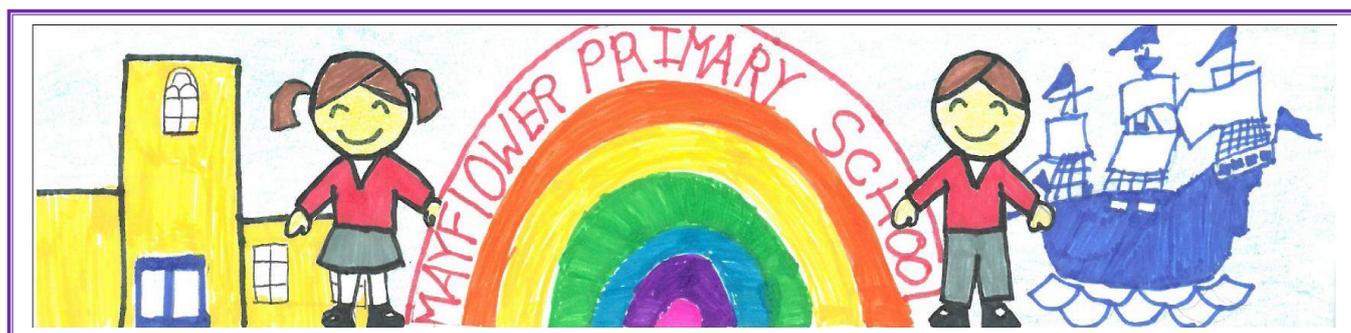# MAYFLOWER PRIMARY SCHOOL

FACULTY: SOCIAL SCIENCES
COMPUTING, PSHE/C (PERSONAL, SOCIAL, HEALTH, ECONOMIC AND CITIZENSHIP), RSE (RELATIONSHIPS AND SEX EDUCATION)

Members of the Humanities Faculty will keep under review this policy on an annual basis, and ensure that key policy statements are maintained throughout the current academic year. They will seek to engage with a range of external agencies to ensure that the children at Mayflower Primary School receive the best education possible, in support of our Curriculum Intent Statement from November 2020.

Policy Date:	December 2020	Version: 1		
Policy Review Date:	December 2021	Head Teacher: Luke Whitney		Insert Date
Ratified by Governing Body:				
Mrs. Y. Nana (Chair of Governors)		Insert Signature	Insert: 02.12.20	

Mayflower Primary School
Computing Policy

School Vision

"Mayflower Primary School ensures children learn in a safe, caring and enriching environment. Children are taught how to keep themselves safe, to develop positive and healthy relationships, how to avoid situations where they might be at risk including by being exploited."

Purpose

This policy supports the key school values in relation to the teaching and learning of Computing and the use of computing devices. It is a useful outline in which teaching and non-teaching staff can operate and provides guidance on planning, teaching and assessment. The policy should be read in conjunction with the national curriculum key stage expectations as well as the Rising Star scheme of work, which the school follows.

This document is intended for:

- All teaching and school management staff
- All teaching assistants and pupil support staff
- School governors
- Parents
- Inspection teams

Introduction

It is by no doubt that the current curriculum lends itself increasingly towards 'Computational thinking'. Therefore, we believe that Mayflower is a place where this vital skill can be developed and facilitated in order to equip and prepare the children to be ready for secondary school, the workplace and beyond.

Our vision extends to all members of our school community to participate effectively and confidently, applying their new found skills, knowledge and understanding in the ever-changing world around us for the rest of their lives.

Computing is a practical subject, in which there is plenty of room to encourage invention, exploration, expression and evaluation. Critical thinking and creativity, which lies at the heart of Mayflower, solidifies responsibility and independence for teaching and learning in the future.

Teaching and non-teaching staff are encouraged to be resourceful and mindful when understanding real-world systems. Presenting information in a purposeful manner or product brings exciting challenges that Mayflower users welcome and fully embrace.

Computing Curriculum at Mayflower

Aims

The main focus of the new curriculum is to develop an understanding of how computers and computer systems work. Designing and building programs helps to further develop children's understanding along with exploring their ideas using technology and creating a range of content. A large part of the new curriculum involves giving the children an understanding of coding (or programming). However, information and communication technology remains just as important for a broad and balanced technological education.

We aim to ensure that all pupils:

- Can understand and apply the fundamental principles of computer science, including logic, algorithms, data representation, and communication.
- Can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems.
- Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
- Can become responsible, competent, confident and creative users of information and communication technology.

Objectives

There are three main aspects of the computing curriculum: computer science (CS), information technology (IT) and digital literacy (DL). Information technology and digital literacy can overlap in planning. At Mayflower it is more important to cover the content in a balanced, stimulating and creative way rather than being concerned about terminology. The subject content expectations for the three aspects of computing at each key stage have been presented below to show how it can be broken down into three sub-sections.

	KS1	KS2
CS	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web Appreciate how [search] results are selected and ranked
IT	Use technology purposefully to create, organise, store, manipulate and retrieve digital content	Use search technologies effectively Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
DL	Recognise common uses of information technology beyond school Use technology safely and respectfully, keeping personal information private; identify where to go for help and support	Understand the opportunities [networks] offer for communication and collaboration Be discerning in evaluating digital content Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report

Early years

In the foundation stage, children require a broad, play-based experience of computing skills in a range of contexts, including outdoor play. Early years learning environments are not just about computers but scenarios are based on experience in the real world, such as in role play.

Children gain confidence, control and language skills through opportunities to participate in activities such as: 'painting' on an interactive whiteboard; programming a control toy or role-playing conversations using toy mobile phones or walkie-talkies. Recording devices can support children to develop their communication skills. This is particular useful with children who have English as an additional language. The school provides a set of IPad's specifically for key stage one pupils that has integrated microphones and recording software.

Implementation throughout Mayflower

In order to fulfil the above aims it is necessary for teachers to ensure:

- That Computing is used to enhance planning, teaching, learning and assessment across the whole curriculum.
- That there is a continuity and progression of Computing skills and knowledge from Foundation Stage through to Key Stage One and Key Stage Two, using the Rising Stars Scheme of Work (covers EYFS to Year Six) where appropriate.
- Ensure that the National Curriculum objectives (as shown in the above table) are met.
- That all children have access to a range of computing resources.
- That cross–curricular links and opportunities to integrate the development of computing skills into other areas of learning are exploited as much as possible.
- That Computing resources are used to their full extent and that teachers take responsibility for seeking guidance on how to use new hardware/software and request additional resources as needed.
- That children's Computing experiences are monitored, evaluated and assessed using the whole school foundation subject's assessment system.
- That Computing equipment and resources are kept up to date as much as possible and in good working order.
- Staff must ensure that children are appropriately trained when helping with the collection/return of computing equipment.
- That staff skills and knowledge are kept up to date through participation on staff training sessions.

Resources and access

Investing in quality resources is the key to making consistent progress and the effective delivery of the national curriculum. Mayflower acknowledges this and continually reviews, maintains and updates its computing resources.

A service level agreement with Primary World provides a Senior ICT Engineer onsite for Tuesday afternoons, overseeing the maintenance and smooth running of computing resources at Mayflower. The school server is constantly checked for efficiency. In addition, a full-time apprentice is employed to help support with any

technical issues rising on a day to day basis. Teachers are required to inform the technician of any problems by email to ict@mayflower.leicester.sch.uk.

Shared computing and ICT resources are located both in the Computing suite and the Technician's office. They should be returned there when not in use. Individual teachers are responsible for checking equipment before each use and ensuring that it is suitable and ready for use.

Every classroom from Nursery to Year 6 has a PC connected to the school network and server. An interactive whiteboard (a total of 18) with sound, DVD and video facilities is found in classes from F2 to Year 6. There is a PC available in the mobile, staffroom and resource room. Mayflower has 73 computer devices in the school including the servers. The Computing suite alone comprises of 16 mixed laptops and desktops. In additional, 32 IPad's are available to support key stage 1 and 2. These are accessed by each year group booking an allocated space using a timetable. Furthermore, each teacher has their own numbered IPad that can be used onsite or off the school site. Two cameras, two video cameras and 17 Canon Powershot cameras are available.

KS1 and KS2 classes have two slots per week allocated to using the Computing suite for the explicit teaching of the computing curriculum. As the school expands, some classes will use laptops in the classroom for this purpose. The IPad's are used throughout the school day as part of computing lessons and for cross curricular use.

Organisation of Computing resources

Within each classroom, ICT equipment is available for permanent use by the teaching staff and pupils as needed. This includes: a desktop linked to an interactive whiteboard; a visualiser; permanent, broadband internet access; a range of teaching software (free and licensed) installed on the school server and on the IPad's. Access to black and white or colour printing facilities is provided. Each classroom unit has access to the school's staff drive (S) and the pupils' work area (P), thus enabling access to share files across the school. Desktop machines also have writeable CD drives and DVD drives.

Pupils are taught how to access their pupil drive and save their work throughout their school life. A computing teacher covers and delivers the computing curriculum for years 2, 4 and 5 during PPA Cover.

Planning

Computing progression and objectives can be seen in Appendix 1.

Mayflower Primary School
Personal, Social, Health, Economic and Citizenship Education Policy

Every Child Matters

At Mayflower our aim is for every child, whatever their background or circumstances, to have the support they need to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

The five outcomes are universal ambitions for every child and young person, whatever their background or circumstances. Improving outcomes for all children and young people underpins all our work.

The outcomes are mutually reinforcing. Children learn and thrive when they are healthy, safe and engaged; and the evidence shows clearly that educational achievement is the most effective route out of poverty.

Keeping the outcomes in mind at all times helps us all to focus on what they mean in practice and how progress towards them will be measured. In PHSE we will focus mainly on delivering the Personal Development and Well Being and Lifelong Learning strands through relevant and appropriately challenging work at each Key Stage as outlined in the National Curriculum.

Inclusion Statement

The needs of all children including those with special educational needs, more able and gifted and those learners with English as an additional language are considered when planning and developing the provision of PSHE Policy.

We are committed to developing an inclusive curriculum that sets suitable learning challenges, responds to pupil's diverse learning needs and overcomes potential barriers to learning.

PSHE Policy: To promote the moral, spiritual, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

1.0 Aims and Objectives

Personal, social and health education with citizenship promotes children's personal and social development, including health and wellbeing. All pupils at Mayflower Primary School are encouraged and expected to demonstrate a responsible manner, showing consideration, courtesy and respect for other people at all times.

2.0 Curriculum Organisation

We use the Go-Givers scheme of work as a base for ideas and resources. We use this to supplement the creative curriculum.

Creative Curriculum Statement

The creative curriculum is a carefully planned, thematic approach to teaching and learning designed to support children's natural curiosity and stimulate their creativity. It offers children the opportunity to work in depth, giving them the time they need to reflect, consolidate and transfer their learning. At the same time to build in a progression of skills.

Direct experience is placed at the centre of the curriculum so that teachers draw out and develop children's thinking and capacities in meaningful contexts.
Knowledge, skills and understanding are expressed in a range of different media and ways, often making effective use of the creative arts.

Children, adults and parents work with each other, drawing resources from the school, locality and wider community to create a challenging, distinctive and exciting curriculum All children have an entitlement to a well – resourced and rich learning environment that promotes their sense of responsibility and autonomy.

The knowledge, skills and understanding delivered are grouped in four interrelated sections:

- Developing confidence and responsibility and making the most of abilities
- Preparing to play active roles as citizens
- Developing a healthy, safer lifestyle
- Developing good relationships and respecting differences between people

PSHE and citizenship are delivered through a combination of

- discrete curriculum time,
- cross-curricular teaching in other areas,
- activities and school events including assemblies,
- continuous exchange of ideas and interaction between pupils and staff that enable pupils to acquire positive attitudes and values.

Social and moral responsibility is also developed through pupil involvement in environmental and recycling projects in school, duties in class and in school, involvement in clubs and wider curricular experiences, on and off site. Each class is involved in the running of the school via the school council, promoting responsibility and learning about democracy.

2.0 Recording and Assessment

Assessment is focused on how well children can use their knowledge and understanding in developing skills and attitudes, for example through participating in discussions, group activities, managing conflict, making decisions and promoting positive relationships. Reference is made to these skills and attitudes in the end of year written pupil reports and also reported to parents during parents' evenings. The end of year pupil report includes an important section where each child assesses his/her own work and attitudes.

Due to the nature of these subjects and as the frameworks for PHSE and Citizenship are non-statutory at present, it is not a requirement to formally assess subject knowledge and understanding of the topics covered.

Children keep Records of Achievement in which they record personal achievement. They are encouraged to select pieces of work that they feel has some personal significance, evaluate and make comments on them. This self-evaluation encourages self-esteem and responsibility for their own learning. It reflects personal and social achievements, contribution to the life of the school, as well as academic progress.

Children's achievement in PSHE is also recognised through the awarding of certificates by teachers, head teachers and in praise assemblies.

3.0 Use of Information and Communication Technology

Through ICT pupils will have the opportunity to develop ideas and use the internet to learn about topics such as the environment, other cultures, government and famous people as role models.

Pupils can use ICT to exchange work and ideas using e-mail including communicating with those from schools here and abroad.

5.0 Use of language

Through PSHE and citizenship we are committed to developing oral language at every opportunity. Pupils are taught the vocabulary specific to topics being studied through discrete provision. They are encouraged to constantly express their ideas, opinions and emotions verbally and supported in developing effective and appropriate communication skills.

6.0 Staff Development

Staff will be kept up-to-date with the national framework requirements. Staff INSET will develop areas that are generally felt to be under-developed.

7.0   PSHE in the Foundation Stage

Successful personal, social and emotional development is critical for very young children in all aspects of their lives and gives them the best opportunity for success in all other areas of learning. To give all children the best opportunities for personal, social and emotional development the children are:

- Helped to establish constructive relationships with their peers, staff and other adults working in the school that take account of differences and different needs and expectations
- Given positive encouragement and adults act as positive role models
- Given opportunities to work individually, as part of a small group and as part of the whole class
- Provided with time and space to focus on activities and experiences and develop their own interests
- Given planned activities that promote emotional, moral, spiritual and social development alongside intellectual development
- Helped to develop autonomy through planned experiences
- Provided with opportunities for play and learning that acknowledges children's particular religious beliefs and cultural backgrounds
- Given opportunities to develop their independence skills
- Provided with support and a structured approach to achieve successful social and emotional development and in particular those with behavioural or communication difficulties
- Given the opportunity to play with their parents, supported by staff, at our Parents' Groups
- Given exciting activities to promote their interest and motivation to learn
- Given activities to help to maintain attention and increase their concentration
- To be independent when changing clothes for PE, outdoor activities or putting own aprons on for art or water activities
- Helped to manage their own personal hygiene
- Helped to respond to significant experiences to show a range of feelings
- Helped to understand what is right and wrong
- Helped to consider the consequences of their words and actions for themselves and for others
- Provided with opportunities to select and use activities and resources independently
- Helped to have a positive self-image

7.0 Resources

Resources are regularly audited and updated. The majority is held centrally in a PSHE resources box.

Mayflower Primary School
Relationships and Sex Education Policy

Rationale and Ethos

This policy covers our school's approach to Relationship and Sex Education (RSE). It was produced by staff, governors and members of local schools through consultation with parents and other interested stakeholders.

We define 'Relationships and Sex Education' as 'enabling children to embrace the challenges of creating a happy and successful adult life.

We believe Relationships and Sex Education is important for our pupils and our school because:

- It is giving children the knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy.
- It is about giving children the opportunity to put knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts.
- It is the recognition that everyone faces difficult situations in their lives and how Relationship and Sex Education can support young people to develop resilience, to know how and when to ask for help, and to know where to access support

We view the partnership of home and school as vital in providing the context to both complement and reinforce what pupils learn at home about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online, as well as how to be healthy.

Our school's overarching aims for our pupils are:

- to foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society.
- to know how to be safe, including online
- to be healthy both mentally and physically
- to be able to manage their academic, personal and social lives in a positive way
- to demonstrate personal attributes including kindness, integrity, generosity, honesty, respect and tolerance in order to contribute to adult life in British Society

We ensure RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND.). This will be achieved by ensuring content and teaching is differentiated to meet the specific needs of pupils at different developmental stages. As with all teaching for these subjects, we will ensure that their teaching is sensitive, age-appropriate, and developmentally appropriate and delivered with reference to the law.

Consultation was an important part of making these decisions and care was taken to ensure that the context of the school was fully reflected in the decisions that were subsequently taken. These decisions are subject to review, under the RSE Working Party, which is detailed later in this policy.

We will ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. As a school we will ensure we comply with the relevant provisions of the Equality Act 2010, recognising under which sexual orientation and gender reassignment are defined as protected characteristics. We ensure RSE fosters gender equality and LGBTQ+ equality by ensuring content is age and developmentally appropriate. It will be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law. Content will be integrated into programmes of study for RSE within our PSHE curriculum and will not be taught as stand-alone units. The intended outcomes of our RSE programme are that our pupils will:

- know and understand the characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults.
- understand they have a right to personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical touch.
- Recognise and know how to report abuse, including emotional, physical and sexual abuse
- understand they have a responsibility to treat each other with kindness, consideration and respect including when online, permission seek and give and understand the concept of privacy
- develop the skills of being able to express their emotions and seek help where needed, to build friendship and recognise how this can support mental well being
- develop the personal attributes of honesty, integrity, courage, humility, kindness, generosity, trustworthiness and sense of justice, and character traits such as perseverance, working towards long term goals, dealing with setbacks, resilience permission seeking and giving, and the concept of personal privacy
- understand how the Equality Act 2010 relates to them as a child and through adult life, to recognise and challenge any form of discrimination

Roles and Responsibilities

The RSE programme will be led by the PSHE leader with the support of senior leaders, the governing body and the RSE Working Party (see below). It will be taught by class teachers and delivered through the school curriculum and wider opportunities within the school. The aims and intended outcomes of our approach are encompassed within the school vision and values to promote learning. The RSE programme will be supported by additional staff in school, appropriate external visitors and developed through advice from professional associations.

An RSE Working Party was formulated in May 2019 and the composition reflects the community we serve. The constitution of the Working Party is as follows:

Community	Staff	Governors	Parents	Advisors
Up to 5 members	Up to 2 members	Up to 2 members	Up to 7 members	Unlimited

The RSE Working Party will meet on the first Monday of each school term, followed by an open meeting for parents on the Wednesday of the week after.

The Governing Body

As well as fulfilling their legal obligations, the Governing Body will make sure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subject is well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn from some aspects; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

Head Teacher and PSHE Leader

It is the responsibility of the Head Teacher and PSHE leader to ensure that

- both staff and parents are informed about our RSE policy, and that the policy is implemented effectively.
- staff are given sufficient training, so that they can teach about relationship and sex education effectively, and handle any difficult issues with sensitivity and also in-line with the law.
- they liaise with external agencies regarding the school RSE programme, and ensure that all adults who work with our children on these issues are aware of the school policy, and work within its framework.
- Monitoring of this policy on a regular basis, and report to governors, when requested, on the effectiveness of the policy.

The RSE Working Party

The Chair of the Working Party, supported by all Working Party members, will act in an advisory capacity to the Head Teacher and PSHE Leader. They are bound by the terms of reference, which were adopted at their meeting on 20.05.19, which are subject to review on an annual basis. The working party will also be accountable to parents, and their work will be fed back on a termly basis. All minutes will be published via the school's website.

Adults working with children are entitled to:

- Access to high quality, up-to-date, accurate information, resources and relevant training
- Mutual understanding of roles and responsibilities in relation to the planning and delivery of RSE

- Contribute their views and ideas in support of the development of RSE for children
- Professional guidance and support
- Opportunities to share good practice
- Be informed about issues of confidentiality and agreed procedures to be followed, particularly in relation to safeguarding.

External Visitors

Working with external organisations can enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with young people.

School will ensure:

- Validity of the visitor or visiting organisation's credentials.
- Teaching delivered by the visitor fits with the planned programme and published policy.
- Discussion occurs in relation to the detail of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for the pupils.
- Review the materials visitors will use as well as a lesson plan in advance, so that they can ensure it meets the full range of pupils' needs (e.g. special educational needs).
- Agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with school policy

Parents, carers and other adults in the community are entitled to:

- Accessible, accurate, up-to-date, information delivered in a way which meets their needs
- A safe and supportive environment for their children
- Information on how and when RSE is taught
- Understand their rights and responsibilities in relation to RSE policy and the curriculum
- Be informed about issues of confidentiality and how it affects them and their children
- Have their views and ideas received in a respectful, non-judgemental manner.

Legislation

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools. The RSE policy supports/complements the following policies:

- PSHE policy
- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- Equality Policy and statement
- Acceptable use of IT policy
- Documents that inform the school's RSE policy include:
- Education Act (1996)

- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory
- safeguarding guidance (2018)
- Children and Social Work Act (2017)
- DFE guidance RSE 2019

Curriculum Design

Our RSE programme is an integral part of our whole school PSHE provision. High quality relationships and sex education helps create safe school communities in which pupils can grow, learn and develop positive, healthy behaviour for life. We teach RSE on the understanding that:

- it is taught in the context of family life;
- it is part of a wider process of social, personal, spiritual and moral education;
- children should be taught to have respect for their own bodies;
- children should learn about their responsibilities to others, and be aware of the consequences of inappropriate choices;
- it is important to build positive relationships with others, involving trust and respect, both in person and online;
- it makes a significant contribution to our duty to safeguard and protect all our children;
- it plays a key role in improving health outcomes for children and young people such as reducing teenage pregnancy and risk-taking behaviour, including online behaviour
- We teach about relationships and sex through different aspects of the curriculum. While we carry out the main RSE in our PSHE curriculum, we also teach some RSE through the statutory science curriculum and other subject areas, such as PE and ICT. We believe all these contribute significantly to children's knowledge and understanding of positive relationships, their own bodies, and how they are changing and developing.

Our Relationships and Sex Education provision will cover:

Relationships	Health and Mental Wellbeing	Other Focus Areas beyond the DfE Framework
- Families and people who care for me - Caring friendships - Respectful friendships - Online relationships - Being safe	- Mental wellbeing - Internet safety and harm - Physical health and fitness - Healthy eating - Drugs, alcohol and tobacco - Health and prevention - Basic first aid	- Economic wellbeing - Enterprise - Careers

	• Changing adolescent body	

The overriding concepts explored through the curriculum are:

- Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
- Relationships (including different types and in different settings, including online)
- A healthy (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
- Risk (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings, including online in an increasingly connected world
- Diversity and equality (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
- Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)
- Change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
- Power (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)
- Career (including enterprise, employability and economic understanding)

We understand the importance of ensuring that all children in our school receive their entitlement to RSE. We will carefully consider special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background when planning and delivering RSE.

In relation to nationality, sexual orientation, religion and cultural diversity, we value the different backgrounds of our pupils and, in addressing different views and beliefs, seek to promote tolerance and understanding, as well as preparing pupils in Key Stage 2 for the next phase of their education.

Our RSE programme will be taught through a range of teaching methods and interactive activities, including use of drama techniques, scenario script writing, videoing, animating, range of presentation styles, debate, discussions, investigating and analysing information, blogs, podcast, journaling/diary writing.

Lessons will be differentiated by all staff or visitors delivering sessions to ensure that individual needs of children are met, both on an academic and emotional basis.

Selected resources, such as books and film clips, will be used which support and promote understanding within a moral/values context. High quality resources will support our RSE provision and will be regularly reviewed. We will avoid a 'resource- led' approach to delivering RSE, instead focusing on the needs of the children and our planned learning objectives. We will carefully select resources which meet these objectives. We will carefully evaluate teacher resources, leaflets and videos, before using them.

We will select resources which:

- are consistent with our Curriculum for RSE
- relate to the aims and objectives of this Policy
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the children
- appeal to adults and children
- are up-to-date in factual content
- are produced by a reputable organisation
- do not show unfair bias e.g. towards a commercial product
- avoid racial, gender and sexual stereotyping
- encourage active and participative learning
- conform to the legal requirements for RSE.

Learning about relationships and sex education in PSHE education lessons will link to/complement learning in Science, Religious Education, Health Education, including mental health education.

Pupils will be encouraged to reflect on their own learning and progress, either through self-evaluation tools or through discussion. . This will be integral within the approach to the assessment of RSE. We recognise that it is difficult for teachers to accurately assess a pupil's self-confidence or sense of their own identity and values, however, pupils themselves will be able to judge, for instance, whether they feel more confident, or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons. Assessing learning must therefore use a combination of teacher assessment and pupil self- and peer assessment.

1. Baseline assessment

Carry out a baseline assessment before starting a new 'piece of learning' (which might be a single lesson or series of lessons constituting a 'module' or 'topic').

2. Assessment *for* Learning (AfL)

Build AfL into the lesson(s) to gauge understanding, adapt teaching, promote and maximise learning. Strategies might include building on the baseline assessment, structured questioning, mini-plenaries between activities, feedback and feed forwards.

3. Assessment *of* Learning (AoL)

At the end of the 'piece of learning', measure progress from the starting point (AoL). Use this to evidence progress and inform future teaching.

Model taken from PSHE Association Primary Toolkit 2017

The learning we wish to assess will relate to the pupils' attributes and skills (such as resilience, negotiation, self-awareness, risk management and interpersonal skills), as well as the knowledge and understanding related to the context (for example bullying, consent, mental and emotional health). An overview of the learning in each year group can be found on the school website and in the Annexe 2 attached.

Staff Training

Teaching RSE can be very rewarding, but we understand that, in order to feel confident, staff need opportunities to develop the requisite knowledge, skills and attitudes. We

recognise that all adults have different personal beliefs and attitudes about RSE. We will discuss relevant issues and, where appropriate, arrange training to enable staff members to feel confident in delivering the Curriculum for RSE. We will also encourage the sharing of good practice. Those with special responsibility for the development of RSE will be offered opportunities to consult with advisors.

Safe and effective practice

We will ensure a safe learning environment through ensuring RSE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected.

Teachers and pupils will agree ground rules at the beginning of any RSE work, in addition to those already used in the classroom.

They will cover the following areas:

- Appropriate use of language
- The asking and answering of personal questions
- Strategies for checking or accessing information.

In order to protect children's privacy, we will employ teaching and learning strategies known as distancing techniques which will enable them to discuss issues without disclosing personal experience. For example, we will use fiction, puppets, case studies, role-play, videos, and theatre in education to enable children to share ideas and opinions and to practise their decision-making skills in a safe learning environment.

We acknowledge that sensitive and potentially difficult issues will arise in RSE as children will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for RSE. As a first principle we will answer questions relating to the taught planned curriculum for that age group to the whole class. We will answer questions relating to areas beyond the planned curriculum for that age group, in a sensitive and age appropriate way only to the child or children who have asked the question, where appropriate in consultation with a child's parent. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it they will seek guidance from the PSHE leader.

When answering questions, we shall ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, teachers will pass this information to the designated person for child protection in line with school policy.

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to relationship and health education. In particular, members of the local health authority, such as the school nurse and other health professionals, and our local community police officer, can give us valuable support with our RSE programme. We will follow this Code of Practice when working with visitors:

- The care and management of pupils is the responsibility of the school at all times.
- In class teaching situations, visitors will not be asked to work alone with pupils, but will be supported by a member of staff.
- The school will know whether visitors are DBS checked and arrangements will be made to accompany them as appropriate and in-line with local/national guidance.
- All visitors will be made aware of the content and principles of this policy, prior to

their visit.
- All lessons will be planned in direct liaison with the PSHE Co-ordinator/Class teacher, taking account of the age and needs of the group and the context of the work within the SRE programme.
- Visitors will be reminded that, whilst contributing to RSE in a classroom setting, they must adhere to the same confidentiality code as staff members.
- Any resources which a visitor wishes to use or distribute will be discussed and agreed with the PSHE Co-ordinator/Class Teacher beforehand.
- The contributions of visitors will be regularly monitored and evaluated.

Pupils will be able to raise questions anonymously by utilising question boxes in class. All staff teaching RSE will be supported by advice from the professional body, PSHE Association and through planned CPD. Teachers will see advice from the PSHE leader or a senior leader in school if they have any questions relating to curriculum content or the delivery within lessons.

Safeguarding

Our RSE programme is one of the most important ways we act on our responsibility to safeguard and protect our children, as set out in our Safeguarding and Child Protection policy. We also refer to guidance from the government and expert organisations on specific safeguarding issues, which are relevant to our cohort of children, as listed in *Keeping Children Safe in Education (2019)*. To safeguard children effectively it is vital that opportunities are created in the curriculum to teach about healthy behaviour, caring relationships, online safety and when and how to get help. At our school we encourage children to develop skills in these areas so that they are equipped with strategies to help themselves in preventing or reporting harm or abuse.

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Where a concern or disclosure is raised, teachers or other adults working with the child will consult with the designated safeguarding lead (Mr. L. Whitney) and in his absence the deputy safeguarding lead (Mrs. H. Boydon). Staff will respond in a similar way if a child indicates that they may have been a victim of any other type of abuse, including FGM. Staff should be familiar with the specific procedures relating to the reporting of FGM (see our Safeguarding and Child Protection Policy). The Designated Safeguarding Lead will then deal with the matter in consultation with other social, health and education professionals, in accordance with statutory safeguarding procedures, following protocols identified in our policy.

Visitors/external agencies which support the delivery of RSE will be required to inform the designated safeguarding lead or deputy in accordance to the school policy.

The protocol for inviting visitors into lessons:

- Prior to the commencement of any visit, visitors will be given a copy of the schools safeguarding policy and protocol for reporting disclosures
- All visitors will be given a copy of the RSE policy

Engaging Stakeholders

The school acknowledges that the primary role in children's RSE lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents of children at our school, through mutual understanding, trust and cooperation.

Parents will be informed about the policy through consultation, information meetings and through written correspondence. This body of work will be overseen by the RSE Working Party. The policy will be available to parents through the school website.

We are committed to working with parents and carers by holding information sessions, providing workshops for parents to enable them to be confident to answer their children's questions and through signposting via targeted support in school or through the school website, to other resources to support them at home.

We work closely with parents to ensure that they are fully aware of what is being taught. As part of our whole school approach to RSE, Parent Information sessions and opportunities for parents to view the materials and resources used will be held. Consultation will also take place as units of work are planned, and these meetings will be open to community members as well.

Each year these sessions will be repeated to ensure all new parents are fully aware of the school curriculum.

We will notify parents when Relationships and Sex education will be taught, by written communication and through the sharing of our curriculum coverage plans.

From September 2020 Parents/carers do not have the right to withdraw their children from relationship or health content, including the science Programmes of Study.

We acknowledge that parents have the right to withdraw their children from all or part of the sex education taught in the school <u>except for those parts</u> <u>included in the statutory National Curriculum</u>: <u>all children are expected to</u> <u>learn the content of the national science curriculum (see Appendix 1).</u> Parents are encouraged to establish exactly what is covered in the lessons relevant to their child's year group and discuss any concerns about lesson content with staff at the earliest opportunity.

If a parent wishes their child to be withdrawn from any part of our sex education lessons, they should discuss this first with the Head Teacher, make it clear which aspects of the programme they do not wish their child to participate in and confirm their request in writing. The school always complies with the wishes of parents in this regard that is not part of statutory NC Science. It is recognised, however, that an open forum for the sharing of views and information will help parents to understand the position of the school, and *vice versa*. Given the time and care that has been taken to engage with parents and the wider community during the academic year 2019-2020, it is envisaged that withdrawal will be a rare occurrence.

If a parent/carer requests that their child be removed from sex education, we will arrange for the child to be educated in another class who are not participating in the lesson and provide support by giving the parent access to the materials.

This Policy describes the governors' views on how RSE will be delivered in addition to requirements of the National Curriculum. They have been involved since its inception, and members of the Governing Body will always be represented on the RSE Working Party. Feedback will also be provided at governors' meetings, following the annual progression of meetings that is published at the end of each academic year.

It is also the responsibility of the governors to ensure, through consultation, that the RSE Policy reflects the wishes of the parents and the views of our community. It is the responsibility of governors to ensure that the Policy is made available to parents, and

supported legislation, as well as the school's obligation to prepare children for the next phase of their education.

In order to facilitate this process, the RSE Policy will appear annually on the agenda of a governors' meeting. The Policy will be made available for parents/carers on the school website and a link governor with responsibility for safeguarding (to include RSE) will be nominated. Parent forums will be offered on a termly basis, overseen by the RSE Working Party.

Pupil voice will be used to review and tailor our RSE programme to match the different needs of pupils. This supports a broader body of work that reflects the **intent**, **implementation**, and **impact** of the curriculum overall. Our curriculum <u>intends</u> to meet the needs of all pupils, is <u>implemented</u> with efficacy, and <u>impacts</u> positively on the needs that have been identified.

Monitoring, reporting and evaluation

Teachers will critically reflect on their work in delivering RSE through the evaluation of lessons, discussion with senior leaders and through monitoring activities led by the PSHE leader.

- We will involve children in the evaluation and development of their RSE in ways appropriate to their age.
- We will refer to local/countywide/national data
- We will engage the children in assessment activities to establish their development needs, for example 'Draw and Write' activities
- We will encourage children to ask questions as they arise by providing anonymous question boxes.
- We will ask children to reflect on their learning and set goals for future learning.
- We will consult children (e.g. through School Council) about their perception of the strengths of our RSE programme and the areas to be further developed.

The Governing Body are responsible for monitoring the delivery of our RSE policy, supported by the RSE Working Party. Governors give due consideration to any comments from parents about the RSE programme, and require the Head Teacher to keep a written record of parents' comments. Governors support the work of the RSE Working Party, and also the designation of governance, be this parent, community, or staff.

RSE Policy Review Date

This policy will be added to the suite of school policies that need to be reviewed on an annual basis. The next date will be **October 2021**.

It will be reviewed by the PSHE lead, senior leaders, the RSE Working Party, and representatives from the governing body. This will ensure that it is in line with current Department for Education advice and guidance.