

DRAFT FOR CONSULTATION MARCH 2021

PSHE EDUCATION POLICY

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION POLICY

Moorside's PSHE Policy incorporates our policies about Health Education, Relationships Education and Sex Education as well as referring to broader approaches we take for preparing children for later life. Although this policy has distinct and separate sections about these three areas, we have a combined overall policy as a consistent point of reference and to avoid duplication.

Consultation has taken place:	Staff	Governors	Pupils	Families
	Date:	Date:	Date:	Date:
Date formally approved by Governors:				
Date policy became effective:			Review Date:	
Person(s) responsible for implementation & monitoring:				
Suggested policies to cross reference:	SMSC	Safeguarding	Online safety	Food & Drink
	Confidentiality	Emotional and Mental Health and Wellbeing	SEND inclusion	Behaviour (including anti-bullying)
	Visitor	Equalities	P.E.	Bereavement

The aims of this policy

The policy describes our general approach to PSHE and describes in more detail the main elements which combine to make our PSHE curriculum:

- To describe general principles
- To set out our definition of Sex Education
- To distinguish between statutory and non-statutory elements of PSHE
- To explain to parents their right to withdraw their child from Sex Education
- To inform parents about how the school will work in partnership with them in a spirit of openness and transparency
- To describe how the school meets its obligations with regard to the Equality Act

Consultation and policy development

The policy was produced jointly by the Subject Leader for PSHE, an Assistant Head with responsibility for personal development, the Pastoral Support Manager and the Headteacher.

The work was carried out in conjunction with the school staff. Parents and carers were involved through a consultation. Parents and carers were involved through a consultation and were informed about the policy through a letter which informs them that they can view the policy on the school website or ask for a paper copy.

INTENT OF PSHE EDUCATION

Through PSHE we aim to develop the knowledge, skills and attributes pupils need to form positive relationships, keep themselves healthy, safe and prepared for life and work.

Through PSHE we hope to have a positive impact on both academic and non-academic outcomes for all pupils, particularly the most vulnerable and disadvantaged.

Overall school aims and objectives:

Our school's overarching aims and objectives for our pupils are 'To foster a caring community where all children actively participate in enquiry-led, purpose-driven learning which promotes resilience, resourcefulness and sustainability. Children are challenged and supported to fully explore their individual talents, be the best that they can be, be proud of who they are, and be proud of the area in which they live.'

What values will underpin this policy?

Our curriculum promotes the spiritual, moral, social, cultural, mental and physical development of pupils.

Underpinning this policy and our wider approach with pupils are the values of:

Hope, Democracy, Justice, Responsibility, Freedom, Respect, Humility, Understanding, Perseverance and Equality. In addition, to underpinning our work and approach, these values are actively shared and promoted through exploring them and modelling them through our professional conduct and encouraging children to display these values in their everyday conduct around school.

When we are focusing on a particular value, these are shared with parents and carers so they can discuss them with their child and explore them further.

We prepare pupils for the experiences, opportunities and challenges of everyday life now and in the future by **explicitly planning in some aspects of personal development** in the experiences we provide. For example, challenging activities (caving) which mean that children have to dig deep and apply personal qualities and values such as perseverance. Whereas charitable work encourages children to empathise and understand the needs of others.

What are the aims and objectives of PSHE Education (HRE)?

Our curriculum aims to assist children to prepare for adult life by supporting them through their physical, emotional and moral development. This is achieved by helping them to understand themselves, respect others and forming and sustaining healthy relationships. This includes providing them with opportunities to reflect on a variety of issues, beliefs and viewpoints. We want our children to be able to:

- Have a sense of purpose
- Value self and others
- Form positive relationships
- Make and act on informed decisions
- Communicate effectively
- Think critically
- Work with others
- Respond to challenge
- Respect and understand the opinions and beliefs of others, even they do not share the same view
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

A key feature of our PSHE is that pupils learn how to access appropriate support safely in school and outside for themselves and to help others when needed. Children are made aware that they can do this through ongoing weekly class discussions, 'Kidsafe' sessions, online safety lessons and access to the 'Ask It Basket' available in classrooms.

How will we ensure the curriculum is relevant to our pupils?

In developing Moorside's PSHE's curriculum, the following documents and records were analysed:

- LSIP – Lancashire School Information Profile which provides local public health data on road traffic accidents, attendance at A&E, alcohol and drug use, social deprivation, family life, career and life chances in the area.
- Health Needs Assessment Survey – a survey completed by our Y6 pupils which provides information about their experiences and knowledge.
- CPOMS (Child Protection Online Management System)– analysis of our cloud-based system where behaviour, friendship and home related safeguarding incidents are recorded.
- Teachers also RAG –rated typical cohorts for their year group against the non-statutory requirements to provide a basis on which to plan the curriculum.

To match the needs of specific cohorts more closely, on entry to the school, we build a picture of each child, class and cohort. A range of learning experiences are then established to enable children to develop the skills and knowledge to match their needs. Building on experiences in EYFS, the curriculum is sequenced within and between KS1 and KS2.

We ensure our curriculum builds on prior learning by recording the key learning experiences as the children move through school so that the next year group are aware of the prior learning of each class and cohort. Different emphasis is placed upon the non-statutory elements as required by the cohort.

The curriculum prepares Years 5 and 6 pupils for the transition to high school by involving them in thinking about the opportunities, decisions, challenges and practical considerations that the next stage of their education might bring e.g. How they might travel to new secondary schools they might attend? What route they might take to find safe places to cross?

We will ensure that pupils are offered a balanced curriculum designed to meet their needs by using the PSHE Association Programme Builders scheme which allows us to adapt and tailor work specifically for the needs of our pupils.

This programme builder takes a thematic approach to primary PSHE education, covering all three core themes of the Programme of Study (Health and Wellbeing; Relationships; and Living in the Wider World) over the school year, with three topics per half term. The Programme Builder builds in developmental progression by revisiting themes year on year, building on and extending prior learning.

Resources from the PSHE Association and resources carrying the Association's Quality Mark support each module and quality assured resources are added to the Programme Builder as they are published.

What are our intended outcomes?

The learning outcomes of our curriculum are that pupils will:

- Know and understand how to assess and manage risk, keep themselves healthy (physically and emotionally) and safe and how to seek help if they are worried
- Understand they have a right to be treated fairly and have equal opportunity, and to be free from victimisation or prejudice because of their protected characteristics. They should also understand that they should extend these rights to others (notion of Universal Human Rights)
- Learn that they have a responsibility to respect and understand the opinions and beliefs of others even they do not share the same view. But also to take responsibility for themselves, their own actions and decisions
- Develop the skills of effective communication and the ability to work with others in a range of contexts and that these skills are used to develop positive relationships
- Develop a positive view of themselves and their own identity, along with the attributes of resilience and the ability to overcome challenges even when the solution is not immediately apparent

Key principles and creating a safe and supportive learning environment

The school and its staff have undergone the 'Embrace' programme with a national ACEs (Adverse Childhood Experiences) lead. This means that staff are trained in ACEs and understand the public health research that shows that there is a strong link between ACEs and poor physical and mental health, chronic disease, and lower academic success in childhood and into adulthood.

Using the 'trauma lens', the school seeks to provide a safe, secure learning environment for PSHE Education (HRE) that enables children to gain accurate knowledge, develop their own values and attitudes, and learn the skills to grow into happy, confident and successful adults.

Each year will start with the class creating a set of ground rules (Class Charter) which ensure the correct environment is agreed and outlines the expected and appropriate behaviour during the lessons.

Central to this is the need to be sensitive to the needs and views of others, but at the same time, knowing that it is acceptable to ask questions and challenge viewpoints in a respectful manner. Children are made aware that it is acceptable to listen and 'pass' if that is more comfortable for them and that there are other ways they can take part e.g. through a smaller group or through the 'Ask It Basket'. Once the ground rules have been agreed, they are displayed, re-visited and updated when needed.

We explain our Confidentiality Policy by making it clear to the children, the classroom needs to be a 'safe' space in which they can discuss things, and these are not things that the teacher will repeat beyond the classroom unless they are concerned there is a risk and that everyone needs to follow that approach. Children are taught to talk about examples rather than using names or descriptions which could identify anyone.

We ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support. We do this in a number of ways:

- Ongoing reminders to children that if something is worrying them, they have a number of ways of gaining supporting ('Ask It Basket', one to one discussion, talking to their trusted adult)
- Staff sharing concerns with the DSL so that they can decide on a course of action
- Signposting children to other avenues of support e.g. Childline
- Ensuring that children have access to information about support e.g. posters around school
- Moorside is a 'trauma informed school' and staff are well-aware of the ACES a child might have experienced. As a result, they mindful of this when issues are being discussed.

Where pupils indicate they may be vulnerable and at risk then staff share concerns with one of the school's DSL's (Designated Safeguarding Lead) to ensure pupils get the appropriate support.

Questions from pupils are very important and can aid their understanding and development. We will answer pupils' questions honestly and accurately within an agreed, developmentally appropriate framework in school. Questions will arise due to their developmental stage and/or from the planned content of lessons. The asking of questions requires a consistent and clearly understood way of responding respectfully. This includes:

- All classrooms have an 'Ask It' Basket' all the time as questions may be linked to any topic
- If a question is believed to be intended to embarrass or to push the boundary, the response needs to ensure pupils are not discouraged from asking questions. The response needs to thank the pupil for the question and to check there is a clear understanding of what exactly is being asked. This is to ensure safeguarding concerns are not missed but also that questions are not misinterpreted. E.g. a question about touch may not be inappropriate touch, it may be about the invasion of personal space
- If the teacher or visitor (link to Visitor Policy) is unsure whether or not to answer a question for whatever reason, the response is that it is not going to be answered now but the teacher "will get it answered for you as soon as possible". The teacher, or visitor will ask the pupil to write it down and put it in the basket. This may need to be supported by an adult with the pupil still placing it in the basket
- If a pupil asks a question, it needs to be addressed as soon as possible because they want to know the answer. If it is not provided in the safe learning environment of a classroom, there is a risk they will search for the answer using unreliable sources on the internet or other people
Depending on the question, the adult will follow a course of action which includes:

- The question falls within the school's agreed framework of what will be answered in class and can be followed up then or in the next lesson
- Taking any safeguarding issues into consideration, the decision may be to contact home to share the question with parents and carers to ask if they would like to answer it
- There needs to be a safeguarding response

Teaching methodology

The curriculum is taught through a range of teaching methods. Wherever possible, learning is though a theme or topic which has some meaning or context for the children. Methods may include: looking at examples, demonstration, posing a problem or dilemma, discussion, formulation of questions, recording or presenting information in different media.

We ensure learning starts from where pupils are by initial pre-teaching activities and discussions.

We build on pupils' prior learning by recording the learning experiences explored by each cohort and by using these as the basis the next time a topic is encountered

We ensure that sessions, including those on risky behaviours, remain positive in tone by reminding the children to contribute in line with the Class Charter and that support is available should they need it.

We plan and evidence cross-curricular learning by referring to the whole school curriculum plan, which shows coverage for all subjects and the links between them.

The use of visitors in the classroom

Any visitors are expected to adhere to the school's Visitor Policy. Where visitors work with children, the purpose of the work must be clearly established and approved by the school. Where a visitor is expressing views, they must understand that they must make it clear they are views of their group e.g. 'As vegetarian I believe that ...' 'As a Christian I believe that ...'

We use external contributors in the following circumstances:

-they are an expert in their field or have access to specialist resources

-we want to present different viewpoints

-we want the children to hear about something from a first-hand perspective e.g. what it is like being a paramedic

-a specialist qualification is needed to deliver an aspect of learning e.g. Fire Safety or Road Safety

We ensure external contributors' input enhances the learning opportunities as part of a planned programme by working with them to identify the content they will cover, the approaches they will use and the protocols for talking with children especially if any of their comments are opinion rather than fact.

How will we ensure inclusion and differentiate learning?

We identify pupils' different starting points by assessing them on entry to the school and adapting their provision in EYFS. The experiences of each cohort are recorded so that teachers are aware of the prior learning that has taken place. Where learning cannot easily be differentiated, children have a pupil passport which describes their learning needs.

We respect pupils' unique starting points by providing learning that is based on their level of development.

We ensure that pupils with special educational needs receive access to PSHE Education (HRE) through high quality teaching, access to alternative resources, general support and where necessary, dedicated support.

We offer challenge to our more able pupils by presenting information in different ways, or by re-designing the learning activity e.g. the task may require children to access and information from different sources, make a judgement and apply their thinking.

SEND, inclusion, equality and diversity

We recognise the right for all pupils to have access to PSHE Education (HRE) learning which meets their needs. We ensure all pupils have access to PSHE Education (HRE) through high quality teaching which is adapted to meet the needs of the cohort and the individual children within it. The teaching takes into account the ability, age, development and cultural backgrounds of our children and those with English as a second language to ensure that all can fully access the PSHE Education (HRE) curriculum through appropriate teaching styles, groupings and resources.

We promote social learning and expect our pupils to show a high regard for the needs of others by respecting and valuing the needs and opinions of others even if they do not agree with them.

We use PSHE Education (HRE) as a vehicle to address diversity issues and to ensure equality for all by fostering good relations between pupils, tackling all types of prejudice – including homophobia – and promoting understanding and respect. This approach is supported by the DfE:

“Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours. School pastoral and behaviour policies should support all pupils.” (DfE, 2019)

How will we ensure that our equalities obligations are fulfilled?

Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Not only do we seek to make teaching accessible, but we teach about ‘Equality’ and the fact that in this country it is a cause of celebration that peoples’ rights are protected in law if they are covered by one of the seven protected characteristics. Although, people are free to hold different viewpoints, these should be respected and each person has the right to feel proud of who they are and have a strong positive sense of themselves and be free from prejudice and persecution or ridicule. Important aspects of achieving this are:

- The class charter or ground rules
- Modelling by staff
- Materials used within sessions
- Implicit and explicit portrayal of people with different protected characteristics in books

Staff training

Staff are supported by an Assistant Head and the Subject Leader for PSHE. The school works closely with the county advisor. In addition, the school is a member of the PSHE Association and has access to its resources.

Monitoring, Evaluation and Reporting to Governors

In line with all subjects in school the quality of PSHE teaching and learning is monitored and evaluated through:

- Lesson observations
- Evaluation of work produced
- Discussion with pupils
- Evaluation of surveys with children and parents

The school has a designated governor for PSHE and a report is produced for Governors at least annually.

Parental Engagement

Parents and carers were invited to contribute to the policy through consultations in December 2020 and again in March 2021. Access was offered to resources.

Each term we inform parents about planned curriculum coverage for each year group, describing the main PSHE themes.

More detail is given with regard to Sex Education further in the policy.

Relationships Education – this section adds more detail which describes our approach to Relationships Education

From September 2020, DfE statutory guidance states that Relationships Education is compulsory for all primary schools as set out in the DfE Guidance (2019).

All Primary Schools must deliver Relationships Education. The EYFS Framework already describes what children should be able to do or know about, but in KS1 & 2 there are five topics:

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

Because Relationships Education is compulsory, there is no right to withdraw children from lessons relating to relationships.

INTENT OF RELATIONSHIPS EDUCATION

What is the purpose of Relationships Education in our school?

We define Relationships Education as teaching and learning about the building blocks and characteristics of positive relationships, with an emphasis on friendships, families and relationships with other peers and adults. We want children to understand that positive relationships are built on mutual respect, trust and friendship and are free from prejudice and control.

We think it is important for our pupils and our school because developing an understanding of relationships can help children maximise their experience of school life, help children to keep safe and to form positive relationship as they develop towards adulthood.

We view the partnership of home and school as vital in providing the context for learning about relationships. Both have their role to play in terms of modelling different types of positive relationships and in terms of providing a ‘safe’ environment for children to discuss and share thoughts and feelings.

What are the aims and objectives of our Relationships Education curriculum?

Through our Relationships Education we are aiming to provide children with age-appropriate information, to explore attitudes and values, and develop skills in order to empower them to make positive decisions about their own social and emotional behaviour. This is closely linked to our vision for children at Moorside i.e. that they are part of a ‘caring community’ and, ‘feel proud of who they are’.

What are our intended outcomes for Relationships Education?

The learning outcomes of our Relationships Education curriculum are that pupils will:

- Know and understand what positive and safe relationships look like and to develop the skills and attributes to form them
- Understand they have a right to be safe, live a life free from prejudice, control, abuse or harm
- Learn they have responsibility for themselves and to treat others in a respectful way and report concerns to a trusted adult
- Develop the skills of effective communication, negotiation and critical thinking
- Develop the attributes of respect, empathy, self-worth, resilience and humility

IMPLEMENTATION OF RELATIONSHIPS EDUCATION

Relationships Education at Moorside is planned by the teachers using the PSHE Association's 'Programme Builders' tool. The 'Relationships' part is split into three main areas for each year group and these are:

- Families and Friendships
- Safe Relationships
- Respecting Ourselves and Others

As well as the programme building tool, teachers also take into account the aforementioned LSIP Health data for the Lancaster area, the health needs assessment survey, CPOMs data and also what the teachers know about aspects pertinent to each year group.

Relationships Education Curriculum

Our Relationship Education aims are in line with the government guidance which refers '*to primary education as putting in place the building blocks needed for positive and safe relationships, including with family, friends and online. Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect.*'

IMPACT OF RELATIONSHIP EDUCATION

How will we assess this learning?

We assess pupils' learning through observation and discussion to establish their baseline and their endpoint to show individual progress. For older pupils, written work may also be produced and used to inform judgements. This is evidenced by the opinions, knowledge or attitudes children display at the start of areas of work, along with how these develop by the end of the work.

Health Education - this section adds more detail which describes our approach to Health Education

DfE statutory guidance states that from September 2020, all Primary Schools must deliver Physical Health and Wellbeing Education (Health Education) This includes 'The changing adolescent body'. The EYFS Framework already describes what children should be able to do or know about, but in KS1 & 2 there are eight topics:

KS 1 & 2 Eight Topics:

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

INTENT OF HEALTH EDUCATION

What is the purpose of Health Education in our school?

Through Health Education, we aim to give your child the information they need to make good decisions about their own health and well-being, to recognise issues in themselves and others and know how to seek support at the earliest opportunity when issues arise.

Developing and sustaining good physical and mental health is in keeping with our vision that children should feel ‘proud’ of who they are. Good health is also important in helping them ‘be the best that they can be’.

As primary aged children spend the majority of their time with parents or carers, they have a vital role to play in promoting their child’s health. The partnership between home and school is important in helping parents maintain and develop knowledge and understanding of habits which can help a child maintain good health throughout their life.

What are the aims and objectives of our Health Education curriculum?

Our curriculum aims to teach children about physical, mental, emotional and social **health**. It motivates children to improve and maintain their **health**, prevent disease and reduce risky behaviours.

We hope to help children to understand about the importance of having a ‘healthy lifestyle’. We want children to know how to make choices about their diet, exercise, dental health and how to keep fit physically and mentally.

The 2020/2021 pandemic has shown us all the importance of PSHE, and subsequently we understand that there may be pupils for whom the impact of the coronavirus pandemic has affected their mental well-being and therefore will need additional support.

Our Programme Builder curriculum is planned to address Physical health and wellbeing in the Summer term of 2021, and we will be continuously assessing the needs of the pupils should we need to adapt further.

Being part of PSHE, Health Education takes place in dedicated timetable slots, but is part of a much wider approach involving a range of subjects and our general approach to teaching and learning and the school environment. This includes:

- PE
- Outdoor education and educational visits
- Promotion of the strategies for developing a positive approach to learning through resilience and problem solving
- Developing a sense of pride and self-worth through how the children are encouraged to interact
- Adult modelling of healthy habits

What are our intended outcomes?

The learning outcomes of our curriculum are that pupils will:

- Know and understand that physical health and mental wellbeing are interlinked, and that regular physical activity can contribute to your overall well-being wellbeing, and vice versa.
- Understand they have a right to make choices and that the choices you make can have an impact on your health and quality of life in both the short and long term.
- Learn they have a responsibility for themselves, to look after their body and not make choices which impact negatively on those around them.
- Develop the skills of being able to exercise self-control and the ability to self-regulate, and have strategies for doing so.
- Develop the attributes of being confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges.

IMPLEMENTATION of HEALTH EDUCATION

Health Education Curriculum

Health Education is embedded within PSHE Education by seeing it as a key area which underpins our whole approach to working with children.

PSHE and Health Education have dedicated timetabled slots and aspects of it are covered as part of whole approach to learning, but also through other opportunities which arise in related subjects e.g. Science and P.E.

Like Relationships Education, Health Education at Moorside is planned by the teachers using the PSHE Association's 'Programme Builders' tool. The 'Health' part is split into three main areas for each year group and these are:

- Physical Health and Mental Wellbeing
- Growing and Changing
- Keeping Safe

As well as the programme building tool, teachers also take into account the aforementioned LSIP Health data for the Lancaster area, the health needs assessment survey, CPOMs data and also what the teachers know about aspects pertinent to each year group.

IMPACT OF HEALTH EDUCATION

How will we assess this learning?

We assess pupils' learning through observation and discussion to establish their baseline and their endpoint to show individual progress. For older pupils, written work may also be produced and used to inform judgements. This is evidenced by the opinions, knowledge or attitudes children display at the start of areas of work, along with how these develop by the end of the work. As Health Education also appears in many other areas of the curriculum, it may be assessed in accordance with the specific curriculum area, e.g. PE.

Other aspects of school life that contribute to PSHE Education (HRE) include:

The formal planned curriculum is one significant way that Moorside provides PSHE Education. In addition to that, other aspects of school life make a contribution to the development of children at Moorside:

- School Council and associated Class Councils which act as a sounding board and form part of the decision making process in school
- An extensive range of extra-curricular clubs allow children to develop their interests and talents further
- Children are encouraged to take part in charity events and make suggestions for future events
- Moorside runs a wide range of educational visits. Children learn from both the planned and informal aspects of these e.g. travel and being away from home
- Performing in shows and concerts allow children to develop their talents as well as providing an opportunity to challenge themselves
- Assemblies
- Incidental teaching opportunities that may arise throughout the school day

Responsibility for the implementation of this policy.

Day to day implementation of the policy lies with the Headteacher, Subject Leader and Assistant Head.

Evaluation of its implementation and impact will be carried out at set points throughout the year.

Meetings will take place between the Subject Leader and PSHE Governor to allow them to monitor its implementation and report to Governors.

INTENT OF SEX EDUCATION

What is the purpose and aims of Sex Education in our School?

The aim of Sex Education at Moorside is to equip children and young people with knowledge, skills, attitudes and values that will empower them to realise their health, well-being and dignity; develop respectful social and sexual relationships later in life; consider how their choices affect their own well-being and that of others; and understand and ensure the protection of their rights throughout their lives. (Based on the UNESCO description of the purpose of Sex Education). The purpose for its inclusion in our primary school curriculum is to ensure that children start secondary school with at least a basic understanding so that they are well-set to build on that through their secondary curriculum. It is also to ensure that they are learning in a safe and controlled environment that can complement what parents are doing at home, rather than relying on the internet for extra and potentially unreliable pieces of information.

Our definition of Sex Education

Whilst many elements of teaching and learning at Moorside contribute towards the general aims of sex education, our definition focusses on the non-statutory elements recommended by the DfE for children to know before they transfer to secondary school. 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. It should ensure that both boys and girls are prepared for the changes that 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. ”

In our opinion, for children to understand conception, they need the knowledge to underpin this: that a sperm and egg is needed to make a baby and the process of sexual intercourse or IVF brings the sperm and egg close enough to fertilise, that babies develop in the uterus and are usually born through the vagina. (Based upon the Sex Education Forum, 2019) Children also learn that sexual intercourse is both a physical and emotional experience and requires that consent is given.

Children are taught that bringing a baby into the world requires responsibility and maturity and that adults have a choice whether to have a baby or not and that people can choose to use methods of birth control.

What are our intended outcomes?

The learning outcomes of sex education at Moorside are that pupils will:

- Know and understand how a baby is conceived, including the associated scientific terminology for body parts and processes.
- Understand they have the right to consent to sexual intercourse or not and whether the intercourse to lead to conception. They should also understand that sexual intercourse is for adults.
- Learn they have a responsibility to care and provide for a baby and that any action they take can have short-term and long term consequences.
- Develop the skills of being able to form respectful relationships
- Develop the attributes of considering options, weighing up choices and the confidence to make their own decisions

IMPLEMENTATION OF SEX EDUCATION

How will parents and carers be involved?

We are committed to working with parents and carers. This policy was available for consultation with viewpoints being considered. Learning resources that were made available during the consultation, are freely available at any time.

Each term we communicate with all our parents about what children are learning across the curriculum. When a year group is about to cover lessons which fall within our definition of sex education, we write and inform the parents and the learning resources are made available. Teaching of this content takes place in Year 6 and is set within a topic which looks at other aspects of the human body, so that the children have a context for the learning.

Parents/carers have the right to withdraw their children from Sex Education provided at school except for those parts included in statutory National Curriculum Science and those parts included within Statutory Relationships and Health Education.

Those parents/carers wishing to exercise this right are invited in to speak with the Headteacher and/or PSHE lead person in school who will explore their concerns and examine the impact that withdrawal may have on the child. Once a child has been withdrawn, they cannot take part in the specific sex education lessons until the request for withdrawal has been removed.

Parents and carers cannot withdraw from any aspect of Relationships Education and also, Health Education lessons covering the changing adolescent body (puberty).

Sex Education, which extends beyond statutory requirements of the National Curriculum or Statutory Relationships and Health Education, is taught in Year 6. Prior to the coverage of this area of work, parents will be:

- Informed
- Invited to view the outline of lessons and teaching materials
- Offered the opportunity to ask questions or discuss concerns
- Offered the chance withdraw their child from lessons covering non-statutory content

Sex Education is part of well-established practice at Moorside. As a guide for parents and carers, there are usually one or two lessons which cover non-statutory content.

The partnership between school and home is important. By communicating what we cover, parents should be well-placed to discuss topics further with their children.

TEACHING AND LEARNING METHODS

What does teaching and learning look like in Sex Education?

Teaching and learning is very similar to most other lessons and is taught by staff from the year group team that the children trust and know well. Children watch short video clips, label diagrams, write explanations and are encouraged to ask questions using correct technical language. The lessons are managed in line with ground rules, expectations and professional protocols outlined earlier.

IMPACT

Monitoring and Evaluation

To a large extent, the overall impact of Sex Education at Moorside will not be known as it is an early step in process which goes on through secondary school. However, indicators of its impact include:

- responses in discussions
- written work produced and the level of understanding it displays
- the level of engagement including the numbers choosing to withdraw from the sessions

Appendix 1

Relevant Documents and Documents Referenced in the Policy

DfE Statutory Guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019), <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Children and Social Work Act (2017),

<https://www.legislation.gov.uk/ukpga/2017/16/contents/enacted>

Equality Act (2010),

<https://www.legislation.gov.uk/ukpga/2010/15/contents>

Keeping Children Safe in Education (2020)

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Relationships Education, Relationships and Sex Education (RSE) and Health Education: FAQs

<https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs>

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

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/907638/RS_E_primary_schools_guide_for_parents.pdf

Sex Education Forum Curriculum Design Tool for RSE

https://www.sexeducationforum.org.uk/sites/default/files/field/attachment/SEF_Curriculum%20Design%202018.pdf

KidSafe UK Children's Mental Health & Safeguarding

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

Embrace' Programme

<https://www.sueirwin-education.co.uk/embrace-project>

PSHE Association documents:

Programme of Study (2020),

<https://www.pshe-association.org.uk/news/updated-programme-study-launched-2020>

Programme Builders (2020),

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-builders-pshe-education-ks1-4#:~:text=The%20Programme%20Builders%20are%20designed,phase%20to%20which%20it%20applies.>

Preventing and Tackling Bullying

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

Multi-agency Statutory Guidance on Female Genital Mutilation

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>