

## **Plumtree School's RSE Policy**

**April 2022**

### **Rationale and ethos:**

This policy covers our school's approach to Relationship and Sex Education. It is based upon the DfEE guidance document Sex and Relationship Education Guidance (ref DfEE 0116/2000 and LEA guidance) with reference to the document 'RSE for the 21st Century'. In this document, sex education is defined as 'learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life (although we talk about many types of family), stable and loving relationships, respect, love and care. It is also about the teaching of sex'.

We believe RSE is essential for our pupils if they are to make responsible and well-informed decisions about their lives.

Our school's overarching aim for our pupils is to help and support young people through their physical, emotional and moral development. We believe effective relationship and sex education will help our pupils learn to respect themselves and others and move with confidence from childhood through adolescence to adulthood.

### **Roles and responsibilities**

The RSE programme will be led by the PSHE Leader and will be taught by teachers in all year groups from Foundation Stage to Year 6. It will occasionally be supported by visiting professionals such as a trained NSPCC volunteer. A working party will be made up of the Head Teacher (Phil Simpson), Proprietor (Lucy Simpson), Deputy Heads (David Osborne and Tess Slight), DSL (Laura Dennis) and PSHE Leader (Frances Connell) to ensure the RSE curriculum is well tailored to the children at Plumtree School. Teaching staff will receive RSE training from the RSE Leader to support pupils with adapting to the new curriculum requirements. The RSE Leader will receive regular training that can be shared with all teaching staff.

### **Legislation (statutory regulations and guidance)**

- From September 2020, the Health Education and Relationships Education aspects of PSHE education are compulsory in all primary schools. Sex education is not compulsory in primary schools however the Department of Education recommends therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for Science - how a baby is conceived and born. Parents have the right to withdraw their child from sex education but not from statutory Relationships Education, Health Education or the Science National Curriculum.

We ensure RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND). We ensure RSE fosters gender equality and LGBT+ equality, for example by selecting resources mindfully and using language sensitively.

Documents that inform the school's RSE policy include: - 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), Relationships education (Primary) (updated Jul 2020), Sex and Relationship Education Guidance (2000) and section 80A of the Education Act 2002.

### **Curriculum design:**

Our RSE programme is an integral part of our whole school PSHE education provision that incorporates, but is not limited to, the statutory content. Our programme of study follows a thematic model (PSHE Association) focusing on each of the core themes 'health and wellbeing', 'relationships' and 'living in the wider world' over the three school terms. Following this model means that the whole school will be learning about 'relationships' in the Autumn Term and 'health and wellbeing' in the Summer Term allowing mixed age classes to share links and for themes to be linked to assemblies where appropriate and useful.

Teachers will use the PSHE Association's Thematic Programme of Study as a long term and medium-term plan, then produce more detailed lesson plans, tailoring the content and design to meet the needs of their pupils.

Our RSE programme will be taught through a range of teaching methods and interactive activities, including those resources recommended by the PSHE Association and Twinkl resources. A variety of learning methods will be employed to best engage children, being sensitive to different learning needs including SEND. RSE takes place within mixed sex classes or single gender groups as deemed appropriate and relevant, with the pupils' usual class teacher. When children learn about puberty in KS2 they will have the opportunity to discuss topics in same sex groups where it is felt this would be beneficial. A visitor such as a school nurse may, at times, supplement the RSE curriculum as a planned event with the teacher present. Lessons will be differentiated by adapting resources and using carefully planned questions and activities to ensure all children can access the lessons.

High quality resources will support our RSE provision and will be regularly reviewed. Selected resources, such as books and film clips, will be used which support and promote understanding within a moral/values context and underpin the school values. Learning about relationships and sex education in PSHE education lessons will link and complement learning in Science.

Finding out pupils' starting points is crucial to ensuring that learning about the issue is pitched appropriately, particularly to tackle any misconceptions held among the group. These will be explored by using baseline assessment activities such as: individual, small group or whole class mind-mapping; using photographs or pictures as a stimulus for a brain-storm and storyboards to illustrate current strategies for managing a given situation.

To engage pupils more objectively with the lesson content, teachers will use distancing techniques such as stories, scenarios, clips from TV programmes or case studies to provide

fictional characters and storylines that stimulate discussion whilst 'de-personalising' discussions.

Pupils will be encouraged to reflect on their own learning and progress in lessons; teachers in Year 5 and 6 for example make a box available in which pupils can place anonymous questions or concerns. In Year 3 and 4 they have a 'worry monster' where children can ask anonymous questions and share worries that the teacher will address appropriately.

Assessment in RSE will include marking of children's work, informal observations, self-assessment and peer assessment. RSE will be reported to parents in the annual summer term individual report within PSHE.

An overview of the learning in each year group can be found in the Programme of Study.

### **Safe and effective practice**

A safe learning environment helps pupils to share feelings, explore values and attitudes, express opinions and consider those of others, without attracting negative feedback.

At Plumtree we will ensure safe and effective practice by:

- Working with pupils to establish ground rules about how they will behave towards each other in discussion
- Providing opportunities for pupils to discuss issues in small groups as well as sharing views with the whole class
- Making boxes available in which pupils can place anonymous questions or concerns
- Providing access to balanced information and differing views to help pupils clarify their own opinions (whilst making clear that behaviours such as racism, homophobia, bi-phobia, transphobia, discrimination and bullying are never acceptable in any form)
- Being cautious about expressing own views, bearing in mind that they are in an influential position and must work within the school's values, policies and the law
- Being sensitive to the needs and experiences of individuals, as some pupils may have direct experience of some of the issues
- Always working within the school's policies on safeguarding and confidentiality (and ensure that pupils understand school policies on disclosure of confidential information and following up concerns in a more appropriate setting outside lessons)
- Linking PSHE/RSE education into the whole-school approach to supporting pupil wellbeing
- Making pupils aware of reliable sources of support both inside and outside the school

All staff teaching RSE will be supported by the PSHE Leader, DSL and Head Teacher.

### **Safeguarding**

Teachers are aware that effective RSE, 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.

Teachers will consult with the designated safeguarding lead (DSL) and in his /her absence their deputy. Visitors/external agencies which support the delivery of RSE will be required to

sign in and have their DBS and Personal ID (e.g. driver's license) checked before starting. They will also need to have read and understood KCSIE 2020.

### **The role of parents**

This policy will be available to parents through the school website and will be communicated with parents from the moment their child starts at Plumtree. We are committed to working with parents and carers as the DfE statutory guidance states: 'Parents should be given every opportunity to understand the purpose and content of Relationships Education and RSE'. The parents of Year 4, 5 and 6 pupils are invited, before any RSE lessons are taught, to a pre-view of the resources and lesson plans that will be used in lessons. Parents are encouraged to share their views and ask questions.

We will notify parents when Relationships and Sex education will be taught both in the termly overviews emailed to parents and by letter if we require parental consent to cover the non-statutory sex education content.

### **Monitoring, reporting and evaluation:**

Teachers will critically reflect on their work in delivering RSE within their Key Stage Teams and in discussion with the RSE/PSHE Leader during whole school monitoring.

Pupils will have opportunities to review and reflect on their learning during lessons. This will often take place during the plenary stage of the lesson and at the end of topics and may take the form of self-assessment traffic light symbols, marking ladders, informal group or class discussion or anonymous reflections using the boxes provided by the teacher.

Pupil voice will be influential in adapting and amending planned learning activities.

### **RSE policy review date:**

This policy will be reviewed in April 2023.

Phil Simpson  
Headteacher