

Peafield Lane Academy

RSE Policy

Relationships and Sex Education

Supporting children to have safe, positive and happy relationships and to look after their health and wellbeing.



2024/2025

Vision

Our curriculum model is underpinned by current research and statutory documentation -such as the National Curriculum and EYFS framework- to ensure that our children will be well-rounded individuals who are prepared for the next stage of their journey. It will promote compassion, mutual understanding, integrity and a pursuit of excellence in order for our children to reach their potential and make a positive contribution to the wider world. Our enquiry-based approach takes children on a journey of memorable learning through rich and purposeful experiences, culminating in authentic outcomes which leave a social legacy.



We believe our curriculum should be ‘ever-lasting’ in the memory and have therefore underpinned it by 4 key principles:

Empowering **Vocabulary rich** **Experiential** **Relevant**

Curriculum Principles and Rationale



Therefore, we build our curriculum around the following four principles: EVER			
<p>Empowering</p> <p>Children need to gain and remember a rich body of knowledge so that they are equipped for each stage of education and life. Knowledge comes first and children cannot acquire higher-level skills without first learning the content of the curriculum. Subject leaders are developing a well sequenced curriculum with clearly identified content choices that are revisited time and time again so that pupils know and remember more. We want our children to gain the best possible knowledge, so they have many doors open to them and opportunities to choose their future careers. Children at Peasfield are encouraged to take their learning ‘beyond’ the classroom.</p>	<p>Vocabulary- rich</p> <p>Talk, language, vocabulary and reading are at the heart of the curriculum. Our curriculum is carefully planned so that children develop their language and vocabulary. Children learn to read as soon as they enter school. Early reading is built upon and embedded over time. This develops a wide range of vocabulary and a love of reading. To access the wider curriculum and acquire the important knowledge our children are taught a wealth of vocabulary throughout all subjects.</p>	<p>Experiential</p> <p>Peasfield’s ethos is underpinned by 4 key school values (CARE- Citizenship, Aspirations, Responsibility, and Enjoyment). These, alongside the British Values, shape the way we expect all the members of our school family to behave and conduct themselves. They are shared with children from the moment they join school. We support children to know and embody them. Children who learn about diversity and cultural awareness, have better social skills, increased understanding and are more accepting of people who are different from themselves. Our curriculum is designed to develop a deep understanding of the wider world so that children are respectful, knowledgeable and understand the importance of treating each other equally.</p>	<p>Relevant</p> <p>Opportunities and experiences that galvanise and support the acquisition of knowledge back in the classroom are a key principle of our curriculum. We want our children to learn about the best of what has been written, played, performed, painted, created etc.</p> <p>We broaden children’s horizons through experts and experiences. Our personal development programme includes wider opportunities and prepares our children for the world of work. We also aim to develop passions and interests in our children to develop life-long learners. This leads to a well-rounded citizen and adds to each child’s cultural capital.</p>

Relationships and Sex Education Vision

Relationships and Health Education has a pivotal place in supporting children and young people’s mental health and wellbeing, academic achievement and future success. We aim to put in the key building blocks of healthy respectful relationships, focussing on family and friendships, in all contexts, including online. Research has shown that young people who feel good about themselves, and are knowledgeable and confident about relationships and sex, are more likely to have more positive relationships within their lives. This aspect of the curriculum gives children the knowledge to stay safe and also look after their physical health. Our programme also aims to support pupils in their personal development with regard to attributes such as kindness, integrity, confidence and honesty. Our school rules of ‘Be Kind, Be Safe, Be Ready’ are mirrored throughout our curriculum and is threaded through our daily ‘relentless routines’. This approach supports our wider work of building resilience in our pupils and links to our school values of citizenship, aspiration, responsibility and enjoyment.

Aims

Our Relationships and Sex Education programme aims for children to:

- equip all children and young people with the information, skills and values they need to have safe, fulfilling and enjoyable relationships
- to have the knowledge and understanding to take responsibility for their health and wellbeing
- to recognise and accept changes they may go through mentally and physically throughout their life
- develop attitudes, values and skills, such as self-esteem, as well as knowledge and understanding
- having the confidence, skill and respect to manage relationships and keep themselves safe
- know how to keep themselves safe online in a society where social media is increasingly prevalent

Policy Development

This policy has been developed to reflect the most recent Statutory RSE guidance - [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/442423/Relationships_and_sex_education_-_RSE_and_health_education_-_GOV.UK_2019.pdf), and was formulated in consultation with stakeholders.

This policy is available:

- Online at <https://www.peafieldlaneacademy.co.uk>
- From the school office

This policy is reviewed and evaluated throughout the academic year. It is updated every two years.

Intent

This school policy is in line with current regulations from the Department of Education (DfE) on [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/442423/Relationships_and_sex_education_-_RSE_and_health_education_-_GOV.UK_2019.pdf) (Feb 2019, edited 2021) and the National Curriculum for Science (2014). This policy contains information on how our school will meet its legal duties, with which schools must comply, when teaching Relationships Education and Health Education. This policy is in line with the most recent statutory guidance from [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/442423/Relationships_and_sex_education_-_RSE_and_health_education_-_GOV.UK_2019.pdf)

In addition to this, our RSE Policy is in line with the following policies:

- Safeguarding and Child Protection Policy
- Child-on-Child Policy
- Positive Relationships and Behaviour Policy
- Anti-Bullying Policy
- Online Safety Policy
- Equality Policy
- Complaints Policy

The Relationships Education and Health Education (England) Regulations 2019 edited 2021, make Relationships Education compulsory for all pupils receiving primary 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. For the purpose of this policy, “relationships education” is defined as teaching pupils about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. For the purpose of this policy, “health education” is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

The DfE recognises 5 elements to Relationships Education. These are:

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

At Peafield Lane Academy, our curriculum is based on the National Curriculum for Key Stages 1 & 2 and the Early Years Foundation Stage Framework. These documents stipulate the expectations which inform the intent of our curriculum, ensuring a high ambition for all. Further ambition is gleaned through the use of expert resources from the PSHE Association.

Statements from the National Curriculum for Relationships and Health Education and from the ‘Personal, Social and Emotional Development’ (PSED) aspect of the EYFS have been broken down and sequenced into strands and year groups. We call this a key knowledge progression document (KKPD). It contains key substantive, procedural and disciplinary knowledge that children need to know and remember.

Composite knowledge from the KKPD and information from the Jigsaw scheme is mapped on to a whole school long-term plan and sequenced onto a PSHE subject map. Links are made across year groups and subjects through deliberate and diverse content choices.

In this school we deliver age appropriate sex education as an integrated part of our PSHE programme ‘Jigsaw’. We recognise the prevalence of information and attitudes about relationships and sex that children and young people are exposed to and aim to provide an environment where they can receive reliable information about their bodies, and feel comfortable to ask questions, rather than turn to inappropriate sources. This is focussed on the content covered in the National Curriculum for Science.

Some elements of sex education are statutory. Learning about ‘the changing adolescent body’ is part of statutory Health Education. Children will learn key facts about puberty including physical and emotional changes, about menstruation and the key facts about the life cycle.

National Curriculum Science is also statutory. This includes:

Key Stage 1

- Identify name draw and label the basic parts of the body and say which sense the part of the body is associated with each sense
- That animals, including humans, have offspring that grow into adults

Key Stage 2

- Describe the differences in the life cycle of a mammal, an amphibian and 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 the impact of diet exercise drugs and lifestyle on the way their bodies function

Roles, Responsibilities and Staff Training

At Peafield Lane Academy, the RSE programme will be led by Andrea Commins (Head Teacher) and Millie Rowbotham (Curriculum lead). The programme leaders will liaise with the governing body, parents/carers, Local Authority, and outside agencies and take responsibility for:

- Policy development and review
- Monitoring and assessing effectiveness in practice to inform policy review and development of the programme
- Assess and co-ordinate training and support for staff, parents/carers, where appropriate
- Liaise with external agencies to deliver specific elements of the programme
- Monitor and quality assure the programme to ensure continuity and progression with the spiral curriculum
- Ensure that RSE is fully represented at appropriate curriculum and pastoral meetings
- Ensure parents/carers are aware of what is being taught, by whom and when
- Staff and/or Governor Training – RSE can be a sensitive issue. We will support all our staff by making provision for teaching staff to clarify legislation, curriculum requirements, and to consider appropriate teaching approaches and materials. We will support the use of visitors from outside, such as health professionals, police and voluntary sector, and other organisations to provide support and training to staff teaching RSE. We will ensure that all visitors have been quality assured in advance and only use reputable providers.

Confidentiality, Safeguarding and Confidentiality

It is inevitable that effective RSE which allows for open discussion to take place may lead pupils to share their worries and concerns with staff (verbally and/or non-verbally). We will ensure that all our staff are completely familiar with our Safeguarding and Child Protection procedures. Pupil's disclosures and/or suspicions of abuse must be followed up with the pupil concerned, the same day and referred to the Designated Safeguarding Lead (DSL) or their Deputy without delay. The DSL or their Deputy will deal with these disclosures or concerns in line with the school's policies and procedures.

Safeguarding is everyone's responsibility however all staff, governors, visitors, parents/carers, and pupils need to be aware of who to report to and how to report any safeguarding concerns. The Designated Safeguarding Lead (DSL) is Andrea Commins (Head Teacher). The Deputy Safeguarding Lead in our school is Nadine Trolley (SENDCo)

The nominated Governor with responsibility for RSE is Dianne Wise.

Parental Rights to Withdraw

At Peafield Lane Academy, we are committed to ensuring that the education provided to our pupils in relationships education / RSE is appropriate to their age and compliant with the requirements of the Equality Act 2010.

We recognise, in accordance with the statutory guidance, that parents have the right to request for their child to be withdrawn from some or all of the sex education delivered as part of the statutory RSE (other than sex education in the National Curriculum as part of the Science curriculum), but not from relationships education at primary. Parents wishing to exercise this right must do so in writing to Andrea Commins (Head Teacher). They will be invited to discuss their concerns but if they still wish to withdraw their child(ren) we will make reasonable adjustments and provide suitable work for their child(ren) at this time.

Managing Difficult Questions

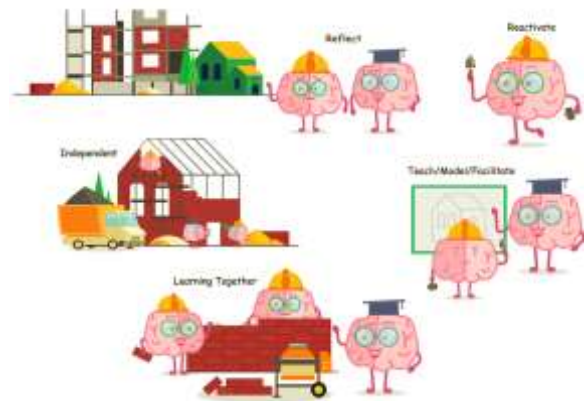
It is inevitable that controversial issues may occur as part of RSE, such as divorce, rape, abortion, pornography etc. We aim to address these issues with sensitivity and at a level appropriate to the age group and developmental stage of our pupils, considering any additional special educational needs, in an objective manner free from personal bias. Consideration will be given to the potential for small group or 1-1 discussion for specific questions to be discussed. We will take into account different viewpoints such as different religious beliefs. Discussions will be set within the legal framework and pupils made aware of the law as it relates to the issues being discussed.

Implementation

The RSE curriculum is delivered through a weekly, PSHE discrete lesson, supported by the Jigsaw scheme.

Individual lessons are adapted from Jigsaw and planned in detail using our lesson design model. This has been informed by leading research such as Rosenshine's principles of instruction. The model includes five, flexible elements:

- Reactivate
- Teach, facilitate, model
- Learning together
- Independent practice
- Reflection



The key units which teach the Relationships and Sex Education aspect of the curriculum are 'Relationships' and 'Changing Me'. Jigsaw provides a mindful approach to PSHE and RSE lessons and supports children with their emotional well-being, resilience and mental health.

RSE is provided in a range of ways including:

- This school has a caring ethos that models and supports positive relationships between all members of the school community.
- Within the weekly lessons supported by the Jigsaw scheme
- Within Science as stipulated by the National Curriculum
- Through other curriculum areas such as English and Drama
- Through pastoral support and targeted interventions where required
- Through assemblies
- Through focus days/events
- Through external providers and experts

Curriculum Content

Through an effective and creative curriculum and by the end of primary school, our pupils should know about:

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

Physical Health and Mental Wellbeing

Our pupils will be taught about the characteristics of good physical health and mental wellbeing and of the benefits and importance of daily exercise, good nutrition, and sufficient sleep, and that mental wellbeing is a normal part of daily life, in the same way as physical health. Within our curriculum and by the end of primary school, pupils should know about:

- Mental wellbeing
- Online behaviour and safety
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

Further details of our RSE curriculum plans can be found by visiting:

<https://www.peafieldlaneacademy.co.uk>

A Safe Learning Environment

In order for the subject to be conducted safely the following will be in place:

- The Jigsaw Charter is explained, displayed and referred to wherever appropriate. (When receiving external visitors, they will have sight of and understanding of this charter prior to any PSHE lesson.)
- Our school rule to 'Be Safe' will be discussed regularly, particularly during RSE and PSHE sessions.
- No one in the classroom will be expected to answer a personal question.
- Distancing techniques such as the use of scenarios, will be used to help to keep pupils safe. There will be no need for anyone to discuss their own personal issues.
- Confidentiality will be clearly explained. Pupils will understand how disclosures will be handled.
- Pupils will be expected to engage and listen during lessons, however it is accepted that sometimes it is inappropriate for them to be expected to take part in the discussion.
- The correct, scientific names for body parts will be used.
- The meanings of words will be explained in a sensible and factual way.
- Care will be taken not to use materials or approaches that may trigger trauma or distress. Pupils at risk will be identified and arrangements made for them to access the learning in a comfortable way.
- Signposting to sources of support when dealing with sensitive issues
- Informing children of services who can offer confidential support such as Childline.

Asking and Answering Questions

Teachers will attempt to answer pupil's questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use their skill and discretion in these situations, and if necessary, refer to the PSHE lead for advice and support.

Teachers will apply the following principles:

- Clear guidance will be established about what is appropriate and inappropriate in a whole class setting-Jigsaw Charter will help to achieve this.
- If a pupil's question is inappropriate to address the whole class, the teacher will acknowledge the question and attend to it later on an individual basis.
- Personal questions should be referred to the Jigsaw Charter
- Teachers will set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way which encourages thoughtful participation.
- If a teacher is concerned that a pupil is at risk in any way, including sexual abuse or exploitation, the usual safeguarding procedures will be followed.

At Peafield Lane Academy, we are keen to give every child the opportunity to ask questions or express concerns or worries. In nursery, a simplified version of zones of regulation is used at the start of each session where the children move their names to show how they feel- green (settled/all good), yellow (OK), blue (sad). This is used for check-ins with specific children throughout school. In every KS1 and KS2 classroom there is a 'Worry Monster'. At the end of each PSHE or RSE lesson children are given the opportunity to write a question and place it in the box for the teacher to review. Children can also add a 'worry' to the box at any time for the teacher to review.

Skills Development

Across KS1 and KS2, pupils will be supported with developing the following skills:

- Communication – speaking and listening, including how to manage changing friendships, relationships, and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

Groupings

Relationships & Health Education takes place within mixed gender classes or single gender groups as deemed appropriate and relevant with the pupil's usual teacher. There may be times when choosing particular mixes of genders may be useful. It is important to note that although separated genders may have different activities on occasions the messages and information they receive will be consistent. It is important that genders learn about each other's changes etc. It is also important to note that at times, friendship groupings may be the safest way for pupils to discuss an issue. It will be left to the teacher's discretion to make these decisions. Due to having mixed age classes we choose to teach the 'Changing Me' aspect of Jigsaw in single age classes so that the progression is clear and the lessons are age appropriate.

Visitors

We welcome visitors into school to add to children's knowledge and understanding of RSE. Visitors include but are not limited to the NSPCC, school nurses and the police who offer a range of information relating to children's wellbeing and RSE education. Visitors can enrich, but not replace, the curriculum. Care is taken

to ensure that the visitor's contribution fits with our planned programme of work and policy, and that the content is age appropriate and accessible for the pupils. It is particularly useful when visitors have expertise and/or provide a service to pupils.

Learning Environment

Each classroom has a designated space where key information, vocabulary and texts are provided to support children's learning of the current unit of work. The Jigsaw soft toys and chime are also available and used throughout other lessons.

Impact

The carefully thought out KKP objectives show a clear model of progression for our PSHE and RSE curriculum. The Jigsaw scheme further supports this by providing a spiral, progressive and comprehensive programme where knowledge and skills are built upon as children progress through school. We strive for our children to know, remember and understand more of what they have been taught.

Teaching children RSE supports them to develop safe, positive and enjoyable relationships and gives them the tools to speak out if they feel unsafe. Children at Peafield embody the value of 'Respect' and know how this applies to respecting others and themselves from Foundation Stage onwards. They develop positive relationships with their peers and the staff in school and can talk about relationships they have at home. Through the teaching of RSE children recognise the changes their body goes through and can talk about the ways they look after their own personal health and wellbeing. They know who to ask if feeling worried about something or if they want to ask questions.

Teachers are constantly assessing children's understanding throughout each lesson and any misconceptions are addressed through further teaching or discussion. Work produced in PSHE lessons is stored within their 'Jigsaw Journal'. Each book should have at least three pieces of evidence per term to show the children's understanding of what has been taught.

Our trust has developed a comprehensive subject leadership toolkit. We have ensured that all subject leaders have received training on this. The document provides a range of monitoring tools including a methodology for checking the quality of education that pupils receive in PSHE. We call this methodology a 'focused review'. This tool allows us to monitor, check and connect evidence together to form robust judgements about the quality of education that pupils receive in PSHE. We use work scrutiny, pupil discussions and lesson visits effectively to achieve this

Equal Opportunities and Teaching Children with SEND

Peafield Lane Academy delivers Relationships & Health Education with regards to the [Equality Act 2010: guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/equality-act-2010) and observance of the protected characteristics of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership and sexual orientation. We recognise that children have varying needs depending on their circumstances and background. The school believes that all people should have access to knowledge that is relevant to their particular needs. To achieve this, the school's approach will take account of:

- Girls tend to have a greater access to Relationships and Health Education than boys through the media and at home. We will consider the particular needs of boys, as well as girls, and use approaches that will actively engage them. We shall also be proactive in combating sexism, misogyny, sexualised behaviour and sexist bullying. We will foster healthy and respectful peer-to-peer communication and behaviour between boys and girls.

- Some pupils may have learning, emotional or behavioural difficulties, or special educational needs or disabilities (SEND) that result in particular needs at times which we will support. It may also mean that they have difficulty accessing the curriculum. We will ensure that the subject is accessible to all pupils through high quality teaching that is differentiated and personalised. We will also be mindful of preparing for adulthood outcomes as set out in the SEND code of practice when teaching these subjects to those with SEND.
- Different ethnic cultural and religious groups may have different attitudes and beliefs with regard to Relationships & Health Education. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for and understanding of the views of different ethnic, cultural and religious groups in line with safeguarding and school's statutory duty to keep pupils safe and deliver certain elements of the statutory RSE curriculum.
- Some of our pupils will go on to define themselves as Lesbian, Gay, Bisexual or Trans (LGBT). Some pupils may have LGBT parents/carers, brothers or sisters, other family members and/or friends. All our pupils will meet and work with LGBT people both now and in the future. Our approach will reflect this and teaching will be sensitive and age appropriate both in content and approach. This content will be integrated into the programme rather than as a stand-alone lesson or unit. We actively tackle homophobic bullying.
- We recognise that our pupils may come from a variety of family situations and home backgrounds. We will take care to ensure that there is no stigmatisation of children based on their home circumstances and deliver the curriculum sensitively and inclusively.

Staff professional learning

As part of the Flying High Partnership, our staff have access to a professional learning community, where PSHE leads from all Partnership schools work together to share best practice, discuss scholarly developments and strategically develop and plan our vision for the next steps in our PSHE curriculum. This expertise is then shared across the staff team through staff meetings and INSET training sessions.

Parental Engagement in RSE

We recognise the prime role of parents/carers in the development of their child's understanding about relationships, health and sex. We work in active partnership with parents/carers in the development and review of the subject. At the end of each Spring term we consult with parents and inform them about the taught sessions the children will receive centred around RSE. We ensure that parents/carers are: made aware of the school's approach and rationale for RSE through the policy; involved in the review of the RSE policy; made aware of the school's PSHE curriculum; and encourage them to support their child's learning at home through shared learning activities, if appropriate. Resources are made available for parents/carers to borrow to reinforce learning at home and support them in managing conversations with their children on these issues.

Parents/carers have a legal right to withdraw their children from dedicated sex education lessons delivered outside the science curriculum or health education. They do not have a right to withdraw their children from those aspects that are taught in National Curriculum Science, Relationships Education or Health Education.

Parents/carers can only withdraw from Y5 Lesson 4: Conception as this is sex education. This is where conception is taught in detail. Conception is referred to in several lessons as part of giving a context to the learning related to the Changing Adolescent Body, however this is not in any detail, therefore is classed as Health Education (statutory). The KKPD that parents can withdraw from is:

PSHE6.10 know about the process of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for

If a parent/carer has any concerns about the provision, we will take time to address their concerns and allay any fears they may have. If parents/carers decide to withdraw their child, we shall work with them and their child to explore possible alternative provision. In the event of a request to withdraw we will document this process and ensure a record is kept.

Links with other policies

You may find it helpful to read this RSE Policy alongside the other following school policies:

Policy	How it may link
Safeguarding Policy	Includes information about child protection procedures and contextualised safeguarding
Child-on-Child Policy	Includes details about how to recognise, report and respond to all forms of child-on-child abuse
Positive Relationships and Behaviour Policy	Includes details about the school's behaviour system including potential sanctions for pupils
Anti-Bullying Policy	Includes information about bullying behaviours and vulnerable groups
Online Safety Policy and Acceptable Use Policy	Includes information about children's online behaviour and details about online bullying / cyberbullying
Equalities Policy	Includes information about our school's approach to tackling prejudice and celebrating differences. Links to prejudice—related language and crime and the protected characteristics
Complaints Policy	Includes information about how to make a complaint if you are not satisfied with the school's response

Further information and support can be found through the following links:

- Statutory RSE guidance - [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/672222/Relationships_and_sex_education_(RSE)_and_health_education_-_GOV.UK.pdf)
- Keeping Children Safe in Education - [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/672222/Keeping_Children_Safe_in_Education_-_GOV.UK.pdf)

Monitoring, Evaluation and Review

To ensure our RSE programme is effective, is meeting the needs of our pupils and complies with the RSE statutory guidance, the following strategies will be used to quality assure the programme of study:

- Evaluation self-review from pupils after specific topics or at the end of a key stage
- Comments from pupils and representatives from the pupil voice
- Whole class discussions

This policy is reviewed and evaluated throughout the academic year. It is updated annually.

Date approved by the Governing Body: Spring 2025

Date to be reviewed: Spring 2027