



**Curnow School**  
**PSHE, Relationships & Sex Education (RSE) & Health Education**

*This policy should be read in conjunction with the DfE Relationships Education, Relationships & Sex Education (RSE) & Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers.*

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

*This document contains a summary of requirements which needs to form part of the basic school curriculum, integrated within a broad & balanced curriculum (2019). The guidance applies to the following subject areas which inform/ drive our curriculum offer:*

<b>DfE Relationships Education</b>	<b>DfE Relationships &amp; Sex Education</b>	<b>DfE Health Education COMPULSARY Sept 2020</b>
Includes all schools providing primary education, including all-through schools & middle schools	Includes all schools providing secondary education, including all-through schools & middle schools	All maintained schools including schools with a sixth form, academies, free schools, non-maintained special schools & alternative provision, including pupil referral units
<b>The statutory guidance requires school to define:</b> Relationships Education – Primary provision Relationships & Sex Education – Secondary provision Physical health & mental wellbeing – Primary & Secondary provision		
<b>The breadth of study delivered at Curnow School will include:</b>		
<b>Primary provision: COMPULSORY</b>	<b>Secondary provision: COMPULSARY Sept 2020</b>	<b>Primary &amp; Secondary provision:</b>
Families & people who care for me Caring friendships Respectful relationships Online relationships Being safe	Families Respectful relationships, including friendships Online & media Being safe Intimate & sexual relationships, including sexual health*	Physical health & mental wellbeing include identified within our Primary & Secondary provision: Mental wellbeing Internet safety & harms Physical health & fitness Healthy eating Drugs, alcohol & tobacco Health & prevention Basic first aid Changing adolescent body
<b>Curriculum links:</b>		
<p align="center">Our scheme of work incorporates elements of the computing &amp; science curriculum.</p> <ul style="list-style-type: none"> <li>• <b>Computing</b> - This important area promotes pupil’s understanding of how to stay safe &amp; behave online, underpinning the knowledge &amp; behaviours that can help them navigate the online world safely &amp; confidently regardless of the device, platform or app used, tailoring our teaching &amp; support to the specific needs of our pupils. <b>Online safety Curriculum source:</b> <i>Education for a Connected World - A framework to equip children &amp; young people for digital life – UKCISS (Feb 2018)</i></li> <li>• <b>Science</b> - Statutory Science objectives from the National Curriculum are used (objectives identified from the <i>National Curriculum programmes of study found within NC Yr2, 5 &amp; 6</i>; woven through the DT PSHE/ RSE offer). Pupils are encouraged to work scientifically through observation. Pupils will be introduced to the processes of reproduction &amp; growth in animals; the focus is on helping pupils to recognise growth (how different animals, including humans, grow &amp; asking questions about what things animals need for survival &amp; what humans need to stay healthy)</li> <li>• <b>SMSC</b> – Social relationships – school-based rationale &amp; outcomes</li> </ul>		
<b>Online safety Curriculum source:</b>		
Education for a Connected World A framework to equip children & young people for digital life - UKCISS		

\* DfE - all primary schools should have a sex education programme tailored to the age & the physical/emotional maturity of the pupils; schools will also want to recognise the significance of other factors, such as special educational needs. On using this advice our school has determined that formal sex education teaching sessions will address the learning needs of pupils/ students who have been identified through formal assessment measures as working within/ above Step 8 B2 Progression Step PSHCE (Health & Well-being) & Step 8 B2 Science/ Biology (see page 8).

To ensure our curriculum meets the requirements of the DfE & the needs of our pupils which provides them with informed opportunities to make progress/ embed the skills, knowledge & understanding acquired, we must secure the reason & relevance behind our bespoke scheme delivered from EYFS – Post 16 outlining what it intends to do & the organisation around this.

**On-line safety – Education for a Connected World (UKCISS 2018):**

Curnow School recognises the vital aspect of on-line safety outlined in this document which is fully incorporated throughout our relationships scheme of work via the effective implementation of the Education for a connected world framework (recommended as good practice in the DfE on-line safety guidance 2019). The outcomes specified by the framework within each safeguarding aspect / key stage have been fully considered. As a result, outcomes have been slowed providing our pupils with a further depth & relevance to their on-line safety offer identified within our scheme of work (EYFS – Post 16) to secure outcomes continue to provide meaning/ relevance in what is taught/ learned.

<https://www.gov.uk/government/publications/education-for-a-connected-world>

**ORGANISATION:**

All pupils study PSHE/ Relationships Education as part of their academic entitlement which includes citizenship, as part of their basic pastoral & academic entitlement & is an essential part of our Curriculum. All staff at Curnow School are involved in the teaching of PSHCE paying due regard to a pupils chronological age & their developmental stage (this is particularly relevant when teaching RSE & therefore guides our school offer). It therefore seeks to be flexible by being responsive to individual need, developmental need & learning style using pupil’s assessment outcomes.

We strive to provide all pupils regardless of their ability, gender or race, with an opportunity to experience the enjoyment, stimulation & opportunities for personal development that the teaching of PSHCE can offer through our curricula subject delivery.

Our school has designed an ambitious foundation & framework which encourages pupils to continue to/ develop the skills to form meaningful relationships enabling them to become increasingly functioning/ active members of a community who are encouraged to develop autonomy around choice making.

All pupils (EYFS – P16) study this subject area via their school offer & is of vital importance in our curriculum; as outlined, the offer is originally derived from DfE statutory Primary & Secondary Relationships framework (September 2020) which outlines the breadth of content which informs our intent. To ensure this framework provides meaning/ relevance we have identified how we will deliver this using the 3 themes outlined by the **PSHCE Association** & personalised learning outcomes identified within EHCP translated into IEPs (see below).

<p><b>Curriculum source PSHE Association</b></p> <ol style="list-style-type: none"> <li>1. Health &amp; Wellbeing (inc. health education)</li> <li>2. Relationships</li> <li>3. Living in the wider world (incl. online safety &amp; citizenship)</li> </ol>	<p><b>Curriculum source PSHE Association</b></p> <ol style="list-style-type: none"> <li>1. Self-awareness</li> <li>2. Self-care, support and safety</li> <li>3. Managing feelings</li> <li>4. Changing and growing</li> <li>5. Healthy lifestyles</li> <li>6. The world I live in</li> </ol>	<p><b>Cross Curricula links National Curriculum SCIENCE (Biology)</b></p> <p><i>Year 2 - Notice that animals, including humans, have offspring which grow into adults</i></p> <p><i>Year 5 &amp; 6 - Describe the differences in the life cycles of a mammal, an amphibian, an insect &amp; a bird</i></p> <p><i>Describe the life process of reproduction in some plants &amp; animals</i></p> <p><b>SMSC</b></p>	<p><b>Personalised learning which address EHCP outcomes</b></p> <p><b>Key areas:</b> Communication &amp; Interaction SEMH</p>
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## PERSONALISED LEARNING PATHWAYS:

How PSHE/ RSE / Citizenship is studied is formally identified by the school through personalised learning pathways underpinned by the SPT offer which determines the curriculum delivered acknowledging that for some pupils there is a need to address their developing understanding of very early PSHE/ RSE concepts identified within the SEMH (Social & Emotional affection strands).

### L2L:

In order to establish these early concepts (pre-requisites to subject specific learning) requires teachers to examine pupil's skills of engagement using the main principles outlined within the Engagement Model (DfE 2020) & SPT observational framework. This curriculum policy therefore needs to be read in conjunction with the SPT offer which outlines learning for such pupils who we describe as Learning2Learn (L2L).

### EHCPs:

To further reduce many of the barriers to learning experienced by our pupils we will additionally use outcomes identified within EHCPs (SEMH aspects) in conjunction with parents/ carers, which fully implement any recommendations inherited from members of a multi-agency team who may support our pupils – e.g. – Educational Psychologist. The school will work alongside such agencies recognising the input they will have in bringing in specialist knowledge & different ways of engaging with young people – e.g. - Brook (sexual health & well-being for under 25's).

<https://legacy.brook.org.uk/find-a-service/regions/cornwall>

In achieving this, we recognise we can identify/ fully differentiate targets for each learner (within our R2L cohort) to improve their capacity to learn/ achieve/ make progress over time in their interpersonal/ relationships skills aimed at developing their skills, knowledge & attributes which will help them thrive as individuals, family members & members of society.

The guiding principles which informs our PSHCE/ RSE offer are based upon the QoE framework judging the intent, implementation of this area of this curriculum area at Curnow school & its impact upon the detailed knowledge/ skills pupils obtain which prepares them well for their next stage of education, employment or training. As outlined our PSHE/ RSE offer additionally considers all recommendations outlined within the PSHCE Association & associated core themes outlined.

### CORE THEMES:

- Health & well-being (Health Education)
- Relationships
- Living in a wider world (including citizenship)

### CURRICULUM INTENT:

Our breadth/ depth of offer will enable pupils to develop/ further develop their key skills & conceptual understanding of PSHE/ Relationships including where appropriate Relationships, Sex Education (RSE) & Citizenship. Our overarching intent will encourage pupils to develop their skills to:

- maintain good physical, mental & emotional health & wellbeing
- understand the roles of others particularly health professionals
- develop ways of keeping physically, emotionally safe
- understand appropriate behaviour/ personal safety issues which relate to online safety
- become confident in their ability to establish positive & respectful relationships
- identify/ manage risks (link to on-line safety policy/ offer)
- prepare for/ manage changes to their body
- develop & maintain a variety of healthy, respectful relationships, within a range of social/ cultural contexts
- develop the skills to understand important decisions in the relationships they make
- respect equality & diversity in everyday life & within their personal relationships

- respect equality & to be a productive member of a diverse community
- learn about where money comes from, keeping it safe & the importance of managing it effectively
- how to make informed choices & be enterprising & ambitious

The three strands which inform our offer from KSI – KS4 build upon the Early Years Foundation Stage Learning, each strand is informed via a rationale (EYFS – KS2 & KS3 – Post 16) which ensure each area provides meaning/ relevance for our school population, securing each strand will enable pupils to continue to develop their skills building upon previously acquired skills, knowledge & understanding at each key stage (learning becomes embedded into long term memory).

### **HEALTH & WELL-BEING:**

**INTENT** - The area of health & well-being will aim to provide pupils with the information they need to develop the skills & knowledge to enable them to make good decisions about their own health & well-being including mental/ emotional well-being & ways to stay safe on-line. This aspect will also include providing pupils with the information/ guidance on how to seek support if needed; our work will include information about drugs & alcohol. Our scheme will provide pupils with the opportunity to develop the key skills needed to work towards/ achieve/ apply important personal & health care routines & independence within these.

### **RELATIONSHIPS:**

**INTENT** - To provide pupils with the information they need in order to allow them to develop/ form meaningful, respectful & positive relationships, that such relationships can take many forms & can widen & change over time (including behaviour associated with on-line relationships). Pupils will be encouraged to understand what forms a positive, safe relationship & develop the attributes to uphold such relationships. Our scheme will encourage pupils to consider how relationships can change over time particularly from childhood to adulthood, how behaviours & attitudes formed can impact upon emotional & mental well-being. This aspect will encourage our pupils to begin to identify & develop their skills which enable them to respect the differences & similarities between them/ others through the promotion of the development of key skills & understanding of the term 'relationships'.

### **LIVING IN A WIDER WORLD (including Citizenship):**

**INTENT** - To provide pupils with the information they need to be able to acquire further knowledge to promote the development & understanding of key skills relating to citizenship examining aspects of personal safety/ responsibility, rules, rights/ wrongs, & how they can make an active contribution leading to opportunities for further/ greater economic well-being. Through such study we will provide opportunities for pupils to make more informed decisions building their self-efficacy, to further their resilience, to begin to understand/ know/ how/ when to ask for help which will include aspects of on-line safety/ use.

### **CROSS CURRICULAR LINKS:**

We recognise PSHCE education should not necessarily be planned in isolation as it is most effective in a 'health promoting school' culture where links are made with other relevant subjects to ensure consistency & continuity for pupils. As such, PSHCE education at Curnow is identified through much of our curriculum offer (cross curricula approach) & personalised learning routes designed for our pupils. These include but are not limited to direct links with science & computing (on-line safety), with additional important links identified within PE, Design Technology & SMSC.

Many of our school policies additionally address the promotion of the development of interpersonal skills & skills of safety – e.g. – behaviour policy, anti-bullying policy alongside our statutory duty to safeguard pupils including when on-line & in promoting equality; such policies will always be duly considered by the school.

## **SAFEGUARDING:**

All strands of our curriculum offer identify safeguarding outcomes which reinforce the content of the unit being addressed; these outcomes relate to the development of pupil's skills, knowledge & understanding in ways they can learn to keep themselves safe (these are identified/ published in red). As with all learning outcomes; teachers delivering this curriculum to all cohorts of pupils will identify planned learning sequences which are personalised to encourage the pupils to develop personal safety skills.

## **IMPLEMENTATION:**

The design & rationale of the curriculum informs the implementation of our offer at each key stage. Our Long-Term planning framework identifies a clear overview of the three core areas which are delivered at each key stage (EYFS – Post 16) to ensure all learning remains sequenced & well-planned (pupils build upon their previously acquired skills). This structure provides the teaching staff with a clear focus upon the frequency of delivery.

### **PSHCE Long Term Planning (School Offer EYFS – Post 16):**

<b>Autumn Units of work</b>	<b>Spring Units of work</b>	<b>Summer Units of work</b>
Relationships	Living in the Wider World	Health & Wellbeing

## **UNITS OF WORK:**

Units of work at each key stage are informed via 'end points' (WALT – We Are Learning To). These 'end points' guide each teacher on their understanding of what needs to be delivered/ lesson content; this structure secures all units of work delivered remain outcome led & remain part of a well-planned sequence, enabling them to build upon previously delivered content securing effective implementation of the DfE Relationships guidance. Teachers will use the MT planning template identified in the SPT Teaching & Learning policy to plan their lessons/ differentiate learning outcomes.

## **EYFS:**

It is acknowledged the area of PSHE/ Relationships does not currently specify the development/ attributes for EYFS pupils; as such our delivery of this area focuses upon the areas of PSED & PD. Through our work we will promote the knowledge & understanding in the key areas outlined within the Development Matters documentation understanding that our pupils develop at their own rates, & in their own ways. Through our overview we have identified a rationale/ outcomes within the strands of health & well-being, relationships & living in the wider world which informs the teaching delivery in this area of the school which prepares our pupils for their next stage as they move into KS1.

## **POST 16:**

At P16 we will promote students continued development of skills, knowledge & understanding within the area of relationships/ RSE to enable them to make choices which increases opportunities for them to lead healthy lifestyles, further develop their personal autonomy & independence in forming positive/ appropriate/ safe relationships & in making decisions which will impact upon their lives. Personalised delivery is achieved via the Post 16 curriculum & bespoke units of work, the Post 16 lead of the school has the responsibility for the effective implementation of the relationships/ RSE offer.

## **ASSESSMENT – Relationships & RSE:**

Curnow school acknowledges the vital importance of pupil assessment to ensure all pupils build upon what they already know & can do (baseline); assessment will be used to plan personalised learning sequences enabling pupils to continue to work towards the 'end points' identified within the units for

each strand of the PSHE curriculum. The school will use the assessment principles outlined within the STP PARRCs policy, assessing pupils progress over time following each teaching session within the personalised planned learning sequence identified (formative assessment).

Pupil's progress (summative assessment) will be assessed using the B<sup>2</sup> assessment for R2L (including progress within Science), Cherry Garden assessment for EYFS & the Post 16 assessment identified through the bespoke units of work found within the school's Post 16 curriculum. Pupils will also be assessed using the EYFS Profile within their Reception Year.

As recognised many areas of the PSHCE/ RSE scheme of work will need to be addressed daily; as a result, some areas will be delivered through the use of EHCP targets (annual and termly) to further secure an informed approach to this important area of our curriculum; progress over time will be reported to parents.

Pupils within Early Years will be assessed using the phases of development within the Prime area of learning PSED & PD (Physical Development) and through the Cherry garden assessment on Evidence for Learning

Pupils within our L2L cohort will be assessed within the observation assessment framework which informs their Engagement profile within the areas of Cognition & Learning (development of the 5 aspects of engagement skills) & the area of SEMH.

### **KEY VOCABULARY:**

Each unit of work within our relationships/ RSE curriculum areas depict the key vocabulary which staff are recommended to use in delivering this scheme of work; through the consistent use of such vocabulary we aim to promote a developing understanding of the key skills/ concepts outlined in pupil's developing understanding of relationships. The key vocabulary will also promote the social acceptance of vocabulary used particularly in relation to body parts & what pupils will begin to hear as they widen their social experiences/ environments. Pupils may well use different terminology in their current vocabulary, although this will not necessarily be discouraged staff will acknowledge the terminology used & offer the more conventional word – e.g. - willy/ penis.

### **RESOURCES:**

Part of the roles/ responsibilities of the subject coordinator (middle leader) will be to support teachers in their effective delivery of the learning outcomes designed for each pupil through the identification of key resources within all curriculum areas – e.g. – teaching/ learning aids/ ICT programmes etc. The school recognises that many aspects of this scheme will be addressed via personalised learning outcomes identified from EHCPs (e.g. – IEPs); as such the class teacher will determine the appropriate resources required. When appropriate resources cannot be located by the class teacher they will liaise with the Relationships or appropriate agency – e.g. - school nurse/CAHMs case worker/ parents to discuss.

Additional resources may need to be obtained by the subject leaders responsible for Science, PE, DT & Computing to support the delivery of PSHCE, aspects of which have been identified through a cross curricula approach securing subject learning remains inter-connected.

If the school uses any visiting speakers it will adhere to the requirements outlined within the SPT visitors policy to ensure safeguarding remains effective.

### **ACCREDITATION:**

The Curnow scheme of work identifies potential units of accreditation from **KS4** within all three strands; all accreditation delivered will be informed via the SPT accreditation offer outlining the intent, implementation & impact of modules studied; all Accreditation awarded will therefore, add value to learning outcomes pursued.

## **RELIGION & BELIEF:**

Our school has a good understanding of pupils' faith backgrounds via the information received from parents/ social care colleagues; our teaching will therefore consider the religious backgrounds of all pupils when planning teaching, so that the themes /units of work are appropriately handled.

Curnow school will ensure it complies with the relevant provisions of the Equality Act 2010, under which religious beliefs are among the protected characteristics. <https://www.gov.uk/guidance/equality-act-2010-guidance> If any member of staff is unsure of the content of units & the potential impact upon pupil's religious beliefs, they will discuss this with immediate affect with the HT/ Middle leader of the school before proceeding with any subject delivery, checking the teaching content of the unit accordingly.

## **IMPACT:**

Through our Relationships Education, Relationships & Sex Education (RSE) & Health Education offer we anticipate pupils will:

- Make progress from their different starting points, embedding key skills, knowledge & understanding to long term memory
- Build upon prior knowledge & understanding (their current skills/ abilities)
- Enjoy their learning & engage well
- Develop a greater understanding of the importance of good emotional/ mental health & the contribution they can make in maintaining this
- Develop a greater understanding to make informed choices about how to live safe, active, healthy & fulfilling lifestyles
- Develop/ identify ways to seek help & guidance relating to their personal health, safety & well being
- Develop/ extend their skills, knowledge & understanding of staying safe whilst on line
- Develop a greater understanding of different types of relationships & their contribution to them
- Develop/ understand that some types of relationships involve choice making/ consent
- Begin to/ apply skills learned using & generalising PSHE knowledge & understanding confidently within their day to day lives
- Extend their knowledge & understanding of economic well-being

## **REPORTING PUPIL PROGRESS:**

Reporting of pupil progress achieved in this area of the curriculum (including RSE where appropriate), will be undertaken at the end of the academic year via the school's annual report to parents established by the school. Parents will also have the opportunity to discuss their child's progress in this area via the EHCP Annual Review when outcomes relate to the implementation of outcomes which have been designed into annual and termly targets.

Parents are provided with the opportunity to contact the school via the RSE letters sent out by the class teacher before teaching any RSE unit commences; through such means there will be the opportunity to discuss potential progress in the area planned to be delivered.

### **RSE Rationale (bespoke School Offer):**

*Sex education is not compulsory in Primary schools*

We acknowledge that pupils with learning difficulties will experience all the normal biological & psychological changes associated with sexual development, & in this respect experience the same needs & desire as any other member of the population.

The area of Relationships, Sex Education (RSE) will provide some pupils with the information they need in order to allow them to further understand the human life cycle & the process of the beginnings of life cycles (human reproduction). This will include preparing pupils for the physical changes to their bodies

& how to manage these (e.g. – personal care/ self-help routines); this will include a focus upon information relating to emotional changes they may well experience. Additionally, pupils will be provided with the information which will help them to form/ experience meaningful relationships (which may include sexual relationships). We additionally acknowledge Relationships & Sex Education can play a vital part in helping some pupils to take on the roles associated with adulthood; some aspects will prepare them well for this & are included in the National Curriculum area of Science (compulsory programmes of study found within Key Stage 2).

#### **Cross Curricula links**

##### **National Curriculum SCIENCE (Biology)**

**Year 2** - Notice that animals, including humans, have offspring which grow into adults

**Year 5 & 6** - Describe the differences in the life cycles of a mammal, an amphibian, an insect & a bird  
Describe the life process of reproduction in some plants & animals

##### **SMSC**

**Social Skills (Social development)**: aimed at pupil's social development through the promotion of a sense of belonging. By providing an environment where pupils are empowered to take responsibility for themselves/ others encouraging them to further develop their initiative & independence through their communication. Our ultimate aim is to enable our pupils to care & act responsibly towards each other & respect others views & if necessary being able to resolve difficulties & differences.

**Our aims of Social development will encourage the pupils to further develop their skills & abilities to:**

- Understand the importance of core values & qualities which are valued in our society
- Value diversity & equality respecting social differences & similarities
- Understand citizenship & to experience being part of a caring community & consider the importance of rights & responsibilities
- Relate to others, show sensitivity to the needs & feelings of others
- Work successfully as a member of a team or group interacting purposefully with others
- Share views & opinions with others; resolve difficulties & differences
- Reflect upon their contribution to a team, group, community
- Show respect for people, living things, property & the environment
- Realise there are things each person can do well

Our school does however, recognise that pupils will need to have a level of cognitive understanding which will enable them to meaningfully comprehend the areas being addressed; this area of RSE is therefore delivered when the school has identified through robust assessment outcomes that pupils will access the scheme of work written when developmentally/ emotionally ready and/or there is an identified need. Our school has therefore determined:

***The formal teaching of Relationship Sex Education\* will therefore address the learning needs of pupils/ students who have been identified through formal assessment measures and/or need with the content being delivered in a way that is meaningful and accessible to their cognitive level through adaptive teaching methods***

#### **ORGANISATION – DfE requirements:**

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

The DfE statutory Relationships Education, Relationships & Sex Education (RSE) & Health Education outlines:

*Requirement of Relationships & sex education RSE) states that all secondary schools must provide RSE as part of the basic curriculum & must meet the requirements of National Curriculum Science.*

*Governing bodies & head teachers of maintained primary schools must decide whether RSE, beyond that set out in National Curriculum Science should be included in the school's curriculum, & if so, what it should consist of & how it should be organised.*

*RSE is compulsory from age 11 onwards; it involves teaching children about reproduction, sexuality & sexual health. Some parts of RSE are compulsory; these are part of the National curriculum for Science. Parents can withdraw their children from all other parts of RSE if they want. In delivering RSE schools are currently required to have the Sex & Relationship Guidance, published in 2000.*

### **Parents' rights to withdraw a child from RSE:**

#### **Pages 17 & 18 DfE 2020 - Relationships Education, Relationships & Sex Education (RSE) & Health Education outlines:**

*Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request it would be good practice for the head teacher to discuss the request with parents &, as appropriate, with the child to ensure that their wishes are understood & to clarify the nature & purpose of the curriculum. Schools will want to document this process to ensure a record is kept.*

*Good practice is also likely to include the head teacher discussing with parents the benefits of receiving this important education & any detrimental effects that withdrawal might have on the child. This could include any social & 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 parents propose to deliver sex education to their child at home instead).*

*Once those discussions have taken place, except in exceptional circumstances, the school should respect the parents' request to withdraw the child, up to & until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.*

*This process is the same for pupils with SEND. However, there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision. The approach outlined above should be reflected in the school's policy on RSE.*

*Head teachers will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, **other than as part of the science curriculum**. If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.*

### **LETTERS TO PARENTS – APPENDIX 1 - 3:**

Curnow School has designed letters which all teachers who plan to deliver RSE will send to parents before teaching units of work commences. The letters outline the unit of work which enables parents the opportunity to contact the school before the teaching module commences to find out further information if/ as needed:

*Please find attached a copy of the scheme of work that shows exactly what will be covered during each session. If you would like to ask any questions or have any concerns, please feel free to contact me before the session starts on (Date).*

### **INTENT OF RSE CURRICULUM:**

Our breadth/ depth of offer will enable pupils to develop/ further develop their key skills & conceptual understanding of RSE. Our overarching intent will encourage pupils to develop their skills to:

- maintain good physical, mental & emotional health & wellbeing
- understand the roles of others particularly health professionals
- develop ways of keeping physically, emotionally safe
- understand appropriate behaviour/ personal safety issues which relate to online safety
- become confident in their ability to establish positive & respectful relationships

- identify/ manage risks (link to on-line safety policy/ offer)
- prepare for/ manage changes to their body
- develop & maintain a variety of healthy, respectful relationships, within a range of social/ cultural contexts
- develop the skills to understand important decisions in the relationships they make
- respect equality & diversity in everyday life & within their personal relationships
- respect equality & to be a productive member of a diverse community
- learn about where money comes from, keeping it safe & the importance of managing it effectively
- how to make informed choices & be enterprising & ambitious

## **SAFEGUARDING:**

All strands of our RSE curriculum offer identify safeguarding outcomes which reinforce the content of the unit being addressed; these outcomes relate to the development of pupil's skills, knowledge & understanding in ways they can keep themselves safe (these are identified/ published in red). As with all learning outcomes; teachers will identify personalised planned learning sequences which encourage the pupils to develop personal safety skills regardless of cohort.

## **IMPLEMENTATION – KS2 – POST 16:**

To ensure pupils develop their fundamental skills, knowledge & understanding of RSE we ensure that all areas of the RSE curriculum are integrated within the three strands of our PSHE offer and that this is implemented across each key stage.

Units of work at each key stage are informed via 'end points' (WALT – We Are Learning To). These 'end points' guide each teacher on their understanding of what needs to be delivered/ lesson content; this structure secures all units of work delivered remain outcome led & remain part of a well-planned sequence, enabling them to build upon previously delivered content securing effective implementation of the DfE Relationships guidance. Teachers will use the MT planning template identified in the SPT Teaching & Learning policy to plan their lessons/ differentiate learning outcomes.

*Parental permission will be obtained before any formal Relationships; Sex Education classes commence; parents will be offered the opportunity to view all Medium-Term plans associated with this subject before any teaching commences.*

Our highly structured Relationships Sex Education scheme of work will provide a context & vocabulary for exploring relationships & decision making with opportunities to re-visit the main themes which underpin our curriculum, throughout their school career (from Key stage 2). We strongly believe this will become the platform which encourages our pupils to begin to communicate any worries & concerns & begin to consider their personal safety & well-being. It will additionally offer opportunities to enable the pupils to find appropriate ways to form relationships through childhood & into adult life, practicing & rehearsing their skills, thinking through consequences & possible alternatives & to practice interpersonal skills in a safe environment in an informed way.

The school offer identified, must also consider individual needs & behaviour which may be displayed; e.g. – when issues are identified relating to public/ private. At such times the class teacher will address teaching content relevant to the situation (e.g. – appropriate/ less appropriate touch/ personal space/ wanting to treat someone as their girl/ boyfriend) in situ. Our RSE units of work identifies outcomes in addressing more specific work described in relation to sex education – e.g. – safe relationships/ pregnancy/ contraception/ seeking help.

## **PERSONAL SAFETY:**

As previously outlined our units identify the skills pupils will need to develop in relation to their personal safety & well-being; these are highlighted in red. This enables the teachers to consider pupils' skills, knowledge & understanding in relation to looking after themselves & keeping safe which allows all teaching to consider the developmental stage of our learners – e.g. - *I can demonstrate*

*understanding of what is safe to eat & drink / I can demonstrate understanding of the roles of different people that help us.*

### **DELIVERY OF SUBJECT:**

Discreet RSE sessions will be taught in small groups or delivered individually; in all cases parents will be informed of the content of RSE teaching sessions before they begin. Teachers will use the standardised letter templates found at the back of this policy (APPENDIX 1 - 3).

### **HEALTH & SAFETY:**

All staff will ensure the health & safety of all pupils & staff at all times undertaking any risk assessments/ additional control measures to ensure the safe delivery of PSHCE across the school.

### **RESPONSIBILITIES FOR THE IMPLEMENTATION OF THIS POLICY - GUIDELINES:**

#### **RESPONSIBILITY OF THE LOCAL GOVERNING BODY:**

The responsibility of the Relationships/ RSE delivery in Curnow school ultimately lays with the Trustees. The Trustees have cascaded this responsibility to the LGB who will measure the success of the school curriculum via reports received by the HT/ Curriculum (QoE) lead/ Subject coordinator (Middle Leader) which includes the self-evaluation regarding the QoE; reports will additionally include the evaluation of the implementation /sequenced delivery of the curriculum (teaching of the curriculum) & the impact upon pupil's learning via the progress they make over time including progress within their IEPs.

- To monitor the delivery of PSHCE/ RSE through reports received from the Head Teacher & subject coordinator ensuring the subject is well led, effectively managed & well-planned
- To ensure the school is providing clear information to parents on the subject content of formal RSE education & the information on their right to request that their child is withdrawn from it
- To approve the PSHCE/ RSE policy & any subsequent updates to it
- That the subject area is well-resourced & timetabled in a way that the school can fulfil its legal obligation

There are different responsibilities for staff members in the delivery of PSHCE.

#### **RESPONSIBILITY OF THE SENIOR LEADERSHIP TEAM:**

- Ensure adequate resources
- Ensure access to training for the PSHCE Subject Leader
- Ensure access to training for teachers & support staff
- Have an overview of the subject area
- Ensure the curriculum meets the needs of the school population
- Report accurately on the impact of the curriculum offer to the LGB/ within the school's self-evaluation framework

#### **RESPONSIBILITY OF TEACHERS:**

- Ensure to follow the LT planning framework for this subject area; address the WALTs identified for each unit of work identified through the whole school scheme relevant to the age/ stage of their class/ pupil needs
- Use assessment outcomes effectively to identify/ differentiate personalised learning sequences for all pupils when delivering the planned units of work, enabling to continue their learning sequence towards identified 'end points'
- Ensure planned learning sequences build upon the key skills, knowledge & understanding pupils have already acquired
- Seek the assistance of the subject coordinator to improve the delivery of PSHE/ Relationships/ clarification of subject content which will be delivered if/ as required
- Design/ implement IEPs which support the SEMH outcomes identified within pupils EHC Plans
- Use the key vocabulary identified for each unit of work

- Differentiate work & materials in accordance to personal learning plans/ assessment outcomes
- Provide appropriate information to the Subject Leader
- To carry out any appropriate risk assessment associated with PSHCE/ RSE to ensure pupils remain safe at all times

### **ROLES & RESPONSIBILITIES OF THE SUBJECT CO-ORDINATOR (MIDDLE LEADER):**

The roles & responsibilities of the middle leader are determined by the SPT (APPENDIX 4).

### **MONITORING & REVIEW:**

It will be the responsibility of all the teachers in the school to ensure the area of PSHCE/ RSE is monitored & reviewed to make sure the delivery of this subject area supports pupils/ students personalised learning needs providing each with differentiated learning sequences towards identified 'end points'.

The Head Teacher will monitor this policy on a biennial basis as part of the School Self Evaluation Policy & Guidelines alongside the subject coordinator.

<b>Responsibility cascaded to DT school LGB by Trustees</b>	Local Governing Body & Head Teacher
<b>Policy approved by the Local Governing Body</b>	June 2023
<b>Policy to be reviewed</b>	Every 2 years

## APPENDIX 1 – LETTER TO PARENTS:

Date:

Dear Parent/Carer,

As part of the school's Personal, Social & Health Education programme your child will soon receive lessons on Relationships & Sex Education (RSE) which will include study on **XXXXXXXXXX (add content)**. This aims to help pupils to form/understand relationships in a responsible & healthy manner. We have planned this work as assessment outcomes have determined your child is ready to comprehend the programme of work which has been designed to further develop their skills, knowledge & understanding in this vital area. The Head Teacher of the school is aware of the content of the scheme which has been approved by the Local Governing Body.

The key aims of our RSE are to

- 1 Provide accurate & relevant information about the physical & emotional changes that young people will experience through their formative years & into adulthood
- 2 Establish an awareness of the importance of stable family life & relationships
- 3 Foster self-awareness & self-esteem
- 4 Develop a sense of responsibility & respect for themselves & others
- 5 Reinforce the work of the science curriculum

The purpose of our Relationship & Sex Education lessons is to provide further knowledge & understanding of:

- **(Detail key skills to be pursued)**

All of the teaching materials we plan to use are appropriate to the age & emotional maturity of the pupils concerned & the teachers will aim to present the programme in an objective, balanced & sensitive manner.

The areas that will be covered will include:

- **(Detail scheme content & learning outcomes – WALT/ differentiated learning outcomes – part of a planned sequence of learning)**

Please find attached a copy of the scheme of work that shows exactly what will be covered during each session. If you would like to ask any questions or have any concerns, please feel free to contact me before the session starts on (Date).

Progress over time will be reported in the Annual report to parents in the summer term. If you do not want your child to attend these highly structured SRE sessions can you, please contact me as soon as possible.

School telephone number:

Thank you

Yours Sincerely

(Class teacher)

Copy: School file

## APPENDIX 2 - KEY STAGE 2 RELATIONSHIPS SEX EDUCATION – LETTER TO PARENTS:

Date:

Dear Parent/Carer,

As part of the school's Personal, Social, Health & Citizenship Education programme your child will soon receive structured lessons on Relationships & Sex Education (RSE) which will include study on XXXXXXXXXX (add content). We have planned this work as assessment outcomes have determined your child is ready to comprehend the programme of work which has been designed to further develop their skills, knowledge & understanding in this vital area. The Head Teacher of the school is aware of the content of the scheme which has been approved by the Local Governing Body.

This programme of work aims to help our pupils form/ understand relationships in a responsible & healthy manner, as well as learning ways to stay safe/ seek help if/ as necessary.

### **The key aims/ intent of our RSE are to:**

- 6 Provide accurate & relevant information about the physical & emotional changes that young people will experience through their formative years & into adulthood
- 7 Establish an awareness of the importance of stable family life & relationships
- 8 Foster self-awareness & self-esteem
- 9 Develop a sense of responsibility & respect for themselves & others
- 10 Reinforce the work of the science curriculum

The purpose of our Relationship & Sex Education lessons is to provide further knowledge & understanding of:

- **Puberty & Change**
- **Life Cycles & Changes**

All of the teaching materials we plan to use are appropriate to the age & emotional maturity of the pupils concerned; all teachers will aim to present the programme in an objective, balanced & sensitive manner.

### **The areas that will be covered will include:**

- Changes that happen to the body as humans' grow
- Recognise the changes that will/ are happening to their bodies
- Understand that females menstruate & what this means to them (female students)
- Provide pupils with a means to communicate any questions, ensuring they know who to ask & what language (appropriate vocabulary) to use
- Recognise the changes in other people as they change & grow
- Develop life skills to enable them to cater for their own personal hygiene needs within school & wider school settings
- To recognise we look different at different ages
- To identify how our lives are different at different ages
- Explore the concept of growing up, body changes & personal hygiene

Please find attached a copy of the scheme of work that shows exactly what will be covered during each session. If you would like to ask any questions or have any concerns, please feel free to contact me before the session starts on (add date).

Progress over time will be reported in the Annual report to parents in the summer term. If you do not want your child to attend these highly structured SRE sessions can you, please contact me as soon as possible.

School telephone number:

Thank you

Yours Sincerely

(Class teacher) - Copy: School file

## APPENDIX 3 – LETTER TO PARENTS - KEY STAGES 3 & 4

Date:

Dear Parent/ Carer,

As part of the school's Personal, Social, Health & Citizenship Education programme your child will soon receive structured lessons on Relationships & Sex Education (RSE) which will include study on XXXXXXXXXX (add content). We have planned this work as assessment outcomes have determined your child is ready to comprehend the programme of work which has been designed to further develop their skills, knowledge & understanding in this vital area. The Head Teacher of the school is aware of the content of the scheme which has been approved by the Local Governing Body.

The key aims of our RSE are to

- 11 Provide accurate & relevant information about the physical & emotional changes that young people will experience through their formative years & into adulthood
- 12 Establish an awareness of the importance of stable family life & relationships
- 13 Foster self-awareness & self-esteem
- 14 Develop a sense of responsibility & respect for themselves & others
- 15 Reinforce the work of the science curriculum

The purpose of our Relationship & Sex Education lessons is to provide further knowledge & understanding of the following areas as well as learning ways to stay safe/ seek help if/ as necessary (please indicate area being studied):

- **Life Cycles & Changes**
- **Puberty**
- **Personal Autonomy & Safety**
- **Sexual Health including Contraception (The Role of the Health Professional)**

All of the teaching materials we plan to use are appropriate to the age & emotional maturity of the pupils concerned & the teachers will aim to present the programme in an objective, balanced & sensitive manner.

The areas that will be covered will include:

- To be able to sequence the human lifecycle
- To know the names of the external sexual organs
- To know how their body will change
- To know how a baby is conceived
- How to manage changes/ emotions & express feelings/ emotions
- Seeks help from others if/ when personal safety is compromised
- Demonstrate ways to display empathy towards others
- Grow aware of appropriate & inappropriate expression of emotion & audience
- Understand changes in regard to feelings as puberty starts
- Express their feelings in an appropriate manner
- Manage the changes to their body as puberty starts/ occur
- Understand that masturbation is a private act
- Identify the appropriateness of time & place
- Identify the public & private areas of the home & of school
- Develop/ further develop personal safety beginning to identify ways to keep safe/ seek help from others
- Identify the changes that happen to the body as humans' grow
- Recognise the changes that will/ are happening to their bodies
- Understand that females menstruate (female students)

- Discuss experiences of periods & use vocabulary related to having periods (female students)
- Understand why we have periods
- Know that boys have wet dreams & that it is a natural occurrence (male students)
- Know what to do if a wet dream occurs (male students)
- Provide them with a means to communicate any questions, ensuring that they know who to ask & what language to use
- Know how to manage the changes in their bodies using & applying the self-help & personal hygiene skills needed
- Know how to maintain a healthy lifestyle & what to do when they are ill
- Know the names of different health professionals & their roles & how they can help them
- Know what an emergency is & who to contact in an emergency

Please find attached a copy of the scheme of work that shows exactly what will be covered during each session. If you would like to ask any questions or have any concerns, please feel free to contact me **before the session starts on (Date)**.

Progress over time will be reported in the Annual report to parents in the summer term. If you do not want your child to attend these highly structured SRE sessions can you, please contact me as soon as possible.

School telephone number:

Thank you

Yours Sincerely

(Class teacher)

Copy: School file

## APPENDIX 4 – ROLES & RESPONSIBILITIES OF THE SUBJECT COORDINATOR (MIDDLE LEADER) – SPT TEACHING & LEARNING POLICY:

### Roles and Responsibilities of subject coordinators

<b>INTENT</b> - To ensure the curriculum/subject area/offer meets the needs of the school population the coordinator will:	<b>IMPLEMENTATION</b> - To ensure informed/effective subject delivery the coordinator will:	<b>IMPACT</b> - To ensure the impact can be measured the coordinator will:
<ul style="list-style-type: none"> <li>- Ensure secure knowledge and understanding of the key skills required for subject area (National curriculum requirements); produce a rationale for each key skill area to inform effective teaching/learning across the school which enables all pupils to build upon previous learning (learning is sequenced)</li> <li>- Produce the curriculum offer for the school which provides breadth, depth and relevance for the pupils (3 x I's overview) which maintains a focus on the development of pupil's skills, knowledge and understanding in the key skills identified (preparing them well for next steps/stage)</li> </ul>	<ul style="list-style-type: none"> <li>- Ensure the school policy and associated planning documents focus upon the intent, implementation and impact of the subject area</li> <li>- Identify NC key skills across the school (long term planning) ensuring that all learning is informed/ sequenced with opportunities for repeated recall</li> <li>- Monitor delivery via timetable scrutiny and learning walks across the school</li> <li>- Attend effective training programmes for the subject area; research pedagogical studies which will impact upon practice</li> <li>- Audit training needs and provide professional leadership and management to the school work force via effective CPD; evaluate effectiveness/impact of CPD delivered</li> <li>- Work in partnership with other curricular coordinators across the Trust to ensure curriculum content secures equity of provision</li> <li>- Ensure all documents published (including the web site) provide accuracy within the information recorded which secures effectiveness within teacher planning (long term, medium term and key skills)</li> <li>- Ensure the subject offer reflects any changes to National documentation and the information is cascaded</li> <li>- Secure key vocabulary required in delivering the subject area which is linked to the key skills identified</li> <li>- Identify appropriate/relevant English and Maths areas of learning to secure all learning is linked/well-planned</li> <li>- Identify assessment streams; monitor the effective use of such assessment within teacher planning</li> <li>- Attend moderation meetings where appropriate</li> <li>- Undertake any risk assessments/additional control measures to secure safe, effective delivery</li> <li>- Plan/cascade information on whole school curriculum days, identifying resources required</li> <li>- Provide bids for the subject area submitting such bids to the Head of Upper School/Lower school</li> </ul>	<ul style="list-style-type: none"> <li>- Complete a subject audit with impact and subsequent development plan (every two years, one for core subjects) identifying the necessary actions to inform the implementation of the subject across the school</li> <li>- Provide information/outcomes/impact report to the LGB/HT/teachers to increase their knowledge and understanding in line with the school's self-evaluation policy</li> <li>- Undertake learning walks with Governors to increase their knowledge and understanding of the subject; assist Governors in recording/reporting information to the HT and the LGB (challenges)</li> <li>- Scrutinise/analyse pupil progress data sets (where relevant) measuring the impact of the subject offer; share information with teachers/HT and LGB</li> <li>- Undertake learning walks through the school to secure an overview of effective teaching/ learning /differentiation /assessment in line with the curriculum offer</li> <li>- Scrutinise work books (where relevant), progress files which evidences assessment overview (B2) sequential learning/impact of subject delivery</li> <li>- Scrutinise Medium Term plans to identify cross curricula links and key vocabulary to be used</li> <li>- Monitor pupil reports</li> </ul>
<p><b>The subject coordinator will evidence impact of subject delivery through:</b></p> <ul style="list-style-type: none"> <li>- A curriculum folder which evidences subject offer and impact of subject delivered across the school</li> <li>- An access to learning folder evidencing school offer in action</li> <li>- Publication of school offer (including photographs/video * consider pupil permission) on the school's web site</li> <li>- Contribute to the PowerPoint presentations (front of school) where relevant</li> </ul>		
<p><b>Subject co-ordinators file contents:</b></p> <ul style="list-style-type: none"> <li>- Subject policy statement</li> <li>- Subject area overview – 3 x I's</li> <li>- Teacher job description</li> <li>- The role of the subject co-ordinator</li> <li>- Subject overview (Long Term Planning – key skills focus)</li> <li>- Subject audit and associated development plan (reported to the LGB; impact led)</li> <li>- Curriculum offer and assessment documents (key skills)</li> <li>- Training log (CPD)</li> <li>- Evaluating standards (data – if/as appropriate)</li> </ul>		