



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

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Policy endorsed by	The Trustees & School Management Committee
Policy is maintained by	Inwood Coordinator
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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 (RE) 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. 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.

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 RE 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 RE 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 RE are a daily occurrence at Inwoods.

Within EYFS to Year 2, PSHE is 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. We use the PSHE Association's long-term overview to plan appropriate content and coverage across KS1 and KS2. This is then evidenced within retrospective Schemes of Work and other documentation.

From Year 3 to Year 6, there is an explicit time on the timetable to teach Relationship Education / PSHE at Inwoods. We use the PSHE Association's long-term overview to plan appropriate content and coverage across KS1 and KS2. This is evidenced in the PHSE / RSE Floor book and in the children's work. [See Appendix A for topics covered in Relationship Education by time the children leave Inwoods]. Both teachers are responsible for covering the content across the different key stages in an age-appropriate manner.

In reference to Sex Education, we do not teach this to the children 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.

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If the children's questions go beyond the science content, then we will continue to provide that 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 RE and that the content for 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 2023, 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 B 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.

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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 RE 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 RE 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 2023-24 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 / RE lessons are constructed through careful observation and relevant discussions. What is offered in RE 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.
 - 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 RE and PSHE through annual reporting. Each child's end of year report has a section on Sense of responsibility, Emotional Wellbeing & Self Reflection.

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- Discussions with parents at our two annual parent's evenings will also cover their understanding of these subjects.

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 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 RE 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.

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Appendix A.

Topics covered in Relationship Education by time the children leave Inwoods.

Families and people who care for me

The children will know:

- that families are important for children growing up because they can give love, security and stability
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Caring Friendship

The children will know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Respectful relationships

The children will know:

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- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

The children will know:

- that people sometimes behave differently online, including by pretending to be someone they are not
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online

Being safe

The children will know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult

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- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other sources

By teaching these topics we are following the statutory guidance on [Relationship Education 2021](#).

Appendix B.

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.