



**Inwoods Small School including EYFS  
PSHE and RSE POLICY**

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Policy endorsed by	The Trustees & Principal
Policy is maintained by	Inwood Coordinator
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Review body	Inwoods Coordinator/ Principal

This policy covers Inwoods Small School's approach to Personal, Social, Health and Economic (PSHE) Education, and specifically to Relationship and Sex Education (RSE). The policy includes requirements for EYFS. It was produced through consultation with staff and parents and complies with the Department for Education statutory guidance.

The definition of Relationships and Sex Education (RSE) is learning about the emotional, social and physical aspects of growing up. It is about the importance of safe, healthy, fulfilling relationships and to teach the children how to take responsibility for their own well-being. From Year 3 onwards there is also a consideration of what constitutes healthy relationships online.

At Inwoods, the intentions of the school are already all closely linked to the aims and values of PSHE and RSE education.

- To educate the whole human being
- To explore what freedom and responsibility are in relationship with others and in modern society
- To see the possibility of being free from self-centred action and inner conflict
- To discover one's own talent and what right livelihood means
- To awaken a sense of excellence in academic studies and everyday conduct
- To learn the proper care, use and exercise of the body
- To appreciate the natural world, seeing our place in it and responsibility for it
- To find the clarity that may come from having a sense of order and valuing silence

Based on these intentions, many aspects of PSHE / RSE education are integral parts of Inwoods everyday life. To learn about oneself (personal), about relationships with others (social), about a healthy relationship with one's own body and mind (health) and about talent and right livelihood (economic) are all crucial intentions of Inwoods Small School and are emphasised

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in activities such as, Quiet Sit Spot and Circle Time in the morning and Nature Day. We also teach RSE explicitly as part of the PSHE and science curriculum, as well as through English, and history.

### *Responsibilities and Delivery Overview*

RSE is an entitlement for all children and young people and must:

- Be accurate and factual, covering a comprehensive range of information.
- Be inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experiences.
- Include the development of skills to support healthy and safe relationships and ensure good communication about these issues.
- Provide opportunities for reflection in order to nurture personal values based on mutual respect and care.
- Be part of lifelong learning, starting early in childhood and continuing throughout life. It should reflect the age and level of the learner.
- Be relevant and meet the needs of children and young people, and actively involve them as participants, advocates and evaluators in developing good quality provision.
- Be delivered by competent and confident educators.
- Be provided within a learning environment which is safe for the children, young people and adults involved and based on the principle that prejudice, discrimination and bullying are harmful and unacceptable.

PSHE / RSE is delivered explicitly in PSHE lessons once a week, by a qualified teacher. It covers the topics of Health and Wellbeing, Relationships, Living in the Wider World. We use advice and resources from the [government](#) (i.e. on subjects such as peer on peer sexual harassment) and [PSHE association](#) to help us to create effective well planned lessons. These lessons are delivered in undisturbed environments where the children feel safe to express and explore, using real life examples. Children are given space to share their own experiences if they wish but no child is forced to speak. We always start the sessions or topics by restating how it is important to respect each other, to share if they wish but they don't have to. It is the responsibility of the teachers, but also the School Coordinator to ensure it is delivered effectively.

### *Safe and Effective Practice*

The school is committed to using safe and effective practice principles as outlined by the PSHE Association. This includes the following principles:

- Establishing **ground rules** with each group in a PSHE related activity, which can include the right to pass, a commitment to use appropriate language, keeping the conversation in the room, a non-judgmental approach, and others.
- Employment of **distancing techniques**: PSHE and RSE often draw on children's real-life experiences. However, using real-life examples to discuss sensitive issues in the classroom can lead to tricky situations for the teacher and children, and it can even be re-traumatising for some children. Using distancing techniques such as scenarios, stories, puppets or fictional characters can help students deal more objectively with the lesson content.
- **Handling tricky questions**: the nature of PSHE and RSE education sometimes leads to tricky questions being asked to the teacher. It is important that the teachers handle

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these questions well. It can be appropriate for the teacher not to answer a question in front of the whole class but ask to speak to the student who asked the question individually. The teacher can also feel free to consult with a colleague or the School Coordinator before getting back to the child/class about a specific question.

- **Signposting support:** in each activity about sensitive topics teachers will provide opportunities for children to develop the skills to seek advice and articulate their concerns by explaining how to access help. Staff delivering PSHE and RSE will ensure the children, who indicate they may be at risk, get appropriate support by liaising with the School DSL and adhering to the School's Child Protection and Safeguarding Policy.

### ***Equality and Diversity in PSHE / RSE***

This paragraph is to be read in conjunction with Brockwood and Inwoods Equality and Diversity Policy.

Classroom practice and pedagogy will take into account children's age, ability, readiness and cultural background and students with SEND and will be adjusted to enable all students to access the learning. We use PSHE and RSE education as a way to address diversity issues and to ensure equality for all by addressing contextual issues that the teachers have seen arising in the school. PSHE and RSE delivery is designed to comply with the Equality Act 2010. Provisions within the Equality Act allow the school to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of protected characteristics.

### ***Parents' right to withdraw their child***

Parents do not have the right to request that their child be withdrawn from Relationship Education, but they do have the right to request that they are withdrawn from some or all of Sex Education delivered. At Inwoods we do cover Sex Education that is appropriate to the appropriate age group. This is covered in science and includes topics such as bodies and body changes as they grow. Before granting any such request the school will discuss the request with the parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The school will document this process to ensure a record is kept.

### ***Monitoring, Reporting and Evaluation***

#### ***Monitoring***

- Our PSHE provision is reviewed yearly as part of our curriculum review, which is completed by the teachers and the School Coordinator. The review consists of gathering feedback from staff and children, as well as parents, to consider the relevance and effectiveness of what is being offered. It also includes updates from the DfE regarding curriculum changes at both key stage 1 and EYFS.

#### ***Ways of evaluating***

- Children's knowledge and understanding is evaluated through classroom discussion and formative assessment activities, an example of this includes questioning and observing their participation and responses in the group activities / discussions.

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- Application of knowledge and skills in wider school participation, resolving conflict, making decisions and forming positive relationships

### *Confidentiality*

Children are made aware that some information cannot be held confidentially and they will be told that, if certain disclosures are made, the information may be disclosed to the school's safeguarding lead.

### *Early Years Foundation Stage*

Positive relationships and wellbeing are an essential part of the education offered to the EYFS children and teachers give space and time to allow positive interactions between all involved in Inwoods Small School. Each child is given time and space to develop as an individual and the PSHE / RSE lessons are planned through the areas of Learning and Development within the Practice Guidance for EYFS. In particular as part of Personal, Social and Emotional Development, Physical Development and Understanding of the World. What is offered in RSE at Inwoods also relates to the intentions of the school around self-awareness and learning about healthy relationships with ourselves and those around us.