



FOUNTAINS
PRIMARY SCHOOL
Always achieving our potential

Personal, Social, Health, Economic, Relationships & Sex Education Policy

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Policy Owner: Mrs Sally Millman-Jones (Lead Teacher)

Ratified: Mrs Nicola Price (Headteacher) August 2021



ALWAYS ACHIEVING OUR POTENTIAL

Context

Fountains Primary School is a nurturing school, (as recognised by Nurture UK 2020), which caters for children who have special educational needs ranging from moderate to profound. The Relationships Education, Relationships and Sex Education and Health Education regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017. This Act states that children, including those in a Special School must be taught Health and Relationships Education. In teaching RSE we must have regard to guidance issued by the secretary of State as outlined in section 403 of the Education Act 1996.

Therefore, the children at Fountains Primary School, wherever appropriate will be taught a robust PSHE/RSE curriculum, which develops the children's key learning blocks for future life. Where possible, and with parental permission, some children will also be taught Sex Education at an appropriate level.

Alongside teaching of PSHE/RSE, Fountains Primary School also has its schools values embedded with Personal Learning and Thinking Skills. These skills are taught and rooted in every day school life by all of the school community.

Aims of the PSHE/RSE Policy:

- To ensure that children are taught about healthy respectful relationships, focusing on family and friends in all contexts including online.
- To provide a safe, secure and stimulating learning environment where children feel confident and happy and can access a wide and exciting range of teaching and learning experiences.
- To ensure that school promotes Spiritual, moral, social, cultural, mental and physical development for all children.
- To offer a relevant and purposeful PSHE/RSE programme which ensure that children acquire the essential skills needed.
- To ensure that children develop positive attitudes, having an understanding of their own personal responsibility, are encouraged to be independent, learn to become co-operative and contribute to the wider society.
- To provide care and support for each other within a climate which respects and values the contribution of each person and is responsive to the social, personal, spiritual and learning needs of all.
- To encourage full and active parental and community involvement in the life of the school.
- To ensure children are given the tools to support their own health, mental well being, self-esteem and confidence.
- To help children understand and prepare for the changes in their development, feelings, emotions and behaviour.
- To develop skills in communication, resilience, decision making and assertiveness.
- To promote acceptable and appropriate behaviour both in public and private situations.
- To give children the knowledge and understanding of the situations that may arise and to make children aware of strategies that may reduce the risk of misunderstanding and abuse.
- With parental permission, provide appropriate Sex Education.



The Curriculum

At Fountains Primary School, we have designed and implemented four ambitious Curriculums. These curriculums are in place to give our wide cognitive range of children the skills and knowledge to achieve their potential, prepare them for lifelong learning and help them succeed in life. Each curriculum design ignites curiosity and encourages a love of learning. At the heart of each design is a clear curriculum vision for four differing types of learners: Functional, Sensory based, life skills based and Early Years. All children in school are taught through the best curriculum for their learning ability and experience memorable moments through educational visits.

As well as, this all children have a weekly assembly which cover elements of the PSHE curriculum such as 'keeping Safe'. We also hold enrichment days such as 'Housepoint Day', in which all children complete activities in their house coloured groups, enhancing their sense of belonging to each other.

Children who access a functional curriculum are taught PSHE discreetly for at least 1 hour dedicated time per week. They follow an adapted PSHE long term plan based on the Jigsaw scheme of work. This scheme is structured to provide knowledge and skills enhancing children's lives within and beyond school. In terms of the 'intent' that Ofsted will be looking for, Lever (2019) says that the scheme of learning sets out a progressive and sequenced programme evidenced by the learning intentions written into all the materials. The Jigsaw framework covers all the new 2020 statutory guidance to teach children about relationships and health education in school. The Jigsaw programme is easily adapted to ensure that the scheme of work meets the different learning needs of our children, ensuring each child benefits from a good PSHE lesson that will develop them as individuals. "Jigsaw holds children at its heart, and its cohesive vision helps children understand and value how they fit into and contribute to the world." (Happy Children learn, 2019).

The objective of RSE is to help and support young people through their physical, emotional and moral development. This policy, embedded within PSHE, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. Children who are taught PSHE/RSE through this curriculum have their progress recorded in a separate book and assessed through the end of year expectations.

Children who follow the Early Years Foundation Stage Curriculum are taught PSHE/RSE through the daily activities and routines which are recorded through PSED. All children are nurtured suitably which in turn develops their self-esteem, confidence and resilience, whilst teaching them how to how to respond appropriately to others. Children are educated to manage their own feelings and behaviour as well as being taught self-help skills such as feeding and dressing. Throughout this play based curriculum children are shown how to take turns and how to form relationships as well as resolving conflict. Children who are taught PSHE/RSE through this curriculum have their progress recorded in their Learning Journey and assessed through Development Matters.



Children who follow the engagement curriculum have Profound and Multiple Learning Difficulties. These children experience a holistic curriculum which is a sensory based approach to learning where subjects all intervene. This child centred approach is based on learning through experience and participation. Therefore the teaching of PSHE/RSE happens continually throughout the school day, raising self-esteem through nurture and focusing on a sense of collaboration and belonging. Children who are taught PSHE/RSE through this curriculum have their progress recorded in their Learning Journal and assessed through the engagement profile.

Children who follow the life skills curriculum are mostly non-verbal children on the Autistic Spectrum. These children experience a curriculum, which is based on learning through real life experiences and community access. Through careful scaffolding the children experience social rules which will prepare them for life in the wider community, through to adulthood. Children who are taught PSHE/RSE through this curriculum have their progress recorded in their Learning Journal and assessed through the engagement profile.

Partnership with Parents

Parents have a right to withdraw their children from all or part of the Sex Education Programme but not from lessons where aspects of Sex or Relationship Education are delivered as part of the National Curriculum. Requests for withdrawal from the non-statutory components of sex education should be put in writing using the form found in Appendix two of this policy and addressed to the Headteacher.

As a staff we are aware of the need to build and maintain good working relationships with parents. We need to be able to communicate effectively with parents in order to be able to discuss attitudes and opinions on Sex and Relationships Education. We understand that parents may have fears about inappropriate behaviour and doubts about their child's ability to cope with complex emotions and decisions necessary in leading a full life. By working together and respecting cultural and religious differences we hope to avoid the situation whereby parents feel the need to withdraw pupils from the programme.

Parents also may provide a vital role in supporting and informing each other particularly when their children are approaching adulthood. Staff can act as facilitators in bringing parents together. The Sex and Relationships Education Programme should provide a continuum of knowledge and understanding, skills and attitudes and values. These areas may be taught through topics or specific Science/PSHE lessons as appropriate to the age and ability of the pupils.

RSE is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage, partnerships, family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity.

It has three main elements:

- Attitudes and values
- Personal and social skills and emotional literacy
- Knowledge and understanding

Staff Training

Staff will be supported in delivering the curriculum via appropriate training and team teaching. There are guidelines for school staff on confidentiality and handling sensitive and controversial issues and supporting young people. Other professionals involved in working in school are bound by their own code of conduct regarding confidentiality.

Teachers and other adults involved in RSE will sometimes hear disclosures that suggest a child may have been or be at risk of abuse. It is essential that all are aware of the school's child protection policy. A copy of this is available from the school office. Where an adult believes a child may be at risk the designated member of staff must be consulted before any further action is taken.

All staff are reminded that the teaching of PSHE/RSE is a statutory requirement and must be taught without personal beliefs and attitudes influencing teaching.

Monitoring Arrangements

The delivery of RSE is monitored by Sally Millman-Jones, Lead for PHSE and wellbeing. Monitoring arrangements include work scrutinies, learning walks and lesson observations. Pupils' development in PHSE and RSE is monitored by class teachers as part of our internal assessment systems.

Review and implementation

This policy has gone through a consultation process and involved all school staff, school council, wider stakeholders (Governors, parents and the school nurse). The policy will be monitored and evaluated by the PSHE lead, Senior Leadership Team and school Governors.

The policy and/or procedures will, where necessary, be revised in light of these evaluations.

This policy also links with the school's Mental Health and Well-being policy.

Parent form: withdrawal from sex education within RSE at Fountains Primary School.

To be completed by Parents/ Carers.

Name of child		Class	
Name of parent/carer		Date	

Reason for withdrawing from sex education within relationships and sex education
Any other information you would like the school to consider
Parent signature

TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents	<i>Include notes from discussions with parents/carers and agreed action taken.</i>