

Lee-on-the-Solent Junior School Personal Development and Relationships and Sex Education Policy



Review Date:

November 2022

Signed by Chair of Governors:

Signed by Headteacher:

Rationale and Ethos

This policy covers our school's approach to ensure that every child is valued and encouraged to achieve their full potential; every member of our school community is encouraged to respect and value each other. The Policy was produced by our Personal Development Learning (PDL) lead, through consultation with the Head teacher, senior leadership team, parents and governing body. We have based our school's relationships and sex education policy on the statutory guidance document "Relationships and Sex Education (RSE) and Health Education" (DfE, 2019) and the PSHE Association's supplementary guidance "Writing your school's relationships and sex education (RSE) policy" (PSHE Association, September 2018).

We believe that PDL, which encompasses the aspects in Appendix A, is an important and necessary part of all pupils' education. Through a planned programme of learning, we aim to provide our pupils with the knowledge, understanding and skills that they need in order to explore and manage their lives both now and in the future. As part of a whole school approach, we aim to develop the attributes our pupils need to thrive as individuals, as part of a family and as a confident member of the wider community. We want our pupils to 'Sail into the future'.

Our school recognises the multi-cultural, multi faith and ever-changing nature of the United Kingdom, and therefore those we serve. At our school we embrace the British Values of: democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs. We want our children to learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Pupil Learning Outcomes

We want our children to develop self-awareness, positive self-esteem and confidence, enabling them to:

- Have a sense of purpose
- Value themselves and others
- Form healthy and positive relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

Roles and Responsibilities

Relationship and Sex Education (RSE) forms part of the PDL curriculum in our school. The RSE programme is lead by the PDL subject leader with the support of the PDL lead governor and the Senior Leadership Team.

Class teachers, supported by expert visitors, where appropriate and necessary, teach PDL lessons. Teaching staff receive training in the delivery of the RSE curriculum through dedicated staff meetings, led by the PDL curriculum lead, with the support of external agencies where necessary and required.

Legislation

Department for Education guidance states that from September 2020, all primary schools must teach Relationships and Health Education. The teaching of Sex Education in primary schools remains non-statutory, with the exception of the elements of sex education contained in the science national curriculum including the main external body parts, the human life cycle (including puberty) and reproduction in some plants and animals. Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within PDL lessons.

Within the statutory guidance document for RSE and Health Education, the DfE also encourages schools to deliver age-appropriate sex education.

Within this policy, as in the DfE guidance, Relationships Education is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. Our definition of

Relationships Education includes all of those elements defined within this statutory topic – these are detailed below in the ‘RSE Curriculum’ section.

Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived. This draws on knowledge of the human life cycle set out in the national curriculum for science. For the purposes of this policy, we specifically identify any non-statutory Sex Education that falls outside of Science and those related elements (the physical changes associated with puberty) within statutory Health Education.

Curriculum Content

PDL (which includes Relationships and Sex Education) is most effectively taught through a ‘spiral programme’. This means organising learning into a series of recurring themes, each lasting perhaps half a term, which pupils experience every year. At each encounter, the level of demand increases and learning is progressively deepened. This approach avoids PDL becoming a string of ‘topics’ or disconnected ‘issues’. This scheme brings together PDL Education, emotional literacy, social skills and spiritual development in a comprehensive programme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation to support all learners including those with special education needs. This scheme is designed as a whole school approach, with alternate year groups working on the same theme at the same time.

At Lee-on-the-Solent Junior School we use the PSHE Association long term and medium term maps. We have selected this scheme based on the community needs as outlined in the Public Health England Child Health Profile for Hampshire. We believe that the programme provides a curriculum that meets the needs of all our learners whilst also enabling us to provide the statutory Relationship and Health Education.

Our curriculum explores three key themes: Relationships, Living in the Wider World and Health and Wellbeing. Each theme will be taught to each year group, with skills being progressed as the pupils move up through the school. The Long Term Plan for PDL can be found on the school website.

Opportunities for linking aspects of PDL will also be identified and developed by class teachers through cross-curricular teaching. We also aim to cover aspects of PDL through special theme days and weeks e.g. Healthy Eating Week and Safer Internet Day.

The table below shows some of the core objectives that the children will be exposed to during their time at Lee-on-the-Solent Junior School. Please note that this is not an exhaustive list of objectives.

Themes	Topics	Children will explore but will not be limited to:
Relationships	Families and Friendships	<ul style="list-style-type: none"> Types of relationships What makes a family Positive friendships
	Safe Relationships	<ul style="list-style-type: none"> Personal boundaries Feeling safe Managing confidentiality
	Respecting ourselves and others	<ul style="list-style-type: none"> Respectful behaviour Recognising prejudice and discrimination Expressing opinions
Living in the Wider World	Belonging to a community	<ul style="list-style-type: none"> Laws and responsibilities Protecting the environment Valuing diversity
	Media	<ul style="list-style-type: none"> Different media types

	literacy and digital resilience	<ul style="list-style-type: none"> • Evaluating media sources • Staying safe online
	Money and work	<ul style="list-style-type: none"> • Career choices • Work stereotypes • Attitudes to money
Health and Wellbeing	Physical health and mental wellbeing	<ul style="list-style-type: none"> • Medicines and vaccinations • Taking care of mental health • Healthy habits
	Growing and changing	<ul style="list-style-type: none"> • Personal identity • Human reproduction and birth • Physical and emotional changes (including puberty)
	Keeping safe	<ul style="list-style-type: none"> • Safety in the local environment • Medicines and household products • Emergency response

Relationships and Sex Education (RSE)

RSE is mostly taught in the summer term through our scheme of work.

We recognise that Relationships and Sex Education is a highly sensitive subject but we firmly believe that effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

Whilst we use relationships and sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, these areas of learning are taught within the context of family life taking care to ensure 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, 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).

Whilst pupils are given the opportunity to explore their own attitudes, values and beliefs and to develop an individual moral code that will guide their actions, this is exercised within an understanding of the right of people to hold their own views within a framework of respect for others. We are educating our children to live in the real world with all its contradictions. We mustn't let our adult knowledge and bias prevent us seeing things from a child's perspective. Our focus is on building healthy attitudes and positive relationships in an environment where difference is celebrated and everyone is included and valued for who they are.

Our school believes that PDL and RSE should meet the needs of all pupils, answer appropriate questions and offer support. In the units that cover RSE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school will liaise with parents/carers on this issue to reassure them of the content and context.

Please see Appendix B for full details of what pupils need to know at the end of KS2

Statutory Requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social Work Act 2017 - <http://www.legislation.gov.uk/ukpga/2017/16/section/34/enacted> However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum. In teaching RSE, we must have regard to DfE guidance <https://www.gov.uk/government/consultations/relationships-and-sex-education-and-health-education> issued by the secretary of state as outlined in section 403 of the Education Act 1996 - <http://www.legislation.gov.uk/ukpga/1996/56/contents>

Withdrawal from RSE & PDL Lessons

Parents/carers DO have the right to withdraw their child from the Sex Education aspects of the curriculum except where it forms part of the statutory National Curriculum for Science.

Parents/carers DO NOT have the right to withdraw their children from relationships education based on the updated Statutory guidance from the Department for Education:

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

Parents/carers wishing to exercise their right to withdraw are invited in to see the head teacher who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the RSE programme until the request for withdrawal has been removed. Additional work will be provided for children who have been withdrawn. Materials are available to parents/carers who wish to supplement the school RSE programme or who wish to deliver RSE to their children at home.

Teaching and Learning

When delivering the curriculum, teachers will use a range of teaching strategies to ensure that learning is purposeful, active and exciting. The scheme of work is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. All pupils will work within a safe, secure climate to be able to explore their own and others' attitudes, values and skills. Lessons will involve a high level of interaction where each pupil has planned opportunities for learning which will give them scope to work to their full potential.

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital to successful and effective teaching and learning within this subject. Each class will establish ground rules based on the following:

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive

Where possible, as a school, we try to develop our DL ethos to many aspects of school life. "Respect" is one of our school SAILS. We aim to put this into practice by valuing the opinions and ideas of our pupils. We try to involve our pupils in new initiatives that have strong PDL links. Where appropriate, some classes use worry boxes to encourage children to voice their concerns.

Assessment

Children's understanding, knowledge and skills are assessed through observation, discussion, questioning and group participation. Children will be encouraged to talk about and reflect on their own experiences.

Monitoring and Evaluation

The PDL subject leader will monitor delivery of PDL through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision. Evaluation will be based on:

- Pupil and teacher evaluation of the content and learning processes
- Monitoring of pupil outcomes e.g. written responses
- Staff meetings to review and share ideas
- Pupil conferencing to gain pupil views

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement. Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their classteachers or their peers.

Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around PDL and RSE related issues are varied. However, while personal views are respected, all PDL and RSE issues are taught without bias using the scheme of work. 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.

Questions arising from PDL and RSE lessons 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 must use their skill and discretion in this area and refer to the designated safeguarding lead where appropriate.

Involving Parents and Carers

The school believes that it is important to have the support of parents, carers and the wider community for the PDL programme. Parents and carers are/will be given the opportunity to find out about and discuss the PDL programme through:

- Parent/carer awareness session
- Parents'/carers' evenings
- Information leaflets/displays

The parents section of our school website, "SUPPORT FOR PARENTS AND CARERS TO KEEP THEIR CHILDREN SAFE ONLINE", offers a wide range of advice and guidance to support parents.

Roles and responsibilities

The Governing body

The governing body will approve the RSE policy, and hold the headteacher to account for its implementation.

The Headteacher

The 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 (see section 8).

Curriculum & Subject Leader

The curriculum and /or subject leader are responsible for the monitoring and evaluation of the schools PDL & RSE provision and ensuring that staff have appropriate and relevant training.

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

All teaching staff are responsible for delivering RSE and 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.

Pupils

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

Training and Support for Staff

Staff benefit from PDL training in order to enhance their PDL delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided.

Links with Other Policies

We recognise the clear link between PDL and citizenship and the following policies and staff are aware of the need to refer to these policies when appropriate:

- Behaviour Policy
- Anti-bullying Policy
- The Equality Policy
- Safeguarding Policy
- Acceptable use and E-Safety Policy
- Intimate Care Policy
- SEND Policy

Confidentiality and Child Protection Issues

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the Designated Safeguarding Lead (DSL) who takes action as laid down in the Safeguarding Children Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues.

Lee-On-The-Solent Junior School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The Safeguarding Children Policy and procedures are available on our school website and provides comprehensive information regarding all forms of child exploitation.

Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
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 asked to provide feedback about the policy
4. Ratification – once amendments were made, the policy was shared with governors and ratified

***See Appendix C for information about wellbeing in response to COVID-19.**



Personal Development Learning (PDL)

Mental Health and Well Being

British Values and Social, Moral, Spiritual and Cultural (SMSC) aspects of learning

Resilience

Independence

Focus

Respect

Boundaries

Self Regulation

SAFEGUARDING

PSHE Curriculum

Assemblies

Keeping Safe Online

Beach/Water Safety

Consent

Peer-on-Peer Abuse.

Appendix B: By the end of primary school pupils should know:

TOPIC	PUPILS SHOULD KNOW
<p>Families and people who care about me</p>	<ul style="list-style-type: none"> • That families/carers are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
<p>Caring friendships</p>	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
<p>Respectful relationships</p>	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults

TOPIC	PUPILS SHOULD KNOW
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • 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
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix C: Mental Wellbeing

On the 8th June 2020 the DfE published guidance for 'Teaching about mental wellbeing' in response to COVID 19

<https://www.gov.uk/guidance/teaching-about-mental-wellbeing>