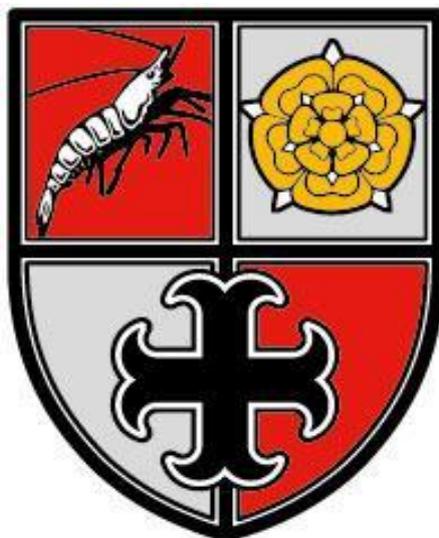


MARSHSIDE PRIMARY SCHOOL



Relationships and Sex Education (RSE) Policy

April 2021

Date reviewed by sub-committee:

Date Approved by Full Governing Body

Chair:

Andrew Brown

Headteacher:

Natasha Sandland

Review Date:

April 2023

EQUALITY STATEMENT

Our school recognises children's diverse circumstances and is committed to its legal responsibilities under the Equality Act 2010. Each child regardless of their background could be a victim of child abuse and is therefore entitled to the same degree of protection and support.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.



Relationships and Sex Education Policy

Children's Subject Definition:

Personal, social and health education (PSHE) is learning what we need to keep healthy, happy and safe.

(Relationships and Sex Education is part of PSHE)

Statutory Regulations

From September 2021, all primary schools must deliver Relationships and Sex Education. Under the Education Act 2002/Academies Act 2010, all schools must provide a balanced and broadly-based curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Documents that inform the school's Relationships and Sex Education Policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (updated 2020)
- Children and Social Work Act (2017)

Intent

At Marshside Primary School, we believe in providing every pupil with open, honest, accurate and age-appropriate lessons all about relationships. Through the school's ethos and values, we aim to develop children's knowledge, skills, opinions, strategies and confidence - enabling them to cope with life and live safely and happily in the modern world.

We highly value the partnership between school and home and will promote open and informative two-way communication. We aim to provide parents and carers with accurate information about what their child is learning in school and to provide the best learning environment and opportunities for our children.

Our Relationships Education curriculum is inclusive and meets the needs of all children, including those with special educational needs or disabilities (SEND). We also aim to promote gender

equality and represent the LGBT+ community through our Relationships and Sex Education curriculum.

At Marshside we have worked to develop and grow the Marshside Curriculum to best meet the needs of our pupils as individuals. Our aim is for all pupils to feel valued, included and enabled to thrive. Pupils are encouraged to work to the best of their ability and to take responsibility for their own learning. As teachers we adapt learning opportunities to ensure that all children can enjoy PSHE and Relationships Education lessons, make progress and experience success within their learning. Where possible we aim to incorporate our unique setting into learning opportunities so pupils are better able to understand the subject in a wider context.

Our aim is to raise standards in PSHE and Relationships and Sex Education through the development of confident and thoughtful citizens.

Implementation

Our inclusive Relationships and Sex Education curriculum supports the objectives set out by the PSHE Association which meet the statutory requirements for Key Stage 1 and 2. It forms a core part of our comprehensive Personal, Social and Health Education (PSHE) curriculum.

The PSHE and Relationships and Sex Education curriculum has been designed to follow our HEART values, with themes split across the terms linked to Honesty, Empathy and Tolerance; Achieve and Aspire, Respect; and Thrive. Reception are included in the overview and plan towards achieving the ELG's. Our Scarf planning matches the PSHE Association required coverage, and the most recent Government statutory requirements, with the introduction of RSE (Relationships and Sex Education).

The planned themes are based on the areas of rights and responsibilities, feelings and emotions, valuing difference, healthy relationships, taking care of the environment, money matters, healthy lifestyles and keeping safe. Each of the PSHE Association objectives have been carefully matched to each theme alongside specific Scarf lessons to ensure coverage of all areas and compliment where possible the wider learning focus going on within the curriculum. The PSHE Intent and Coverage Overview (Yr1-Yr6) document (see appendix) identifies the progression of units and core lessons. This coverage includes the Relationships and Sex Education lessons, which will also be linked to Science lessons where appropriate.

Each area gradually extends the breadth of content, increased depth of knowledge, skills and understanding and focuses on improving the quality of responses and outcomes. In this way continuity and progression is ensured. PSHE lessons are taught weekly to sustain the importance and understanding involved in the subject, with occasional PSHE focused enrichment days. Each class has a designated PSHE floor book which contains a variety of evidence for each PSHE lesson and related activities taught, including examples of children's work, photographs, quotes, alongside details of lesson content and learning.

When teaching PSHE staff are mindful of, and sensitive to, individual children's circumstances and experiences and how they may be affected by the content of some sessions. Where sensitive Relationships and Sex Education lessons are to be taught, staff may wish to inform parents of the nature of the session beforehand.

Assessment:

The learning expectations are detailed through the PSHE Association guidance and planning tool. As PSHE is a non-statutory subject, there is no specific assessment guidance documentation, instead teachers use their own judgement to assess children's understanding, knowledge and empathy. Relationships and Sex Education is however statutory, therefore guidance should be considered when assessing children. Questioning is used extensively to probe and extend

understanding. Supportive and constructive feedback is provided to all pupils. Informal assessment is used as a diagnostic tool which informs future learning.

Summative teacher assessments are completed at the end of each term identifying pupils as:

- 1 – Not meeting expected
- 2 - Meeting expected
- 3 - Exceeding expected

Display:

PSHE display celebrates children's learning, understanding and knowledge in various aspects of the subject. HEART values and Scarf displays share and promote the school's values and ethos. Relationships and Sex Education may form part of PSHE, Scarf or Science displays.

Home Learning:

Half termly newsletters, Curriculum Knowledge Maps and Dojo class communications help to identify and celebrate key themes, events and activities. Dojo is also used to communicate whole school PSHE themes and events, such as Children's Mental Health Week. Individual class teachers may wish to advise parents of sensitive Relationships and Sex Education lessons, prior to teaching. Parents and carers have the legal right to withdraw their child from all or part of sex education taught as part of statutory Relationships and Sex Education, with the exception of the objectives included in National Curriculum science. Those considering this option are asked to speak with Natasha Sandland in order to find out more about this.

Impact

Pupil discussion, shared floor book scrutiny's, lesson and learning environment observations alongside summative teacher assessment is used to evaluate the impact of the PSHE and Relationships and Sex Education curriculum on pupil attainment, understanding and progress. Monitoring and assessment informs our 'Examining Teaching and Learning' grids and action planning in order to review the impact of provision in PSHE and further develop quality and provision.

Health and Safety

Through the 'Feeling Safe' aspects of PSHE and Relationships and Sex Education, pupils are taught:

- About hazards, risks and risk control
- To recognise hazards, assess consequent risks and take steps to control the risks to themselves and others
- To use information to assess the immediate and cumulative risks
- To manage their environment to ensure the health and safety of themselves and others
- To explain the steps they take to control risks

Children are also taught about aspects of safety with regards to their own physical and emotional safety – online safety and abuse, bullying, worries and concerns, feeling unsafe at home or at school, and what to do if any of the above occur.

Teachers are aware that effective Relationships and Sex Education, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. In this instance, teachers will consult with the designated safeguarding lead and in his/her absence, their deputy. Any concerns/disclosures should also be logged in full on EduKey.

Safeguarding lead **Natasha Sandland**. Safeguarding deputy **Lynda McKenna**.

