

Dovecot Primary School - Proposed Relationship Education Policy

This is a working draft document and will be subject to change before the final draft is added to the school website.

VISION STATEMENT

Learning together, growing together

Curriculum Intent Statement

At Dovecot Primary School the curriculum is designed to recognise children's prior learning, provide first-hand learning experiences, allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers.

Every child is recognised as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We provide enhancement opportunities to engage learning and believe that childhood should be a happy, investigative and enquiring time where there are no limits to curiosity and there is a thirst for new experiences and knowledge.

Children leave our school with a sense of belonging to a tightly knit community where they have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners.

Our core values:

- Excellence in all areas of school life.
- A broad and challenging curriculum.
- Engaged and motivated children.
- High standards of behaviour and expectations.
- A love of lifelong learning.
- Strong and positive relationships within the community.

“Education’s starting point should not be about us. It should be about them, their needs, their aspirations and goals.”

(Dr Maggie Atkinson, Children’s Commissioner for England
September 2013)

Content and Rationale

This policy covers our school’s approach to PSHE including the statutory guidelines for Relationships Education. It has been produced by the PSHE subject lead, Curriculum Lead, and our Pastoral Care Manager, working alongside senior members of staff, governors and School Improvement Liverpool. Pupils have been involved in the process as they complete whole class or individual questionnaires on what topics of PSHE they value as important and how they want the PSHE curriculum, including Relationships Education, to be taught. This policy seeks to embed our Safeguarding and Child Protection Policy, and will be alluded to throughout. This policy will be reviewed at the end of this current academic year in July 2022.

Legislation

Legislation – Heath and Relationship (and Sex) Education

Statutory guidelines, from the Department of Education, states that from September 2020, all schools must deliver health education, relationships education (in primary schools) and relationship and sex education (in secondary schools). It recommends that relationship and sex education is taught in primary schools. This guidance will be reviewed every 3 years from September 2020.

‘The Relationship Education, Relationship and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationship Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.’

DfE Relationship and Health Education (2019)

We take a holistic approach to relationship and health education and teach these statutory subjects as part of the wider PSHE curriculum.

The statutory relationship education covers these topics listed below in primary schools:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

DfE Relationship and Health Education (2019)

The statutory health education covers these topics listed below in primary schools:

- Mental Wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic First Aid
- Changing adolescent bodies

DfE Relationship and Health Education (2019)

Legislation – Relationship and Sex Education specific to primary schools

The Department of Education recommends that relationship and sex education is taught in a primary school. This may be part of the school's PSHE curriculum or taught through Science.

The Department of Education guidance (pg 23) states:

'The Relationship Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationships Education.'

Although in the statutory guidance it states that sex education is not compulsory in primary schools, the Department of Education still recommends that primary schools have a sex education programme that is tailored to the age and physical and emotional maturity of the pupils. We believe children should understand the facts about human reproduction before they leave primary school. We intend to cover this as part of our PSHE (in which case the parents have the right to request to withdraw the child) in our Changing Me topic across the school in Summer 2.

Legislation – Parental Right to Withdraw from Sex Education

Parents have the right to withdraw their child from Sex Education taught as part of our PSHE Curriculum (Changing Me topic). As changing bodies in Health Education and human reproduction is covered in Science as part of the National Curriculum, there will be no right to withdraw your child from this aspect.

We are committed to working with parents and carers to reassure them that regarding Sex education in school. Before we begin our Changing Me topic, each child will be sent home with a letter which explains the objectives your child will be covering. This will also be available within this policy and on the PSHE curriculum page in the progression of skills document. The letter for parents and carers in Year 5 and 6 will be given a permission slip with the right to withdraw. This is because there are aspects of the Changing Me programme that they can withdraw from, sex education. This slip will need to be returned to school and a parent consultation will be arranged to explain what they will be missing out on and to give the resources if they wish to do this at home. If you withdraw your child, we can assure you that they will be supplied with meaningful learning for that period they are out of class. If you don't want to withdraw your child but still would be interested in resources if discussions or questions arise at home, we are more than happy to provide this and support you.

Availability

Parents and carers will be informed about the policy through our weekly newsletter which is available on the school website or in a paper copy form. Once the policy has been finalised and we believe it represents our school, our parent and our pupils, it will be published on our school website. If you require this policy explained or given to you in a different format, please contact school and we will seek to make changes for you.

Confidentiality

Teachers conduct sex education lessons in a sensitive manner and in confidence. However, if a child makes a disclosure or gives cause for concern, then the teacher will take the matter seriously and deal with it as a matter of child protection.

Teachers will respond in the same way if a child indicates that they may have been a victim of abuse (see 'Safeguarding and Child Protection Policy'). In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the Head teacher (Designated Safeguarding Lead) in line with the school's procedures for children protection and safeguarding.

A member of staff cannot promise confidentiality if concerns exist and we are very open and honest with children about this. We always make sure that children are aware that information may need to be passed on if we are concerned about anyone's safety. This is communicated clearly to children.

Aims and objectives

Whole school aims and ethos

As it explains on our Safeguarding and Child Protection policy, we at Dovecot are committed to safeguarding children and promoting children's welfare (page 3 paragraph 1).

Our school's mission statement states that we want 'to provide a happy, secure and stimulating learning environment where children are motivated to learn, are valued as individuals and encouraged to reach their full potential.' Through creating this, we aim for children to develop this 6 core values as we want them to be 'ambitious, safe, persevere, inclusive, respectful and seek excellence.' This policy related to Relationship education fulfils our school's aim and ethos as we seek to empower children with the skills and knowledge on how to keep themselves safe and be respectful individuals going forward into their lives. We are aware as a whole school that there may be specific triggers for a particular child within a topic of our PSHE curriculum. Teachers work closely with the Safeguarding team to be aware with these and provide support to the child or family. Due to this, we cover topics of a sensitive nature carefully and create a safe and supportive learning environment.

PSHE curriculum aims

Our PSHE curriculum is designed to promote physical and emotional well-being amongst our children, including a knowledge of healthy eating, fitness and good mental health. This is stated in our PSHE curriculum intent, which is available on our website. It explains that:

'We provide first-hand learning experiences, and allow children to develop independence and an aspiration to achieve their personal best. It will help them to build resilience, self-

confidence and become creative, critical thinkers. Through the study of PSHE they will celebrate and welcome differences within our school community and beyond. Their learning will be underpinned by the teaching of basic skills, knowledge, concepts and values. We provide enhancement opportunities to engage learning and believe that childhood should be a happy, investigative and creative time where there are no limits to curiosity and there is a thirst for new experiences and knowledge. At Dovecot the teaching of PSHE will promote social values and support the children in managing their lives successfully and build self-esteem. ‘

Our PSHE curriculum aims are underpinned by the core values of our school, which are listed above.

Creating a safe and supportive learning environment

We create a safe and supportive learning environment in all areas of the curriculum, but this will focus of what we do regarding PSHE, the Relationship and Health Education. We set clear ground rules for PSHE lesson which staff remind children of at the beginning of each lesson. This is often created by the class at the start of the academic year in their first PSHE lesson. We use resources such as a chime to create a calming and relaxed atmosphere and can sometimes involve staff reading a calming script where pupils can really focus. We create an atmosphere where children can ask any question and there will be no judgement, whether this in a whole class discussion or a pupil has written a question which can be posted in the class question boxes.

If they feel uncomfortable with a topic being discussed, we provide them with support on that, whether that be with the class teacher, teaching assistant or our pastoral care team.

In reference to the Equalities Act 2010 and the protected characteristics, we create a learning environment where we are inclusive to all families and relationships.

Planning, teaching and assessment

Planning

In Dovecot, we use the PSHE scheme of work called Jigsaw. Jigsaw focus on 6 different topics, one each half term, from Nursery to Year 6. These areas include the Relationship and Health Education statutory guidelines. With Jigsaw, we adapt the planning to meet the community needs and the local area data facilitates these changes. The whole school progression map for PSHE which details the lessons in each topic for each year group is on the curriculum information page on the school website. The 6 topics are:

- Being me in the world (Autumn 1)
- Celebrating differences (Autumn 2)
- Dreams and goals (Spring 1)
- Healthy Me (Spring 2)
- Relationships (Summer 1)
- Changing Me (Summer 2)

We recognise the right for all pupils to have access to a PSHE education with the statutory guidelines, regardless of their needs. We ensure that SEND children can access learning by meeting their own individual need. This may include one to one support, focusing on one aspect of the topic or using visuals. We ensure that EAL children can access learning by taking into consideration language and cultural differences. Staff may adapt the delivery of PSHE lessons to support these children, but not the outcomes.

Within our Relationships topic we cover a wide range of safe messages for our children from, Year 1 to Year 6 including firework safety, road safety and anti-bullying. Promoting these safe messages gives our children the skills and knowledge of how to develop positive and healthy relationships, which is stated in our Safeguarding and Child Protection policy page 8 paragraph 1.

Within our PSHE curriculum, linked to Jigsaw, safe messages in our relationships topic include healthy friendships and family relationships, acceptable and unacceptable physical contact within relationships, relationships online, coping with grief and the relationship with yourself. We will also seek to improve our relationships teaching by providing children in Upper Key Stage 2 with the safe messages of positive and healthy relationships and behaviours, and for them to be aware of sexting and sexual assaults education (Safeguarding and Child Protection policy page 15 paragraph 2).

Teaching

We allocate 30-45 minutes of curriculum time each week to the teaching of PSHE education for Key Stage 1 and Key Stage 2. Early Years have daily and weekly PSHE incorporated into their curriculum programme. Sometimes there may be extra PSHE lessons incorporated into the timetable to make time for safety messages. PSHE is taught by class teachers or our HLTA and they complete staff questionnaires termly for the subject lead to be aware of what CPD training they want. This CPD training may be carried out by an external visitor, subject leader or senior leaders through online training, staff meeting or working together one on one. Our aim is to equip staff with the skills, knowledge and confidence to deliver high quality PSHE lesson, with the aim to equip our children. When staff are teaching PSHE,

we are aware that some issues may arise. Teachers can't offer complete confidentiality. We will ensure that where pupils indicate that they may be vulnerable, at risk or make a disclosure, they will get appropriate support by our safeguarding team and we will follow our school's Safeguarding and Child Protection Policy on how to report concerns (page 4 bullet point 7).

Pupils' questions will be answered clearly, honestly and in a way that is age-appropriate when possible. It will not be possible to answer all questions immediately, and some questions may be 'parked' which means that a class teacher may seek advice from a senior member of staff.

"Visitors should complement but never substitute or replace planned provision. It is the PSHE subject leader's and class teacher's responsibility to plan the curriculum and lessons."

Sex and Relationship Guidance DfE.

At Dovecot, we like to encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our sex education programme.

Assessment

We assess pupils' progression and learning through questioning, marking for improvement and through one assessed piece at the end of each Jigsaw topic. This allows teachers to see where children are working and who needs extra support. We evidence their progression and learning in floor books or in PSHE books. The children self-assess themselves after every lesson to allow them to become reflective individuals.

Review

The PSHE policy should be reviewed regularly to ensure that it continues to meet the needs of pupils, staff and parents, and that it is in line with current Department of Education advice and guidance.