



South Hill Primary School RSE Policy

Statutory guidance from the 'Department for Education' states that from September 2020 all Primary schools are required to teach Relationship and Sex Education (RSE). Our whole school plan for the teaching of RSE- within our PSHE lesson provision- is outlined in this policy.

DEFINITIONS

At South Hill, our PSHE programme encompasses the following elements:

Personal, Social and Health Education – We have a bespoke PSHE programme, which is designed and tailored to the needs of our pupils/school community. Our PSHE focuses on teaching children how to be successful citizens and focuses on promoting wellbeing, promoting 'British Values' and to reinforce all elements of our school ethos: 'The South Hill Way'.

Relationship education – Relationships education (RSE) primarily focuses on teaching the fundamental building blocks of positive relationships to ensure pupils know what a healthy relationship looks like; where they are valued and where equality exists; and to also ensure all families and individuals are 'represented' and 'seen'.

Health education – Health education will focus on understanding how to keep our bodies healthy and what it means to have a healthy lifestyle to ensure children can be healthy adults and make good choices later on in life.

Drugs education – Drugs education will teach children the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Sex education – Sex education will be taught to our oldest children in Year 6 and will teach conception and the physical act of sexual intercourse.

Other subjects – Other elements of our PSHE programme will be taught through subjects such as Science (where children will learn about the human body and reproduction), Computing (where children will learn about internet safety) and PE (where messages about keeping healthy will be reinforced) as well as teaching using opportunities throughout the school day to reinforce key concepts.

All aspects of our PSHE provision are carefully mapped out on our 'PSHE progression document' (please see appendix A).

ROLES AND RESPONSIBILITIES

Our school PSHE programme (including our RSE provision) will be led by Mrs Albery (PSHE lead) under the guidance and support of our Co-headteachers and the Governing body, with whom ultimate responsibility for the policy and provision of RSE and PSHE at South Hill.

The PSHE lead will be responsible for:

- Designing a bespoke PSHE programme to meet the needs of South Hill children, reflecting current needs of the school community
- Implementing, and changing where needed, the materials used by teachers to deliver lessons
- Reviewing the RSE policy and making changes, where needed

The Co-Headteachers are responsible for ensuring that PSHE provision across the school follows the statutory requirements and relevant laws.

Our policy has been written in conjunction with our parent, staff, pupil and governing bodies:

- An RSE consultation document, including a 'SurveyMonkey' questionnaire and consultation was sent to all parents in March 2020, in October 2020 and again in December 2020.
- The policy was discussed and reviewed with staff during CPD training in January 2020 and again in December 2020. This has subsequently been reviewed and amended in January 2022
- The eldest members of our school council were also involved in informing the policy by discussing what aspects of Relationship education they felt they should learn about in October 2020.

THE LAW

The teaching of RSE is informed, supported and complements the following lawful policies:



South Hill Primary School
RSE Policy

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance RSE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)

OUR SCHOOL VISION

At South Hill Primary, we firmly believe that:
'Our school builds the leaders of tomorrow; young people who are happy, resourceful, reflective, caring and resilient; who develop a lifelong love of learning; and who celebrate diversity, collaboration and excellence in all aspects of our school community'.

Therefore, we have carefully mapped out our PSHE/RSE provision to ensure that we have a culture and ethos which:

<p><u>The 3 I'S</u></p> <p>Intent</p>	<ul style="list-style-type: none"> • Fosters equality for all, including those with a religious/nonreligious background • Challenges all forms of discrimination and bullying • Is respectful of how pupils choose to identify themselves and which teaches others how to be respectful • Meet the needs of all pupils, with diverse experiences, including those with SEND • Helps children to know how to be safe and healthy • Prepares pupils for the opportunities, responsibilities and experiences of later life • Provides pupils with age-appropriate information in a range of PSHE/RSE topics • Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school • Teaches relevant laws to ensure pupils are clear on their rights and responsibilities as citizens • Ensures that all pupils 'see' people like themselves and families like their own • Ensures there is no stigmatisation of children based on their home circumstances or structure of support • Learning experiences that help children develop their own moral values • Enables pupils to develop the knowledge, strategies, skills, language and confidence required to behave according to their values in new situations
<p>Implementation</p>	<p>We will implement this by:</p> <ul style="list-style-type: none"> • Teaching a discrete PSHE lesson once a week in each class, following our whole school PSHE map • Using high quality resources and lesson plans (which are both bespoke and designed uniquely for the children of South Hill and by using external resources) • Providing lessons that are active and have applied learning experiences • Using opportunities throughout the school day, including in core and foundation subjects, to reinforce key messages • Delivering a range of assemblies to reinforce and further explore key messages • Delivering lessons that clearly distinguish between fact and opinion • Developing pupil's skills to critically evaluate • Providing regular CPD to all staff • Regularly communicating relevant information to parents
<p>Impact</p>	<p>We will measure the impact of our PSHE and RSE provision by:</p> <ul style="list-style-type: none"> • Following a range of assessment procedures (please see 'Assessment' section)



**South Hill Primary School
RSE Policy**

	<ul style="list-style-type: none"> Continually reviewing our provision through teacher, parent and pupil voice Continuing to update our CPD through staff and subject leader training
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HOW WILL PSHE BE TAUGHT

PSHE will be taught using our own resources as well as resources from the 'Christopher Winter' project (please see appendix A and B – South Hill PSHE progression and topic documents).

Autumn term	Spring term	Summer term
The No Outsiders Project	Picture News	Year group specific lessons on 'Relationships' and 'Drugs' using resources from 'The Christopher Winter Project'. 'Sex Education' in Year 6.

PSHE will be taught by the class teacher(s) in a weekly Lesson; we believe that this is important so that children, who have strong relationships with their class teacher(s), can develop their own set of values in an environment where they feel safe, nurtured, and cared for.

Class teachers are responsible for:

- Following the school PSHE scheme of work, including the bespoke 'Wellbeing' scheme and the 'Christopher Winter' programme of study
- Following the national curriculum for elements covered in subjects such as PE, Computing etc
- Adapting plans to meet the needs of specific learners

Teaching staff will receive CPD and training regularly through Inset and staff meetings to ensure that they are delivering high quality differentiated lessons, which show clear learning intentions and outcomes, which show progress.

Our PSHE programme is inclusive of all learners and, where needed, teachers will adapt the lesson plans and resources to suit the needs of their classes and may also use previous years' lessons/activities to meet the needs of individuals, with support from 1-2-1's and teaching assistants where needed. Pupil's questions will be answered by class teachers, where they are appropriate and match the curriculum of our PSHE programme. These questions can be raised in class discussion or through the class worry box/worry monster, if a child wishes to raise something anonymously.

ASSESSMENT

PSHE will be assessed and reviewed by the class teacher after every lesson, in the same way that core/foundation subjects are, to ensure lessons are adapted to the needs of the class/individual where needed. Assessment will also be achieved through:

- Pupil self-assessment
- Peer assessment
- Objective assessment
- Parent voice/ visitor voice
- Pupil voice

PSHE will be assessed termly using our foundation data tracker to ensure teacher's identify children who show an understanding at an 'age-appropriate level' and those who may need more support or who may need to the curriculum to be adapted further.

Teachers will have time to discuss with the PSHE lead and to reflect on:

- Whether the unit has enabled pupils to learn what was intended
- Whether learning was effective
- Whether learning met the needs of all pupils
- How learning can be changed and improved
- Any issues to contribute to curriculum development

SAFEGUARDING

Teachers will promote a culture and environment where children are able to feel safe in discussing sensitive, age-appropriate, topics. All staff are aware that effective PSHE, which brings an understanding of what is and what is not appropriate in a relationship, may occasionally lead to a



South Hill Primary School **RSE Policy**

disclosure of a child protection issue. In this instance, teachers will follow the school's 'Safeguarding policy' and bring the matter to a designated senior person (DSP).

EXTERNAL AGENCIES

At the moment, we have no plans- as a school- to have external agencies to deliver any part of our PSHE curriculum.

THE RIGHT TO WITHDRAW

As per the law, parents have a right to withdraw their child from the 'Sex Education' elements of PSHE, which are not part of the Science curriculum. These are lessons 2 and 3 from the 'Christopher Winter' 'Relationships' education, which cover the following lesson objectives:

Learning objective	Learning outcome
<ul style="list-style-type: none">• Consider physical & emotional behaviour in relationships• To explore the process of conception and pregnancy	<ul style="list-style-type: none">• Discuss different types of adult relationships with confidence• Know what form of touching is appropriate• Describe the decisions that have to be made before having a baby• Know some basic facts about pregnancy and conception

A letter or email must be sent to the school office and received before the lessons take place, in order for a child to be withdrawn. We would advise parents to talk to their class teacher in the first instance if they have any concerns. Children who are withdrawn from Sex Education will be placed in another class, for that lesson, where they will complete work given by the class teacher. We have and will continue to work closely with parents to ensure that they are fully aware of what is being taught and to signpost them to additional resources.

POLICY REVIEW

This policy will be reviewed in January 2023 to ensure that it continues to meet the needs of pupils, staff and parents at South Hill and to ensure that it is in line with current 'Department for Education' advice and guidance.