Freehold Community Primary Academy

PSHE/RSE Policy

New Policy: December 2024

Review date- December 2025

Signed *Keith Lowe* **Chair of Governors**

Freehold Community Primary Academy RSE Policy

At Freehold Primary Academy we believe we are all growing together on our learning journey.

Our School Vision

We are an aspirational academy which aims to empower and prepare all of our student for a rapidly developing world by equipping them with a sense of respect, resilience, honesty and a lifelong enthusiasm and resilience towards learning. So, they are able to fulfil their potential and make a positive contribution within their own world.

Definition

The RSE aspect of our policy refers to the lifelong learning about emotional, social and physical aspects of growing up, relationships, gender and personal preference. RSE aims to give children essential skills for building positive, enjoyable, respectful and non-exploitive relationships and the skills to form safe and appropriate relationships both on and offline. It empowers the children to build self esteem and confidence in an ever-changing world. RSE is not about the promotion of sexual activity.

Aims and Key Principles

At Freehold Primary Academy, we believe that the implementation of a robust RSE scheme allows time in the curriculum to develop, explore and teach personal, social and healthy wellbeing for our children.

The time spent covering the RSE curriculum allows for children to develop their skills, values, understanding and knowledge to keep our children physically and emotionally healthy and to ensure they are prepared for life in modern Britain. Throughout our curriculum, we provide children opportunity to access learning aimed to support their wellbeing in both the present and in the future. Our aim is to develop their knowledge in coping strategies, preparation for responsibilities in their lives, how their bodies will change and living in a respectful and mindful world. We aim to instil an ethos of respect, tolerance and acceptance in all of our children.

We believe good relationships are fundamental to our ethos and our success in being an inclusive, happy, caring and safe school. Therefore, it is vital that we provide our children with sensitive and robust Relationships and Sex Education (RSE) as it in the basis for lifelong learning about relationships, emotions, looking after ourselves, different families, sexuality and appropriate sexual contact including online relationships. We aim for the children in our school to acquire appropriate knowledge, develop their skills and form positive beliefs, values and attitudes to prepare for the future. RSE has a key part to play in the personal, social, moral and spiritual development of young people is it therefore paramount that the teaching of RSE is explicitly taught throughout all key stages within our school.

Pupils Learning Outcomes and Impact

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

- Build a sense of belonging
- Make informed decisions
- Take responsibility for their wellbeing
- Value themselves and others
- Communicate effectively- both online and face to face
- To become healthy and fulfilled individuals

The impact of our curriculum offer will be that the standards of attainment across the school will meet or exceed those which are expected of our children nationally. We aim to ensure that wellbeing in embedded throughout our curriculum and ensure children feel safe and secure to discuss sensitive topics with all members of the school community. Through our RSE curriculum, we believe we can enhance children's education and help them to become confident individuals who have positive body awareness, an in-depth knowledge of how to keep themselves safe and healthy and who will, through respect, tolerance and understanding, forge and maintain positive relationships with a diverse range of family and friendship groups.

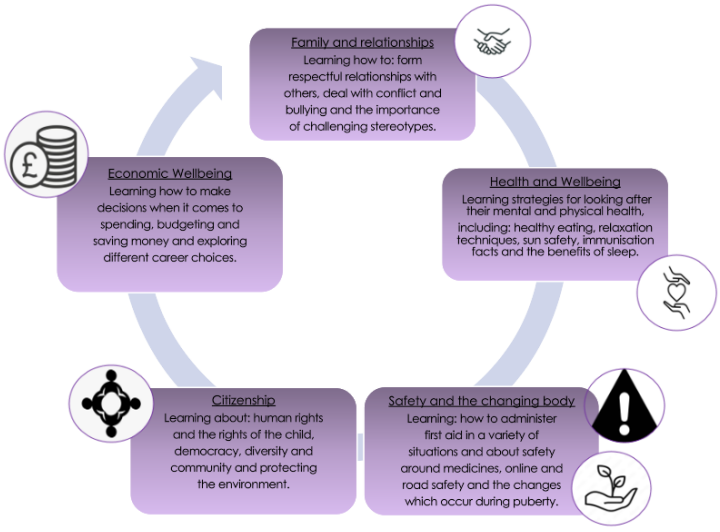
Curriculum content

We have ensured our curriculum meets the needs of our pupils and is personalised to Freehold. Our vision is to be 'A great school at the heart of our community.' This informed our decision to ensure we had a strand of citizenship within our curriculum. This strand links specifically to our community and all children in school will learn about what it means to be part of different communities, how communities need to work together and how we can look after and be safe within the communities we live in. If we are going to be 'a great school at the heart of the community' then we need to ensure children can thrive within one.

We develop children's character through our Freehold 5. Our scheme links to this in the following way:

Resilience	Ambitious	Courage	Curious	Kindness
Learning strategies for dealing with mental and physical health	Learning about different career choices	Learning how to deal with conflict and bullying	Learning new skills such as First Aid, budgeting and saving money	Learning how to form respectful relationships

We follow the Kapow PSHE/RSE scheme of work. Our curriculum covers the following concepts:



As part of our RSE offer we also engage in nationwide awareness events, these include; Anti-Bullying Week, Children's Mental Health Week, Internet Safety Day and Mental Health Awareness Week. All of these events link to and support our learning within the RSE curriculum.

Parental and Community Involvement

At Freehold we believe that the primary role in children's' relationships and sex education lies with parents and carers. We wish to build a positive and supportive relationship with parents through mutual understanding, trust and co-operation. To promote this we will:

- Make available, via the school website this policy,
- Provide yearly overviews of topics covered in each year group at the start of each academic year,
- Post parent information on each class page on the school website,
- Take seriously any issues raised by parents about the PHSRE arrangements within school.
- Answer any questions parents may have about the PHSRE curriculum within school.

When designing and implementing our PHSRE curriculum special consideration has been given to our local community and the role they play in both our action planning and adaptations to our curriculum. Where appropriate we will welcome member of the local community or local agencies to help us to deliver a robust curriculum.

Statutory Requirements

The Department for Education introduced compulsory Relationships Education for primary pupils and Relationships and Sex Educations (RSE) for secondary pupils from September 2020. Also, from September 2020 it became compulsory for schools to teach Health Education. This policy was developed in response to;

- Statutory guidance on RSE and health education;
- Keeping children safe in education: for schools and colleges;
- Mental health and behaviour in schools;
- Preventing and tackling bullying;

SEND provision within RSE

PHSRE must be accessible to all pupils this includes our children with additional need and disabilities. Our PHRSE teaching is adapted and differentiated to suit the needs of all of our children. As a school we are aware that some children maybe more vulnerable to exploitation and issues with building appropriate relationships, with this in mind, we carefully plan our sessions to ensure these considerations are actioned and adaptations are in place. To support this our staff have access to additional guidance produced the PHSE Association to aid them in adapting their teaching to suit the needs of all our children. In addition to this, teaching staff have access to a whole school knowledge planner which will enable them to see previous knowledge and objectives to track back when required.

Withdrawal for RSE lessons

Following consultations with parents at Freehold we currently only deliver RSE and not sex education. Within RSE we will deliver puberty and reproduction sessions within the science curriculum.

Children should learn about; maturity in humans and sexual reproduction in some animals, e.g. mammals (which should include humans), amphibians, insects or birds, to give a broader picture of the variety of life.

Teaching about sexual reproduction within the life cycles of different animals should include:

- the joining of a sperm from the male and an egg from the female to enable an offspring, which has characteristics of both, to grow, (knowledge of cells and genetic material is not required in KS2 science),
- the differences between internal and external fertilisation (although not the mechanics), e.g. in terms of the larger number of eggs and sperm produced in external fertilisation and the greater risks from predators than internally fertilized young.
- viviparous and oviparous species (animals that have live births and those that lay eggs) Understanding what pregnancy and birth are (in the context of mammals in general) is a key aspect of learning both in terms of classification and for differentiating the life cycles of mammals from egg laying species

As we deliver only the statutory parts of the science curriculum within our RSE teaching there is currently no right to withdraw from these sessions and parents/carers do not have a right to withdraw their child from Relationships Education as it is a statutory subject. Those parents/carers wishing to discuss any concerns invited to see the head teacher and/or RSE lead who will explore any concerns.

Teaching sensitive and controversial Issues

There is a high probability that sensitive issues and discussions will arise during the teaching of RSE, particularly, when learning from real-life experiences. These could include; family issues, lifestyle choices, different values, physical issues, medical issues, financial issues, bullying and bereavement. All staff are prepared to handle any personal issues that may arise and deal with them in a sensitive and appropriate way. Teaching staff will take steps to ensure that, where political or controversial issues are brought to the pupils' attention, they are offered a balanced representation of all views. Staff will avoid bias and will teach pupils how to recognise bias. Staff will strive to develop a classroom climate in which all children's' views and beliefs are valued and everyone is free to express their feelings in a safe and supportive environment. Staff will follow up any disclosures made in a group or individual setting. All discussion will be deal with in a manner that is appropriate to the age and maturity of the children involved. These issues may be addressed during a whole class discussion or on a one to one basis as appropriate.

Answering Difficult Questions

At Freehold, we believe that our teaching staff will use their skills and discretion to answer any questions and seek help or clarity from senior members of staff or the designated safe guarding lead if required.

Staff will always answer children's questions in accordance with the children's age and level of maturity. Some questions may not be answered directly and will be addressed on an individual basis at a later point. As a school we believe that the RSE curriculum should meet the needs of our pupils- this includes answering appropriate questions and offering support to all. This may include questions regarding; sexuality and sexual orientation. These questions will be dealt with in a honest and sensitive way. School will liaise with parents/carers when issues arise to ensure children are receiving consistent messages.

Training and Support for Staff
All staff have received training on the use of 'My Happy Mind' resources in school and have access to teacher guides, knowledge planners and support from the RSE lead. Staff are given the opportunity to identify areas of need that have arisen that can be address during targeted CPD. Regular monitoring takes place to ensure teaching staff are confident in the delivery of the RSE curriculum.

Confidentiality and Child Protection issues
At Freehold when teaching RSE a child's confidentiality is paramount. If a concern should arise where a member of staff feels that a child may be at risk or is in danger, a referral will be made the designated safeguarding lead who will then take action in line with the Safeguarding Policy. All staff members involved in the teaching of RSE have read and understood the policy and know who the designated safeguarding lead is within school. If an issue arises, the member of staff will inform the child involved that their confidentiality has been breeched and the reasons why. Children will be supported by staff throughout this process.

Assessment of Pupil Outcomes
At Freehold, our children's knowledge, understanding and skills are assessed through discussions, observations, questions, group-based tasks and written tasks. Children will be encouraged to verbalise their own ideas and to challenge and discuss ideas that are in conflict to their own. Every child will have an assessment document which tracks their progress across the year in addition to a written journal. These assessment trackers and journals will support teacher assessments.
In early year children's development in RSE will be assessed termly and observations will be recorded on tapestry.

Monitoring and Evaluating PHSRE
RSE will be monitored throughout the year by the RSE lead and members of SLT. It will be monitored through observations, book looks, teacher voice and pupils voice to ensure a full, balance and consistent curriculum is being delivered.

Policy Review
This policy will be reviewed every two years, unless a more immediate review is needed to response to new guidance. At each review, the policy will be approved by the Governing body, headteacher and RSE lead.

Headteacher- Mrs N Maher
RSE lead- Mrs J Sharman

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