



## Pallister Park Primary School RSE Policy

### Policy Update Summary

| POLICY                                          |                             |
|-------------------------------------------------|-----------------------------|
| Relationships and Sexual Education (RSE) Policy | Date of review: March 2025  |
| School: Pallister Park Primary                  | Date of Meeting: March 2025 |

| CHANGES FROM PREVIOUS APPROVED POLICY    |  |
|------------------------------------------|--|
| Updates have been made on the following; |  |
| <i>No updates to previous policy</i>     |  |
| Report provided by: H Adams              |  |

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## 1. What is RSE (Relationships and Sex Education)?

- 1.1. RSE is learning about the emotional, social and physical aspects of growing up, relationships and sex. Some aspects are taught in Science and others are taught as part of PSHE (Personal, Social and Health Education).
- 1.2. At Pallister Park Primary School, we aim to prepare pupils to cope with the emotional and physical challenges of growing and to give them a simple understanding of human reproduction both through the PSHE and Science curriculum.
- 1.3. At Pallister Park Primary School, Relationships Education refers to:
  - The development of skills, knowledge and resilience needed to experience positive mental, emotional and physical wellbeing
  - The development of skills and strategies children need to keep themselves safe and happy both online and in the real world
  - Teaching the characteristics of healthy, positive relationships
  - Promoting an understanding of different types of relationships, including equality and respect, and recognising the importance of diversity
  - Teaching about healthy, respectful and non-exploitative behaviours
  - Developing an understanding of difference, gender equality, rights, consent and respectful and healthy communication (Equalities Act, 2010) including:
    - Sexuality/sexual orientation (avoiding heteronormative assumptions & attitudes)
    - Gender identity
    - Home background (e.g. different family make-up)
    - Ethnicity
    - Gender
    - Special educational needs and disability
  - Develop young people's knowledge and awareness of services that provide information, advice, support or treatment, including developing their understanding of their rights in relation to accessing these services
- 1.4. At Pallister Park Primary School, Sex Education refers to:
- 1.5. Teaching about the physical and biological aspects of puberty, growing up and the human life cycle (as part of statutory Health Education) and how a baby is conceived and born; ensuring access to up to date and correct factual information

## 2. Organisation and content of RSE Education

- 2.1. RSE lessons in both KS1 and KS2 are set within the wider context of the PSHE curriculum and focus on the emotional aspects of development and relationships as

well as the physical aspects of puberty and reproduction, linking to the National Curriculum for Science.

2.2. At Pallister Park Primary, we have a whole school approach which is as follows:

2.3. Pupils will receive one PSHE lesson per week. Lessons are based on Coram Life Education's SCARF scheme to ensure that:

- Lessons are age appropriate; with suitable content that is inclusive and relevant to our pupil's needs
- Content is taught through an engaging range of active learning methods
- Objectives and themes are built upon in each academic year to ensure progression
- There is confident and consistent use of the correct terminology to describe, for example, female and male body parts etc. – whilst being mindful of the need to, where appropriate, accept the language adopted by pupils so as to ensure content remains accessible
- Science lessons are taught on a topic-related basis and are usually taught weekly.

2.4. RSE support will be available from professionals, such as school nurses, where appropriate.

### 3. Structure of RSE

3.1. Relationships and Health Education are taught throughout the academic year and key themes are built upon as pupil progress throughout the school.

3.2. KS1 and KS2

3.3. The SCARF programme divides the year into 6 themed units:

3.4. Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships

3.5. Valuing difference; a focus on respectful relationships and families; recognising that all relationships differ and that families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers amongst other structures. This unit also explores British Values.

3.6. Keeping Myself Safe: looking at keeping ourselves healthy and safe

3.7. Rights and Responsibilities: learning about money, living the wider world and the environment

3.8. Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal setting and achievement

3.9. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe

3.10. Ground rules will be established at the beginning of each lesson to exclude the personal questioning of students and staff.

3.11. Pupils at Pallister Park Primary School will also learn:

- 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 report concerns or abuse, and the vocabulary and confidence needed to do so.



This includes the teaching of FGM so that pupils understand what FGM is, how it affects people and how to seek help and support if FGM has happened (for themselves or others)

- 3.12. When pupils ask questions, staff will aim to answer them honestly at an age-appropriate level. If a member of staff feels that answering a specific question would involve information that is inappropriate to the age and development of the rest of the pupils, the questions will be sensitively dealt with at another time alongside our Vulnerable Pupil Support staff; Mrs Felgate and Mrs James.

#### 4. Confidentiality and Safeguarding

- 4.1. Some children may have concerns or disclose information to a member of staff about a sexual related issue. It is important that while staff will be supportive, children realise that absolute confidentiality cannot be given. Staff will use the child protection procedures in place in our school. See our Safeguarding policy.

#### 5. Inclusions and Pupils with Special Needs

- 5.1. We will consider pupils' needs based on disability, culture, sexual orientation, gender identity, religion, and beliefs. We encourage parents/carers to discuss any concerns with the Head Teacher.

#### 6. Right of Withdrawal of Pupils from RSE

- 6.1. We believe that parents and carers should play an active role in shaping the education their children receive whilst at school. To that end, we will seek to develop ongoing communication with parents and carers to ensure our policy for, and delivery of, relationships, sex and health education balances the feelings and concerns of parents with the needs and concerns of pupils and staff.
- 6.2. Parents/carers have the right to withdraw their children from all or part of the RSE except for those parts included in the statutory National Curriculum. Parents are encouraged to discuss their concerns with the Head Teacher or Pupil Support Staff at the earliest opportunity.
- 6.3. We are hopeful that our open channels of communication can be used to resolve any areas of concern as and when they arise. Where this is not possible, we would encourage parents and carers to be mindful of the following:
- 6.4. As set out in national statutory guidance, there is no right for parents to withdraw their children from Relationships Education or Health Education (including puberty)
- 6.5. As a school that chooses to teach sex education, we allow parents a right to withdraw their children from sex education, other than as part of the science curriculum
- 6.6. If a parent wishes to withdraw their child from sex education, they must contact the school
- 6.7. The school will discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher

- 6.8. As a school we will encourage (and support where possible) parents to deliver sex education to their child at home instead
- 6.9. If a pupil is excused from sex education, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal

## 7. RSE in the context of Science Curriculum and Health Education

Legal requirements:

Pallister Park Primary school has a statutory duty to teach the following as part of the National Curriculum.

### 7.1. KS1

- Notice that animals, including humans, have offspring which grow into adults.
- Identify, name, draw and label the basic parts of the human body.

### 7.2. KS2

- Describe the difference in the life cycles of a mammal, an amphibian, an insect and a bird.
- Describe the life process of reproduction in some plants and animals.
- Describe the changes as humans develop to old age.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

7.2.1. Parents do not have the right to withdraw their child/children from these above aspects of the Science curriculum.

### 7.3. As part of Health Education, pupils in KS2 will learn:

7.3.1. key facts about puberty and the changing adolescent body, including physical and emotional changes

7.3.2. about menstrual wellbeing including the key facts about the menstrual cycle

7.3.3. In line with these topics, pupils will be introduced to scientific vocabulary in relation to their bodies. Parents do not have the right to withdraw their child/children from these above aspects of Health Education.

### 7.4. Within National Curriculum Science in Y2, the children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs. In Y5, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty. Puberty will be first introduced in Year 3, where pupils will learn to recognise and label different parts of the body. In Years 4, pupils will also learn about puberty, focusing on the changes of the adolescent body.

### 7.5. It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The DfE recommends that all primary schools should have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils. Within our non-statutory sex education that takes place in Y6, children will learn about how a baby is conceived. This includes learning about an egg and a sperm cell and the process of which a baby develops and grows. This information builds on content they have previously learnt in the programme about relationships, puberty changes and reproduction; it lays the foundations for their ongoing Relationships and Sex



Education in their secondary phase. This lesson is the only lesson which is non-statutory and therefore, parents/carers have the right to withdraw.<sup>11</sup>

## 8. Monitoring and Assessment of RSE

- 8.1. Monitoring of pupil's knowledge and skills takes place formatively. Teacher will assess through discussions, observations, quizzes and analysis of children's work.
- 8.2. The PSHE coordinators are responsible for the monitoring of this subject.