



THE HASELWORTH WAY P012

GOSPORT



Haselworth Primary School

Personal Development Learning and Relationships and Sex Education Policy

Policy approved:	February 2021	FGB
Signed:	<i>N Jones</i>	Headteacher
Signed:	<i>C Roast</i>	Chair of Governors
Date of next review:	February 2024	Every three Years
Monitored and evaluated by:	K. Howard (DHT & SENCO)	Termly



1. Vision and Values

At Haselworth Primary School, Personal Development Learning enables children to become healthy, confident, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community thus we help develop their sense of self-worth. We teach them how society is organised and governed and ensure that they experience the process of democracy, in school, through the school council.

Opportunities are provided for children to learn about rights and responsibilities and appreciate what it means to be a positive member of a diverse and multicultural society. Children also learn about how to look after themselves and develop a sense of self-worth.

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. Our Relationships, Sex and Education curriculum will support to develop resilience, to know how and when to ask for help, and to know where to access support.

At Haselworth Primary School, Personal Development Learning (PDL) is a vital part of the education of every child. Through a planned programme of learning, we aim to provide our pupils with the knowledge, skills and understanding that they need in order to flourish in their lives both now and in the future. As part of a whole school approach, we aim to develop the attributes our pupils need to thrive as individuals, as part of a family and as confident, fulfilled and kind members of the wider community.

We want everyone at Haselworth to understand and respect our common humanity, diversity and differences so that we all go on to form the effective, happy and fulfilling relationships that are an essential part of life and learning.

Relationships and Sex Education (RSE) is about the emotional, social and physical aspects of growing up, healthy relationships, sex, human sexuality and sexual health

2. Aims

We aim for our PDL curriculum to support pupils to develop our twelve school values of kindness, respect, collaboration, curiosity, creativity, honesty, empathy, self-belief, ambition, responsibility, adaptability and resilience. Also to;

- Have a sense of purpose
- Value themselves and others
- Form healthy and positive relationships
- Make and act on informed decisions
- Communicate effectively



- Challenge injustice and inequality in all its forms, including promoting anti-racism; gender equality; LGBT+ equality; disability equality
- Understand the rights of all people to live freely within their sexual orientation; gender identity; cultural, heritage and race identity, without discrimination or oppression
- Work well with others
- Respond to challenge
- Take active responsibility for their own learning
- Be active citizens within the local & global community
- Explore issues related to living in a democratic society
- Be happy, healthy and fulfilled individuals

The aims of RSE within our school are to:

- Promote safe, equal, caring & enjoyable relationships and discuss real life issues appropriate to the age and maturity of the children
- Meet the needs of all pupils with diverse experiences, heritage, culture and those with Special Educational Needs and Disabilities
- Foster gender equality & LGBT+ equality & challenge all forms of discrimination
- Give a positive view of human sexuality with honest, medically accurate information, so that pupils can learn about their bodies in ways that are appropriate to their age and maturity
- Keep parents/carers informed about what their children are learning and how they can contribute at home
- Provide education based on reliable sources of information about the law and legal rights. Distinguishing between fact and opinion
- Provide opportunities to reflect on values and influences (such as from peers, media, faith & culture) that may shape children's attitudes to relationships & sex, and nurture respect for different views
- Help children to understand the rights of all people to live their lives freely within their sexual orientation and gender identity without discrimination and to honour the dignity of others
- Provide a framework in which sensitive discussions can take place
- Give pupils the understanding, vocabulary and strategies they require to keep themselves safe and to thrive within good, stable long-term relationships of all kinds.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships



- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

PDL, or PSHE, is a non-statutory subject. However, the relationships and health aspects of PSHE education is compulsory in all schools from September 2020. As a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum and other content advised by the PSHE Association.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Haselworth Primary School we teach PDL and RSE as set out in this policy.

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3. Policy development

This policy has been developed in consultation with staff, pupils and families. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were to view the policy on our website and give feedback.
4. Governor approval – once amendments are made, the policy is shared with governors and approved.

4. Definition

Personal Development Learning (PDL) is the term we use at Haselworth for Personal, Social, Health and Economic (PSHE) Education. PDL encompasses many areas of study. It helps to equip our pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions about their lives. It includes drugs education, financial education, relationships & sex education (RSE) and the importance of physical activity and diet for a healthy lifestyle.

Personal Development Learning at Haselworth enables children to become healthy, independent and responsible members of society. It is closely linked to our twelve school values.



RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

At Haselworth, relationships and sex education includes teaching about friendship, families, consent, relationship abuse, sexual exploitation and safe online relationships in a sensitive and age appropriate way. We aim to promote healthy, resilient relationships set in the context of character and virtue development, with a focus on respecting others, including the beliefs and practices of people with a specific faith commitment as well as those from the many different types of families that make up our cultural context. We will promote loving, caring relationships in all forms that honour the dignity of all people and of humanity.

5. Curriculum

PDL is an important part of the Haselworth curriculum offer. We have tailored our programme of study to reflect the needs of our community and our pupils, to reflect society and to complement other curriculum content. We use the PSHE Association's planning and resources. This curriculum is structured around an overarching question for each term or half term which links into our P4C. These begin in lower school as 'What? And 'Who?' questions and build throughout upper school into 'Why?' and 'How?' questions. The three core themes from the Programme of Study are topic focus are

- Health and Wellbeing,
- Relationships
- Living in the Wider World

Some half term blocks will draw on more than one core theme. Teaching builds according to the age and needs of the pupil throughout the primary phase with suggested developmentally appropriate learning objectives given to respond to each key question. Our programme of study for children in Years 1 – 6 covers:

- Identity, Diversity and Equality
- Rights, Responsibilities and consent
- Careers and Finances
- Respectful Relationships
- Staying Safe
- Healthy, Balanced Lifestyles
- Friendship and bullying
- Families and community
- Drugs and alcohol safety

Children in Year R are taught PDL through the EYFS framework aspect of Personal, Social and Emotional Development (PSED).

Personal development learning will be accessed by all pupils at Haselworth. This will be facilitated through a range of activities and opportunities including:

- Teacher directed activities in the classroom
- Class discussions
- Debates
- Visits and visitors



- P4C enquiries
- Playtime and lunchtime learning opportunities and activities
- Homework challenges

RSE is taught within the PDL curriculum. Biological aspects of RSE are taught within the science curriculum.

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Sex education is not compulsory in primary schools. However, we believe it is an important part of our curriculum.

Our sex education will focus on:

- Preparing children for the changes that adolescence brings
- How a baby is conceived and born

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Additional consideration is given to the needs of children with Special Educational Needs and disabilities (SEND) and, as will all of our curriculum teaching, staff will make adjustments and use their professional knowledge and skills to meet the diverse needs of all pupils.

We work with colleagues in feeder settings, including pre-schools and secondary schools, to inform them of our curriculum provision and provide them with information about the needs of individual children as well as asking them for relevant information about the needs of children joining our Haselworth family. This is all done in collaboration with family members and external agencies, so we continue to work in a joined-up way to meet the needs of all pupils.

For more information about our curriculum, see Appendices 1 and 2.



6. Roles and responsibilities

6.1 The governing body

The governing body will approve the PDL and RSE policy and hold school leaders to account for its implementation.

6.2 The Headteacher and PDL Subject leader

The Headteacher, alongside the PDL subject leader, is responsible for ensuring that PDL and RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

6.3 Staff

Staff are responsible for:

- Delivering PDL and RSE in a sensitive way
- Modelling positive attitudes to PDL and RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching PDL or RSE. Staff who have concerns about teaching any aspect of the curriculum are encouraged to discuss this with the headteacher. Class Teachers are responsible for teaching the full curriculum offer in our schools.

6.4 Pupils

Pupils are expected to engage fully in all aspects of our curriculum, with the exception of where their parent/carer has specifically and formally requested they be withdrawn from RSE. When discussing all issues and themes, children and adults are expected to treat others with respect and sensitivity.

7. Parents' right to withdraw (RSE only)

Parents do not have the right to withdraw their children from relationships education, health education or the science curriculum.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE only. At Haselworth, this means some of the Year 6 teaching which includes age appropriate discussions on adult sexuality and how a baby is conceived and born. Requests for withdrawal from these sessions should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher. Alternative work will be given to pupils who are withdrawn from sex education element of the curriculum.

8. Training

Staff are trained on the delivery of RSE, as well as other curriculum areas, as part of their induction and it is included in our continuing professional development calendar.



The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

9. Monitoring arrangements

The delivery of the PDL and RSE curriculum is monitored by the PDL subject leader through:

- Planning scrutiny
- Learning Walks
- Pupil conferencing/surveys

Pupils' development in PDL and RSE is monitored by class teachers as part of our internal assessment systems.



Appendix 1: PDL Curriculum map

Cycle A 2020-2021	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R	EYFS Personal Social and Emotional Development					
Year 1-2 Year 2-3	What makes a good friend?	Who helps to keep us safe?	Y1 & 2 Drugs & alcohol awareness Y3 Drugs & Alcohol awareness	What jobs do people do?	What helps us to grow and stay healthy?	Y1 & 2 RSE Y3 RSE
Year 4-5 Year 5-6	How do we treat each other with respect?	What strengths, skills and interests do we have?	How can drugs common to everyday life affect health?	What decisions can people make about money?/ Jobs.	Y4 & 5 RSE Y6 RSE- How will we grow and change?	

Cycle B 2021-2022	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R	EYFS Personal Social and Emotional Development					
Year 1-2 Year 2-3	What can we do with money?	What makes a good friend?	What are families like?	Y1 & 2 Drugs & alcohol awareness Y3 Drugs & Alcohol awareness	How can we look after each other and the world?	Y1 & 2 SRE Y3 RSE
Year 4-5 Year 5-6	How can our choices make a difference to others and the environment?	How can we help in an accident or emergency?	How can we manage risk in different places?	What makes up a person's identity?	How can the media influence people?	SRE- year group specific. Science/SRE- Describe the changes as humans develop to old age.



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Cycle 3 2022-2023	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R	EYFS Personal Social and Emotional Development					
Year 1-2 Year 2-3	Who is special to us?	What is bullying?	Why should we eat well and look after our teeth?	What helps us to stay safe?	What is a community?	What is the same and different about us? (SRE)
Year 4-5 Year 5-6	How can we be a good friend?	How can friends communicate safely?	How can we keep healthy as we grow?	What will change as we become more independent?	Y4 & 5 drugs and alcohol awareness Y6 drugs & alcohol awareness	Y4 & 5 RSE Y6 RSE- How do friendships change as we grow?



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Appendix 2: RSE Curriculum map

Lesson	Learning objectives We are learning:	Intended learning outcomes We can:
Year 1 or 2 <i>My special people</i>	about the special people in our lives and how we care for one another	- identify our own special people - explain what makes them special to us and why they are important in our lives - describe the different ways our special people care for us - recognise how we can care for them in return
Year 1 or 2 <i>We are growing: human life cycle</i>	about how we change as we grow	- recognise the main stages of the human life cycle (baby, child, adult) - recognise that the process of growing takes time and describe what changes when people grow from young to old - identify ways we are more independent now than when we were younger - describe our feelings about growing and changing
Year 1 or 2 <i>Everybody's body</i>	about the differences and similarities between people	- describe similarities and differences between ourselves and others - challenge simple stereotypes about boys and girls - recognise and use the correct names for main parts of the body
Year 3 <i>What makes a good friend?</i>	about friendship – why it is important and what makes a good friend	- recognise the different types of friendships that are important to us (eg: family, friends, groups we belong to, neighbours) - explain why friendship and having friends is valuable - identify how friends show they care for and value each other - describe what makes a good friendship
Year 3 <i>Falling out with friends</i>	- how to maintain good friendships - about solving disagreements and conflict amongst themselves and their peers	- identify what helps maintain friendships - describe feelings when disagreements and conflict occur - identify what can help and not help if there are friendship problems - demonstrate strategies for solving arguments with peers
Year 4 or 5 <i>Puberty: time to change</i>	about some of the physical changes experienced during puberty	- identify some of the physical changes that happen to bodies during puberty - explain that puberty begins and ends at different times for different people - use scientific vocabulary for external male and female body parts/genitalia
Year 4 or 5 <i>Puberty: menstruation and wet dreams</i>	about the physical changes that happen to males and females during puberty	- use to use scientific vocabulary for external and internal male and female body parts/genitalia - explain what happens during menstruation (periods) - explain what is meant by ejaculation and wet dreams
Year 4 or 5 <i>Puberty: personal hygiene</i>	- about the importance of personal hygiene during puberty - to respond to questions about puberty	- explain how and why it is important to keep clean during puberty - describe ways of managing physical change during puberty - respond to questions and give advice to others about puberty

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Year 4 or 5 <i>Puberty: emotions and feelings</i>	• how and why emotions may change during puberty • about getting appropriate help, advice and support about puberty	• describe how emotions and relationships may change during puberty • know where we can get the help and support we need in relation to puberty
Year 6 <i>Puberty: recap and review</i>	• more about the changes that happen at puberty (recap from year 4 or 5)	• describe the physical and emotional changes that occur during puberty and how to manage these • identify myths and facts about puberty, and what is important for a young person to know • demonstrate how to begin conversations (or ask questions) about puberty with people that can help us
Year 6 <i>Puberty: change and becoming independent</i>	• about managing change - new roles and responsibilities as we grow up	• describe some changes that happen as we grow up • identify the range of feelings associated with change, transition to secondary school and becoming more independent • describe practical strategies to cope with growing up, becoming more independent and taking on new responsibilities
Year 6 <i>Positive and healthy relationships</i>	• about what constitutes a positive, healthy relationship • that relationships can change over time	• describe some changes that happen as we grow up • identify the range of feelings associated with change, transition to secondary school and becoming more independent • describe practical strategies to cope with growing up, becoming more independent and taking on new responsibilities
Year 6 <i>How babies are made</i>	• about adult relationships and the human life cycle • about human reproduction (how a baby is made and how it grows)	• identify the links between love, committed relationships / marriage and conception • explain what sexual intercourse is and explain that this may be one part of an intimate relationship between consenting adults • explain what pregnancy means, how long it lasts and where it occurs i.e.: that a baby is made when a sperm (male) meets an egg /ovum (female) and then the fertilised egg settles into the lining of the uterus (or womb) (female)

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Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS

Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education (<i>optional</i>)			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken. Eg: Child X will be taking part in all PDL and relationships lessons. During the sex education lessons he will be working independently on a project in a Year 5 classroom whilst other Year 6 children are in sex education lessons.