



PHSE/RELATIONSHIPS & SEX EDUCATION POLICY

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Committee	Fern Hill Local Academy Committee
Lead	SLT/Assistant Headteacher

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1 How this policy was developed

This policy was written by the Senior Leadership Team (SLT) and PSHE subject lead and developed in consultation with parents, teachers and other school staff, governors and the pupils at Fern Hill Primary School in 2021. We have listened and responded to all views to help strengthen the policy, ensuring that it meets the needs of all of our pupils. It was approved by the school's governing body. The policy was reviewed and minor updates made in March 2024.

2 Legal responsibilities of schools

It is now a statutory requirement for primary schools to deliver relationships education and the Department for Education (DfE) encourages schools to deliver sex education that ensures both boys and girls are prepared for the changes 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. Health Education is also statutory in all schools.

At Fern Hill, we acknowledge that under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum and wish to have a policy that not only covers the statutory content but covers all aspects of our Personal, Social, Health and Economic (PSHE) education provision.

3 What PSHE education, including Relationships Education, is

Our PSHE education, including statutory Relationships and Health education, and non-statutory Sex Education, as recommended by the DfE, provides a framework through which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

Fern Hill's PSHE provision supports the school's aims of developing confident citizens and successful learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture. The school has a powerful combination of a planned thematic PSHE program, built around a spiral curriculum of recurring themes, designed to:

1. Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
2. Encourage and support the development of social skills and social awareness;
3. Enable pupils to make sense of their own personal and social experiences;
4. Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
5. Enable effective interpersonal relationships and develop a caring attitude towards others;

6. Encourage a caring attitude towards and responsibility for the environment;
7. Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
8. Understand how society works and the laws, rights and responsibilities involved.

We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners.

4 How PSHE education, including Relationships Education, is provided

At Fern Hill, we use SCARF (Safety, Caring, Achievement, Resilience, Friendship) - a comprehensive scheme of work for PSHE and wellbeing education. It covers all of the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum.

We follow the six suggested half termly units and adapt the scheme of work where necessary to meet the local circumstances of our school, for example, we may use our local environment as the starting point for aspects of our work. The school council are also consulted as part of our planning, to ensure pupil voice is considered and fed into the planned programme.

Our PSHE subject lead, and the SLT, work in conjunction with teaching staff in each year group and are responsible for ensuring that all staff are equipped with the knowledge, skills and resources to deliver PSHE education confidently. Teachers can access a range of teaching support resources within SCARF, including guidance documents and teacher training films. Any teacher wanting further support will contact the PSHE subject lead in the first instance to discuss their training needs.

Class teachers follow the suggested six half termly units provided by SCARF for each year. Lessons can be a weekly standalone PSHE lesson or be cross curricular. The lesson plans list the specific learning objectives for each lesson and provide support for how to teach the lessons; class teachers and our PSHE subject lead often discuss this on an informal basis.

We have chosen SCARF as our PSHE resource because the lessons build upon children's prior learning overarching with concepts weaved throughout the school; we have assessed the content and feel that it is relevant and sensitive to the needs of the children. There is planned progression across the SCARF scheme of work, so that children are increasingly and appropriately challenged as they move up through the school. Assessment is completed by the class teacher using individual pre and post assessment tasks to capture specific learning across each unit .

5 What is being taught?

5.1 The Early Years Foundation Stage

In the Early Years Foundation Stage, PSHE education is about making connections; it's strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

5.2 Key Stage 1 and Key Stage 2

The SCARF programme divides the year into 6 themed units:

1. Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;
2. Valuing Difference: a focus on respectful relationships and British values;
3. Keeping Safe: looking at keeping ourselves healthy and safe
4. Rights and Respect: learning about money, living the wider world and the environment;
5. Being My Best: developing skills in keeping healthy, developing a growth mind set (resilience), goal-setting and achievement;
6. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn collaboratively with their peers. They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

Within National Curriculum Science in Year 2, 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 Year 5, 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.

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 Year 6, children will learn about how a baby is conceived, whether through sexual intercourse or IVF. 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 of education.

Fern Hill organise sessions with the School Nurse and as a school we ensure that the teaching delivered by the nurse reflects the schools values and ethos, and fits with the planned programme and published policy.

6 How PSHE education, including Relationships Education, is taught

PSHE lessons are taught to pupils by their class teachers once a week in their timetabled PSHE lesson, throughout the whole year in their usual classes, in mixed sex groupings, using a range of interactive teaching methods, e.g. activity sheets, films, songs, online games, and drama techniques.

To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment using a group agreement at the beginning of lessons or topics. Teachers will also use a range of skills, including distancing techniques and the anonymous question box. Teachers will answer children's questions factually and honestly in an age appropriate way and respond to any disclosures following the schools safeguarding procedures/child protection policy.

Support is provided to children experiencing difficulties on a one-to-one basis, via our Inclusion Team. Relevant leaflets, websites and posters are displayed around school referring pupils to sources of help and advice, alongside suitable books which can be found in the school libraries.

7 How PSHE education is monitored, evaluated and assessed

We use two methods of monitoring and assessing learning within PSHE at Fern Hill:

7.1 SCARF Progress

For each of the six units we carry out a specially designed pre- and post-unit assessment activity. Conducted twice, first at the beginning of the unit to determine where the children are at; and then again at the end of the unit, enabling us to monitor progress, record key points and identify areas for further development. This allows both teacher and child to see what progress has been made over the course of each half- termly unit of lesson plans.

7.2 Wearing my SCARF

This approach encourages children to reflect personally on their learning. They can record what they found helpful, thought-provoking, challenging and where their learning might take them to next. This also plays a key role in helping us to evaluate the programme.

This method of recording also enables the teacher to make a termly assessment of progress for each child, as part of the child's annual report to parents. We pass this information on to the next teacher at the end of each year.

The monitoring of the standards of children's work and of the quality of PSHE education is the responsibility of the PSHE subject lead. The work of the subject lead also involves

supporting colleagues in the teaching of PSHE education and being informed about current developments in the subject. The subject lead gives the headteacher an annual summary report in which teaching and learning of the subject is evaluated and areas for development identified. The subject lead has directed time, enabling them to review evidence of the children's work and monitor any assessments made.

8 How delivery of the content is made accessible to all pupils

It is not our school's policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement, and contribute to it. Lesson plan content will be adapted and extra support provided where necessary to ensure all pupils are enabled to develop key skills, attributes and knowledge developed through the PSHE education programme.

SCARF lesson plans are flexible and allow for teachers, who are skilled in adapting curriculum content to meet the needs of the children in their class, to adjust their content in order to meet the learning outcomes.

Our school ensures that the Relationships and Sex Education (RSE) elements of the PSHE education programme are relevant to all pupils; whatever their gender identity. All pupils learn together about all the changes that someone may experience as they go through puberty to help develop empathy and understanding and to reduce incidences of teasing or stigma. This will also ensure that any child who identifies as transgender will have access to RSE that is relevant to the puberty they are likely to experience.

Our school acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education.

Research shows that, on average, about 4% of pupils will go on to define themselves as gay, lesbian, bi-sexual or pansexual (GLBP). It is possible that some pupils will also have GLBP parents/carers, brothers or sisters, other family members and/or friends. Our PSHE education acknowledges this through scenarios, in a sensitive, honest and balanced consideration of sexuality. This helps create a safe environment for all pupils and staff.

The public sector equality duty, created under the Equality Act, requires schools and other public authorities to eliminate discrimination and to advance equality in its everyday business, in the design of its policies and curriculum. Schools have a legal responsibility for eliminating discrimination; to do this, schools are required to raise pupils' awareness of diversity and promote respectful relationships with those who are different from them.

9 Parental concerns and withdrawal of students

Parents have the right to request that their child be withdrawn from some of the non-statutory Sex Education or Health Education our school teaches but not Relationships Education. They do not have a right to withdraw their children from those aspects of Sex

Education that are taught in the statutory National Curriculum Science and Health Education. Parents are invited to view our resources and discuss any concerns with our staff.

Before granting a request to withdraw a child, the headteacher will invite the parent to discuss the request with them to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The headteacher will discuss with the parent the benefits of their child receiving this important education and any detrimental effects that withdrawal might have on them. This could include, for example, 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 (although the detrimental effects may be mitigated if the parent proposes to deliver sex education to their child at home instead). The school is responsible for ensuring that, should a child be withdrawn, they receive appropriate, independent virtual learning education during the period of withdrawal.

Parents are given every opportunity to understand the purpose and content of Relationships Education and Sex Education. Good communication and opportunities for parents to understand and ask questions about our school's approach help increase confidence in the curriculum. Parents are welcome to contact the school if they have any queries relating to the PSHE curriculum content.

It is statutory for our school to show parents examples of the resources we plan to use. We will provide opportunities for parents to view examples through workshops. Ongoing communication with parents about what is planned to be taught and when, will be provided through remote learning platforms. We advise parents to view the resources in order to support them in carrying out their responsibilities relating to providing RSE at home. It is valuable for a child's development to learn about their own family's values in regard to relationships and sex alongside the information they receive at school.

10 Dissemination of the Policy

This policy is made accessible to parents, teachers and other school staff, and the Local Academy Committee through the school website. Requests for a printed copy, or a copy in another language or format, should be made to the school office.

11 Policy Review and Development Plan

The policy will be reviewed every three years, in consultation with teachers and other school staff, pupils and the Local Academy Committee. Parents will be consulted if there are changes to the statutory policy.

12 Sources of Further Information

This policy has drawn on the following sources:

- ***Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance***, Department for Education (September 2021)

- ***Creating a PSHE education policy for your school***, The PSHE Association (September 2018)
- ***Sex and Relationships Education (SRE) for the 21st Century***, Brook, Sex Education Forum and PSHE Association - Supplementary advice to the Sex and Relationship Education Guidance DfE (0116/2000) (2011)

This policy should be read in conjunction with the following policies and publications:

- Safeguarding/Child Protection policy
- Anti-bullying policy
- Equality Statement
- DfE statutory guidance 'Keeping children Safe in Education'

13 Useful Resources

Understanding Relationships and Health Education in your child's primary school: a guide for parents

https://assets.publishing.service.gov.uk/media/5f2c2b98e90e0732d9008d61/RSE_primary_schools_guide_for_parents.pdf

Fern Hill Primary School RSE Curriculum Map

<https://www.fernhill.kingston.sch.uk/attachments/download.asp?file=6291&type=pdf>

Vocabulary used in RSE lessons by year group

<https://www.fernhill.kingston.sch.uk/attachments/download.asp?file=6434&type=xlsx>

Statutory Relationships and Sex Education (RSE) at Fern Hill Primary School Parents' Presentation

<https://www.fernhill.kingston.sch.uk/attachments/download.asp?file=6292&type=pdf>

Next Review due: March 2027

Approved:

Date: 20 March 2024

Signed: [Signed copy held by the Head of Governance]

Adam Scott Head teacher

Sean Weston Chair