



# **FOUNTAINS**

## **PRIMARY SCHOOL**

Always achieving our potential

# **Relationships & Sex Education Policy (Incorporating Personal, Social, Health Education)**

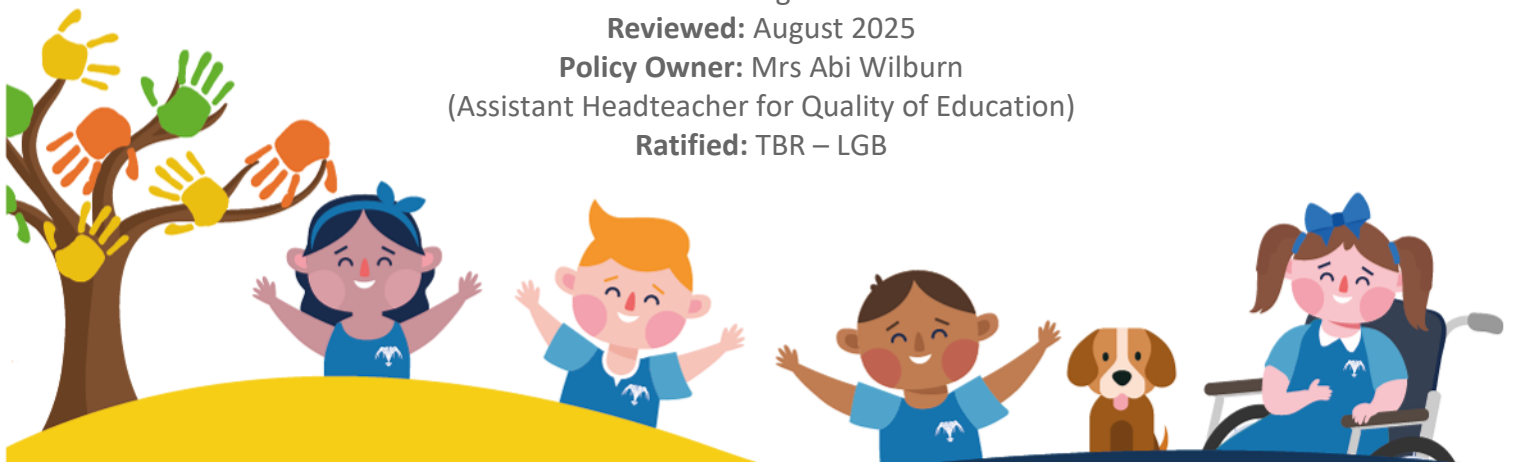
Written: August 2024

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Policy Owner: Mrs Abi Wilburn

(Assistant Headteacher for Quality of Education)

Ratified: TBR – LGB



ALWAYS ACHIEVING OUR POTENTIAL



## Context

Fountains Primary School is a nurturing school, (as recognised by Nurture UK 2020), which caters for children who have special educational needs ranging from moderate to profound. The Relationships Education, Relationships and Sex Education and Health Education regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017. This Act states that children, including those in a Special School must be taught Health and Relationships Education. 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.

Therefore, the children at Fountains Primary School, wherever appropriate will be taught a robust PSHE/RSE curriculum, which develops the children's key learning blocks for future life. Where possible, and with parental permission, some children will also be taught Sex Education at an appropriate level. Alongside teaching of PSHE/RSE, Fountains Primary School also has its schools values embedded with Personal Learning and Thinking Skills. These skills are taught and rooted in every day school life by all of the school community.

### Aims of the PSHE/RSE Policy:

- To ensure that children are taught about healthy respectful relationships, focusing on family and friends in all contexts including online.
- To provide a safe, secure and stimulating learning environment where children feel confident and happy and can access a wide and exciting range of teaching and learning experiences.
- To ensure that school promotes Spiritual, Moral, Social and Cultural awareness alongside mental and physical development for all children.
- To offer a relevant and purposeful PSHE/RSE programme which ensures that children acquire the essential skills needed.
- To ensure that children develop positive attitudes, having an understanding of their own personal responsibility, are encouraged to be independent, learn to become co-operative and contribute to the wider society.
- To provide care and support for each other within a climate which respects and values the contribution of each person and is responsive to the social, personal, spiritual and learning needs of all.
- To ensure children are given the tools to support their own health, mental well being, self-esteem and confidence.
- To help children understand and prepare for the changes in their development, feelings, emotions and behaviour.
- To develop skills in communication, resilience, decision making and assertiveness.
- To promote acceptable and appropriate behaviour both in public and private situations.
- To give children the knowledge and understanding of the situations that may arise and to make children aware of strategies that may reduce the risk of misunderstanding and abuse.
- With parental permission, provide appropriate Sex Education.
- 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

## Statutory Requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

- We must teach relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
- We must teach health education under the same statutory guidance

Please refer to the Esteem MAT website regarding our funding agreement and articles of association for more information. At Fountains Primary School, we teach RSE as set out in this policy.

## Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, 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.

## Content and Deliver

At Fountains Primary School, we have designed and implemented four ambitious Curriculums. These curriculums are in place to give our wide cognitive range of children the skills and knowledge to achieve their potential, prepare them for lifelong learning and help them succeed in life. Each curriculum design ignites curiosity and encourages a love of learning. At the heart of each design is a clear curriculum vision for four differing types of learners. Children will learn about relationships in all four curriculums, considering 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.


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). As well as this, children, where appropriate, will have a weekly assembly which cover elements of the PSHE curriculum such as 'Keeping Safe'.

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

Children will be taught aspects of Sex Education following parental/carer permission, ensuring that any matter taught is appropriate to the pupils developmental age.

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.

Children who access a functional curriculum are taught PSHE discreetly once per week in a dedicated timetabled session. They follow an adapted PSHE long term plan based on the Jigsaw scheme of work. This scheme is structured to provide knowledge and skills enhancing children's lives within and beyond school. In terms of the 'intent' that Ofsted will be looking for, Lever (2019) says that the scheme of learning sets out a progressive and sequenced programme evidenced by the learning intentions written into all the materials. The Jigsaw framework covers all the new 2020 statutory guidance to teach children about relationships and health education in school. The Jigsaw programme is easily adapted to ensure that the scheme of work meets the different learning needs of our children, ensuring each child benefits from a good PSHE lesson that will develop them as individuals. "Jigsaw holds children at its heart, and its cohesive vision helps children understand and value how they fit into and contribute to the world." (Happy Children learn, 2019).

The objective of RSE is to help and support young people through their physical, emotional and moral development. This policy, embedded within PSHE, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. Children who are taught PSHE/RSE through this curriculum have their progress recorded in a separate book and assessed through the end of year expectations.

Children who follow the Early Years Foundation Stage Curriculum are taught PSHE/RSE through the daily activities and routines which are recorded through PSED. All children are nurtured suitably which in turn develops their self-esteem, confidence and resilience, whilst teaching them how to how to respond appropriately to others. Children are educated to manage their own feelings and behaviour as well as being taught self-help skills such as feeding and dressing. Throughout this play based curriculum children are shown how to take turns and how to form relationships as well as resolving conflict. Children who are taught PSHE/RSE through this curriculum have their progress recorded in their Learning Journey and assessed through Birth to 5 Matters.

Children who follow the engagement curriculum have Profound and Multiple Learning Difficulties. These children experience a holistic curriculum which is a sensory based approach to learning where subjects all intervene. This child centred approach is based on learning through experience and participation. Therefore the teaching of PSHE/RSE happens continually throughout the school day, raising self-esteem through nurture and focusing on a sense collaboration and belonging. Children who are taught PSHE/RSE through this curriculum have their progress recorded in their Learning Journal and assessed through the engagement profile.

Children who follow the Autism Progress curriculum are mostly non-verbal children on the Autistic Spectrum. These children experience a curriculum, which is based on learning through real life experiences and community access. Through careful scaffolding the children experience social rules which will prepare them for life in the wider community, through to adulthood. Children who are taught PSHE/RSE through this curriculum have their progress recorded in their Learning Journal and

are assessed through the Autism progress steps of learning profile. From September 2024, community living skills will also be planned for and delivered through the curriculum.

## 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 and digital formats
- Give careful consideration to the level of differentiation needed

## 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

## Use of External organisations and materials

At Fountains Primary School the nurses who are based at our school who are employed by the NHS, may deliver some sessions relating to RSE/PSHE alongside the classes usual class teacher. We will make sure that 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 and are in line with pupils' developmental stage. They must also comply with this policy alongside the Teachers' Standards; Equality Act 2010; Human Rights Act 1998 and Education Act 1996 and:

- 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 and 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

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

## Partnership with Parents

Parents have a right to withdraw their children from all or part of the Sex Education Programme but not from lessons where aspects of Sex or Relationship Education are delivered as part of the National Curriculum. Requests for withdrawal from the non-statutory components of sex education should be put in writing using the form found in Appendix two of this policy and addressed to the Executive Headteacher.

As a staff we are aware of the need to build and maintain good working relationships with parents. We need to be able to communicate effectively with parents in order to be able to discuss attitudes and opinions on Sex and Relationships Education. We understand that parents may have fears about inappropriate behaviour and doubts about their child's ability to cope with complex emotions and decisions necessary in leading a full life. By working together and respecting cultural and religious differences we hope to avoid the situation whereby parents feel the need to withdraw pupils from the programme.

Parents also may provide a vital role in supporting and informing each other particularly when their children are approaching adulthood. Staff can act as facilitators in bringing parents together. The



Sex and Relationships Education Programme should provide a continuum of knowledge and understanding, skills and attitudes and values. These areas may be taught through topics or specific Science/PSHE lessons as appropriate to the age and ability of the pupils. RSE is lifelong learning about physical, moral, and emotional development. It is about the understanding of the importance of marriage, partnerships, family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity.

**It has three main elements:**

- Attitudes and values
- Personal and social skills and emotional literacy
- Knowledge and understanding

## Roles and responsibilities

### The governing board

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

### The Executive Headteacher

The Executive Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

### 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 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 Executive Headteacher.

You must include names/roles of those responsible for teaching RSE in your school.

### Pupils

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

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## Parents' rights to withdraw

Parents do not have the right to withdraw their children from relationships education. Parents have the right to withdraw their children from the non-statutory components of sex education within RSE. Requests for withdrawal should be put in writing using the form found in Appendix A of this policy and addressed to the Executive Headteacher. Alternative school work will be given to pupils who are withdrawn from sex education.

## Staff Training

Staff will be supported in delivering the curriculum via appropriate training and team teaching. There are guidelines for school staff on confidentiality and handling sensitive and controversial issues and supporting young people. Other professionals involved in working in school are bound by their own code of conduct regarding confidentiality. Teachers and other adults involved in RSE will sometimes hear disclosures that suggest a child may have been or be at risk of abuse. It is essential that all are aware of the school's child protection policy. A copy of this is available from the school office. Where an adult believes a child may be at risk the designated member of staff must be consulted before any further action is taken.

All staff are reminded that the teaching of PSHE/RSE is a statutory requirement and must be taught without personal beliefs and attitudes influencing teaching. The Executive 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.

## Review and implementation

This policy has gone through a consultation process and involved all school staff, school council, wider stakeholders (Governors, parents and the school nurse) in September 2024. The policy will be monitored and evaluated by the PSHE lead, Senior Leadership Team and school Governors. The policy and/or procedures will be reviewed annually and changed where necessary, in light of these evaluations. This policy also links with the schools Keeping Healthy and First Aid Policy.

## Monitoring Arrangements

The delivery of RSE is monitored by Abi Wilburn (Assistant Headteacher for Quality of Education). Monitoring arrangements include work scrutinies and lesson visits. Pupils' development in PSHE and RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by the Lead teacher for PSHE/RSE annually. At every review, the policy will be approved by the local Governing Body.



