governors and the Head Teacher.

## **Sex and Relationships Education**

### **Policy Review**

The school's governing body will review this policy every two years from the date above. In reviewing this policy it will consult the groups below:

- Parents
- Pupils
- Staff

The school will do this through a variety of methods, including questionnaires and the use of groups such as the School Council and the Governors Board. Materials are available to parents/carers who wish to supplement the school's SRE programme.

### **Dissemination**

All staff members and governors can view the SRE policy on the school's shared server. Copies of the policy are available for parents on request from the school office. A copy can also be accessed on the school website. Training is delivered regularly to staff on the policy content. The SRE co-ordinator facilitates the gathering of policy feedback from parents, staff and pupils every two years.

### **Introduction**

The school recognises that sex and relationships education is the right and responsibility of the parent. The school provides sex and relationships education to support parents in fulfilling their responsibility. If parents are not happy with what the school provides in its basic curriculum with regard to sex and relationships education they have the right to withdraw their child/children from those aspects of sex and relationships education that are not covered by the National Curriculum Science Programme of Study.

This policy is a working document and provides guidance and information on all aspects of SRE in the school for staff/parents/carers and governors.

It is part of other related Personal Social and Health Education (PSHE) policies within the school and forms part of our long term PSHE teaching plan. The school believes that it is important to teach SRE within a PSHE framework (1999), as well as within the National Curriculum programme of study for Science.

The policy was formulated by the Head teacher in consultation with all teaching staff and Governors. Parents are consulted through a meeting which will be held at the start of the teaching unit in order to allow parents to view teaching resources and ask questions.

### **Defining sex and relationships education (SRE)**

At Pendeen School we believe that S.R.E. encompasses the themes of Emotions, Families, Feelings, and Rights & Responsibilities of growing up, Relationships and Self- esteem as well as the biological aspects.

### **Rationale: Why teach Sex and Relationship Education?**

Adults often assume that sex education means telling children about sexual activity and so wish to protect children from this. However, sex and relationship education at Pendeen School builds in a responsible and developmentally appropriate way, on children's existing knowledge and experience of their bodies, relationships and the world around them.

By undertaking appropriate education at primary level pupils will be better able to manage puberty and will develop skills and self-esteem to become more confident adolescents.

### **Primary Aims SRE should;**

- Help prepare children for their future lives.
- Develop skills and self-esteem to help children enter adolescence.
- Prepare children for puberty.
- Enable pupils to develop knowledge, communication skills and understanding in order to facilitate personal decision making.
- To enable pupils to develop the ability to form positive, non-exploitive relationships.
- To enable pupils to be aware of personal, psychological, emotional and physical changes in themselves and others.
- To emphasise the role and the value of family life.
- Explore attitudes and values.
- Develop mutual respect and care for others.

- Address concerns and correct common misunderstandings children may have gained from the media and their peers.
- Develop skills to help children protect themselves from unwanted physical contact.
- Be conducted in a sensitive manner in a relaxed environment that enables children to air their feelings and views.
- Be taught as a spiral programme that is differentiated to meet the needs of children at different ages and stages of development.

### **Moral dimension**

As part of the whole curriculum the school seeks to explore issues of right and wrong. Whilst sex and relationships education recognises different lifestyle choices, it promotes a view that stable and loving relationships are the best context for sexual relationships and the rearing of children.

### **Sex and Relationship Education within PSHE**

Sex and relationship education should be supported by a school's wider curriculum for personal, social and health education. In this way, schools can ensure that pupils:

- receive their sex education in the wider context of relationships; and are prepared for the opportunities, responsibilities and experiences of adult life.

The content of the school's programme is based on the Science National Curriculum 2014 and the non-statutory guidance for RSE (2020). The Science curriculum at KS1 and KS2 ensures that both boys and girls know about puberty and how a baby is born (parents have the right to withdraw from conception and pregnancy lessons)

The combined PSHE and Citizenship framework at Key Stages 1 and 2 is developed through four broad themes and makes clear what is appropriate in the early primary years and the transition year.

The four themes are:

- developing confidence and responsibility and making the most of pupils' abilities;
- preparing to play an active role as citizens;
- developing a healthier, safer lifestyle; and
- developing good relationships and respecting differences between people.

At Primary School level Sex and Relationship Education should contribute to

the foundation of PHSE and Citizenship by ensuring that all children:

- develop confidence in talking, listening and thinking about feelings and relationships
- are able to name parts of the body and describe how their bodies work
- can protect themselves and ask for help and support.
- are prepared for puberty.

The school uses a variety of resources, including DVDs, books and photographs (of cultures and communities). Parents are welcome to view these materials and may borrow them from the school to support the sex education of their children in the home context. Resources used by the school are produced for schools by educational publishers (The Christopher Winter Project) and are intended for pupils in the light of the best current research in SRE.

### **Assessment and Evaluation**

Elements of the sex and relationships education in the Science Curriculum are assessed formally. Assessment and evaluation of the SRE programme outside the Science Curriculum is conducted using a variety of informal activities which have been built into the programme. These may include peer assessment and self-assessment. Teachers delivering SRE constantly evaluate their lessons to inform future planning.

### **Monitoring and evaluating SRE**

It is the co-ordinator's responsibility to ensure that SRE occurs in the school's curriculum according to the schemes of work for Science and PSHE.

- Monitor the use of teaching and learning styles.
- Monitor the use of teaching materials.
- Evaluate the effectiveness of the school's programme.
- Ensure the delivery of SRE information evenings for parents.

The Co-coordinator, Becky Curnow, will be given time to monitor and evaluate the school's SRE programme as it occurs in the school's schemes of work for each key stage. The school actively seeks feedback from children, parents and staff on the success of the provision and the Policy is reviewed every two years.

### **Dealing with sensitive issues and teaching strategies for SRE**

Teachers need to be sure that they are aware of issues which may arise from the teaching and learning about SRE. A set of ground rules will help teachers create a safe environment in which both teachers and pupils do not feel embarrassed or anxious about unexpected questions or comments. The following are protocols for discussion based lessons with pupils:

- No-one (teacher or pupil) will have to answer a personal question.
- No-one will be forced to take part in a discussion.

- Only the correct names for body parts will be used.
- Meanings of words will be explained in a sensible and factual way
- Teachers may use their discretion in responding to questions and may suggest that the appropriate person to answer that question is the parent.

### **Dealing with questions**

Teachers will establish clear parameters of what is appropriate and inappropriate in a whole class setting.

- If a question is too personal, the teacher should remind the pupil of the ground rules.
- If a teacher does not know the answer to a question, it is important that they 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 the pupil, is inappropriate for the pupil/whole class, or raises concerns about sexual abuse, the teacher should acknowledge the question and promise to attend to it later on an individual basis. In this way the pupil will feel they have been treated with respect, to maintain trust and respect the teacher must remember to talk with the pupil later.
- If a teacher is concerned that a pupil is at risk of sexual abuse, they should follow the school's child protection procedures.

The school believes that individual teachers must use their skill and discretion in answering pupil's questions according to the age and maturity of the pupils concerned.

Where a member of staff is concerned that a child protection issue is arising, it is his/her responsibility to follow the school's policy in this matter.

The school recognises that SRE must be taught at both Key Stages and not left until Year 6. Whenever SRE appears in the school's PSHE programme, in a discreet fashion, the class teacher will inform parents about the issues to be covered and seek their support in exploring these issues in the home context.

### **The delivery of SRE**

All teachers are responsible for teaching about and modelling good relationships within the school. Much of the general work in school is based on good relationships and in this regard SRE is supported by the school's behaviour policy. It is also the responsibility of the whole staff to deliver the

National Curriculum Science programme of study, according to the scheme of work. All members of the teaching staff have been identified as appropriately trained and competent to deliver this part of the school's basic curriculum when specific sex education occurs, which is outside or beyond the National Curriculum Science programme of study. This is taught through the PSHEScheme of work.

In the delivery of SRE teachers will use a variety of teaching methods and resources. The following are recognised methods for the effective delivery of SRE.

- discussion
- drama and roleplay
- research and presentation
- DVD programmes – we use the programme 'The Christopher Winter project' which combines aspects of 'Living and Growing' as a core part of our SRE teaching.

Teachers will also use other teaching methods to enable pupils to learn about SRE which are age appropriate, taking into account the developmental needs of individual pupils. Parents are welcome to discuss with teachers their approach to SRE and the methods of teaching and learning to be used.

SRE is normally delivered in mixed gender groups. On occasions, however, it may be deemed more appropriate for topics to be covered in single sex groups. This is particularly true in Year 5 and 6 when discussing the changes at puberty. Some lessons are delivered with boys and girls and some in single sex groups.

SRE will be delivered as the guidance from the **Christopher Winter Project**

### **Year 1 Growing and Caring for Ourselves**

Lesson 1 Keeping Clean

Lesson 2 Growing and Changing

Lesson 3 Families and Care

### **Year 2 Differences**

Lesson 1: Differences, Boys and Girls

Lesson 2: Differences

Lesson 3: Naming the body parts

### **Year 3 Valuing Differences and Keeping Safe**

Lesson 1: Differences, Male and Female

Lesson 2 Personal Space

Lesson 3 Differences, Male and Female

### **Year 4 Growing Up**

Lesson 1: Growing and Changing  
Lesson 2: What is puberty?  
Lesson 3 Puberty, changes and Reproduction differences, male and female

#### **Year 5 Puberty**

Lesson 1 Talking about Puberty  
Lesson 2 Male and Female Changes  
Lesson 3 Puberty and Hygiene

#### **Year 6 Puberty and Reproduction**

Lesson 1 Puberty and Reproduction  
Lesson 2 Understanding relationships  
Lesson 3 Conception and Pregnancy (parents have the right to withdraw)  
Lesson 4 Communication in relationships

Materials are available to parents/carers who wish to supplement the school SRE programme or who wish to deliver SRE to their children at home.

#### **Equal Opportunities Statement**

The school is committed to the provision of SRE to all its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where children with SEN are given extra support.

#### **Parental right to withdraw from SRE**

As stated above parents have the right to withdraw their pupils from specific areas of SRE. They do so by writing to the Headteacher. When the Headteacher receives such a letter, he will invite the parents to a meeting, at which the Headteacher will explain clearly what the school's policy is and seek to accommodate the wishes/concerns of the parents. If that is not possible the pupil will be withdrawn from the requested SRE lesson(s) and placed in another class where suitable work will be provided.

Class teachers will pass on and retain any requests for the withdrawal of a child/ren from SRE. This request will be complied with until written notification of any change has been received.

#### **Use of Visitors and Outside agencies**

SRE is a shared responsibility;  
what is learned at school can and should be supported by experiences at home and in the community. It is therefore sometimes appropriate to involve visitors from outside agencies, such as the School Nurse, not to replace teacher led SRE,

but to offer support to teachers.

Visitors are invited into school because of the particular expertise or contribution they are able to make;

All visitors are familiar with and understand the school's SRE policy and work within it.

All input to SRE lessons is part of a planned programme and negotiated and agreed with staff in advanced

All visitors are supervised/supported by a member of staff at all times

The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning. The school will continue to liaise with the local secondary school(s) in order to ensure that the programme for SRE is continuous at KS3)