

# Inwoods Small School

## **Inwoods Small School including EYFS PSHE, Relationship Education and Sex Education POLICY**

Last Review Date	August 2024
Policy endorsed by	The Trustees & School Management Committee
Policy is maintained by	Inwood Coordinator
Next review date	August 2025
Review body	Inwoods Coordinator/ School Management Committee

### **Context and Rational**

This policy covers Inwoods Small School's approach to Relationship and Sex Education (RSE). It also applies to the teaching of Personal, Social, Health and Economic (PSHE) Education. It was produced through consultation with staff and parents and complies with the Department for Education statutory guidance on Relationship and Sex Education under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996 at primary school level. The policy includes requirements for EYFS.

The RSE Education, in conjunction with PSHE, makes a significant contribution to pupils' spiritual, moral, social, and cultural (SMSC) development, their behaviour and Inwoods' statutory responsibility to safeguard and promote pupils' wellbeing.

### **Definitions and Implementation of RSE / PSHE**

#### Relationship Education - Definition

The definition of Relationships Education (RSE) is learning about the emotional, social and physical aspects of growing up and the changes that go with that. It is about the importance of safe, healthy, fulfilling relationships and aims to teach the children how to take responsibility for their own well-being. It is about helping children to understand how to put this knowledge into practice so that they can keep themselves safe and well.

From Year 3 onwards there is also a consideration of what constitutes healthy relationships online. In a world that is increasing online we recognise the importance of starting to help them navigate complex and sometimes dangerous online situations.

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### Personal, Social, Health and Economic Education - Definition

The definition of PSHE is personal, social, health and economic education. When we cover these topics at Inwoods we strengthen the knowledge and skills that help keep children healthy and safe and prepare them for life and work.

PSHE at Inwoods reflects the school's ethos and aims, there is a sensitivity to the topics we cover in relation to the age and development of the children in the school. The curriculum is designed to encourage respect for other people, particularly those with protected characteristics.

### Intentions of Inwoods and implementation of RSE / PSHE

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 and RSE education are integral parts of Inwoods everyday life. Every morning, we start the day with a 10 minute quiet sit spot outside in nature. We feel this promotes self-reflection and so mental wellbeing. Regularly, we read provoking stories that stimulate discussion and conversations around topics relevant to the children and their experiences, such as friendship and respecting others. Our flexible approach to learning also means that the children's questions about themselves and the wider world can easily be woven into our project work and other lessons. In this way, PSHE and RSE are a daily occurrence at Inwoods. We use the PSHE Association's [long-term overview](#) to plan appropriate content and coverage across KS1 and KS2, although content might be taught in a different order as shown in the Medium Term Plans. Both teachers are responsible for covering the content across the different key stages in an age-appropriate manner.

Within EYFS to Year 2, PSHE and RSE are also embedded into everyday life at Inwoods through discussion and questioning that naturally arises. Real life experiences and relevant context aids the understanding of problems and solutions. This is also upheld through Story Time where specific stories, tales or poems are chosen related to conflicts or issues that arise within the group. This is then evidenced within retrospective Schemes of Work and other documentation. For Year 1 and Year 2 children, PSHE and RSE are also taught as an explicit lesson each week.

From Year 3 to Year 5, there is an explicit time on the timetable to teach PSHE / RSE at Inwoods. These sessions are split and differentiated so that developmentally appropriate content can be taught. This is evidenced in the PSHE / RSE Floor book and in the children's work. In reference to the Sex Education element of RSE, we do not teach this to the children

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at Inwoods unless there is considered to be a need for our children to be exposed to it. As a school, we feel that having covered, by the end of Year 6, the statutory curriculum for Relationship Education as well as the recommended science content for primary aged children as stated in the National Curriculum, that there is no need to teach further Sex Education content.

If the children's questions go beyond the science content, then we will continue to provide that safe space for the children to comment and discuss, but we will direct specific questions back to parents. This means parents are given the opportunity to address some more advanced topics around sex education in their own time and in their own way.

### **Responsibilities and Delivery Overview**

The teachers at Inwoods are aware of the importance of PSHE and RSE and that the content for and the teaching of these subjects must consider the following factors:

- Be accurate and factual, covering a comprehensive range of information.
- Be inclusive and encourage respect in terms of the protected characteristics of gender and gender reassignment, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experiences. (More details are given of the protected characteristics in Section 4 of the [Equality Act 2010](#))
- 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.
- 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.

When we plan the lessons we use advice and resources from the [government](#) on subjects such as child on child sexual harassment, good mental and physical wellbeing etc. Some of the resources we use are Keeping Children Safe in Education 2024, the [Equality Act 2010](#) and [PSHE Association](#) to help us to create effective well planned lessons and schemes of work. We also refer to the [DfE's guidance on physical and mental wellbeing](#). 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.

See Appendix A for more information on safe and effective teaching practice principles.

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

We do not unlawfully discriminate against pupils because of what is collectively known as the protected characteristics. We consider the ages and backgrounds of the children and their families and put in place additional support for those with particular protected characteristics if necessary.

Classroom practice and pedagogy will take into account children's age, ability, readiness and cultural background as well as students with SEND, and it will be adjusted to enable all students to access the learning through differentiation. 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. We encourage staff to model positive behaviours and to tackle any negative cultures that might exist around issues such as sexism, gender stereotypes, homophobia, transphobia etc. Our Behaviour Management Policy and Anti-Bullying Policy should be read to show in more detail how any such incidents are dealt with if they come up within the school context.

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. Please see the Brockwood and Inwoods Equality and Diversity Policy 2024 -25 for more detail.

## **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 the Sex Education content, beyond that in the science curriculum. As stated previously in the policy, currently Inwoods is not teaching Sex Education but if the teachers at Inwoods do decide that specific content needs to be delivered the parents will be approached and permission will be sought. The school will document this process to ensure a record is kept.

## **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 able to develop as an individual and the PSHE / RSE lessons are constructed through careful observation and relevant discussions. 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.

## **Evaluation, Reporting and Monitoring**

### *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 and often recording these as class notes by the teachers.

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

### *Reporting*

- Parents are made aware of their children's understanding of the topics covered in RSE and PSHE through annual reporting. Each child's end of year report has a section on Personal Development, and for the Year 3-6 children a specific section on PSHE.
- Discussions with parents at our two annual parent's evenings will also cover their understanding of these subjects.

### *Monitoring*

- Our PSHE and RSE 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 if relevant, to consider the relevance and effectiveness of what is being offered.
- Our Trustees are also informed and made aware of the PSHE and RSE curriculum and how it is being taught and assessed. They also are asked to comment and approve of the curriculum on offer.
- Our annual monitoring and review process also includes updates from the DfE regarding curriculum changes related specifically to PSHE and RSE, as well as other statutory changes to guidance such as Keeping Children Safe in Education and the Equality Act as mentioned in the [Relationship Education Guidance](#).

### ***Confidentiality and Safeguarding***

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. Please see our Child Protection and Safeguarding Policy 2023 -2024 for more information.

## Appendix A.

### **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 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.