

Personal Development Learning & RHSE Policy

Responsibility for Document:	PDL Leader
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Definitions and Terminology:

PDL = Personal Development Learning

RSE = Relationships and Sex Education

PSHE = Personal, Social, Health, Economic

SMSC = Social, Moral and Spiritual Cultural

RE = Religious Education

SRE = Sex and Relationships Education

RHSE = Relationship, Health and Sex Education

SEND = Special Educational Needs and Disabilities

Introduction:

This policy outlines Denmead Junior School's teaching and management of PDL including RHSE. This policy is to be read in conjunction with the Mission Statement and Teaching and Learning Policy as together they establish the general ethos of the school. Please also refer to the Drugs Policy, Science Policy, Equality Policy, Health and Safety Policy, Child Protection Policy, Special Educational Needs Policy, Positive Behaviour Policy, Anti-bullying Policy, and Confidentiality Policy.

Vision

For all children to have the opportunity to develop strategies and skills to support their personal development, learning progress and mental health. PDL encompasses all areas designed to promote children's personal, social, spiritual, moral and health development. It gives the children the knowledge, skills and understanding that they need to stay healthy, safe, develop worthwhile relationships, respect differences, develop independence and make the most of their abilities. Over time there have been multiple changes to the acronyms used in this area so the common ones have been included in the definitions above as you may see some of them in other documentation.

PDL is a planned programme of learning opportunities and experiences that help children and young people to grow and develop as individuals and as members of their families and communities. It equips them with the knowledge, understanding and practical skills to live healthy, safe, fulfilled, and responsible lives.

PDL enables children and young people to reflect upon and clarify their own values and attitudes whilst exploring a complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

National Guidance

It is now a statutory requirement for primary schools to deliver Relationships Education and the Department of Education (DfE) encourages schools to deliver Sex Education that ensures both boys and girls are prepared for the changes that adolescence brings and, drawing on knowledge of the human life cycle set out in the National Curriculum for science, how a baby is conceived and born.

Health Education is also statutory in all schools. At Denmead Junior School we acknowledge that under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum and wish to have a policy that not only covers the statutory content but covers all aspects of our Relationship, Health and Sex Education provision.

This policy was drawn up using a range of national documents including:

- Relationships Education, Relationships and Sex Education and Health Education (2019 – draft guidance),
- National Curriculum (2014),
- Teachers' Standards (DfE 2012),
- Equality Act 2010: advice for schools (DfE May 2014).

What is RHSE?

Our RHSE education, including statutory Relationships and Health education, and non-statutory sex education, as recommended by the DfE, provides a framework through which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health, wellbeing, resilience, and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

The school's RHSE provision supports the school's aims of developing confident citizens and successful learners who are creative, resourceful, and able to identify and solve problems. The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture. The school has a powerful

combination of a planned thematic RHSE program, built around a spiral curriculum of recurring themes, designed to:

- Give pupils the knowledge and develop the self-esteem, confidence, and self-awareness to make informed choices and decisions.
- Encourage and support the development of social skills and social awareness.
- Enable pupils to make sense of their own personal social experiences.
- Promote responsible attitudes towards the maintenance of good physical and mental health supported by a safe and healthy lifestyle.
- Enable effective interpersonal relationships and develop a caring attitude towards others.
- Encourage a caring attitude towards and responsibility for the environment.
- Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers.
- Understand how society works and the laws, rights and responsibilities involved.

We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners.

How RHSE is provided and who is responsible for this

At Denmead Junior school we use SCARF, a comprehensive scheme of work for RHSE and Wellbeing education.

Our PDL subject lead works in conjunction with teaching staff in each year group and is responsible for ensuring that all staff are equipped with the knowledge, skills, and resources to deliver PDL education confidently. Teachers can access a range of teaching support resources within SCARF, including guidance documents and teacher training films. Any teacher wanting further support should contact the PDL subject lead in the first instance to discuss their training needs.

Class teachers follow the suggested six half termly units provided by SCARF for each year. The lesson plans list the specific learning objectives for each lesson and provide support for how to teach the lessons; class teachers and our PDL lead often discuss this on an informal basis.

We have chosen SCARF as our PDL resource because the lessons build upon children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of the children. There is planned progression across the SCARF scheme of work, so that children are increasingly and appropriately challenged as they move up through the school.

Assessment, monitoring, evaluation and review

SCARF Progress

For each of the six units we carry out a specially designed pre- and post-unit assessment activity. Conducted twice, first at the beginning of the unit to determine the level the children are at; and then again at the end of the unit, enabling us to monitor progress, record key points and identify areas for further development. This enables both teacher and child to see what progress has been made over the course of each half-termly unit of lesson plans.

SCARF Success

At the end of a unit, we consider a range of 'I can' statements, which summarise children's learning against the unit's key learning outcomes.

Monitoring of planning and teaching will take place over the course of each year by the PDL leader.

Pupils with SEND

The PDL curriculum at Denmead Junior School is accessible for all pupils. High quality inclusive teaching is at the heart of everything we do, this means teaching is differentiated and personalised to ensure accessibility. This is in accordance with the SEND code of practice. The school is aware that some pupils may be more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. We recognise that RHSE can be particularly important subjects for some pupils, and this is taken into consideration when designing and teaching these subjects. Where necessary and appropriate the content can be tailored to ensure it meets the needs of every individual.

Relationships Education

Pupils at Denmead Junior School will also be able to define many different relationships and understand the importance of equality and respect. This includes:

- understand that families come in many forms and provide a nurturing environment for children. Families can include Single parent, LGBT+, families headed by grandparents, adoptive parents, foster parents/carers, amongst other structures,
- children should understand marriage is open to both sexes,
- understanding caring friendships,
- understanding respectful relationships,
- understand about online relationship and keeping safe. (See ICT policy)

Sex Education

At Denmead Junior School we believe that children need to have a basic understanding of how their bodies change at different stages of their lives. This includes:

- understand the development of a human baby, including the gestation period (see Science Policy),
- understand the changes that they go through during puberty such as: girls starting menstruation and boys having nocturnal emissions,
- understand and be able to describe the changes as humans develop to old age.

In teaching the new RHSE curriculum, schools must have regard to the statutory guidance which will ensure that children understand what positive, healthy and respectful relationships look like, on and offline. Domestic violence, rape, harassment, and abuse are explicitly taught about in the 'Being Safe' topic, as part of relationships education. Schools should teach pupils the knowledge they need to recognise and report abuse, including emotional, physical, and sexual abuse.

Science

Pupils should be taught to:

- describe the changes as humans develop to old age.

Notes and guidance (non-statutory)

- Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.
- Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

Sex Education in addition to the science curriculum

At Denmead Junior school we will also teach:

- Pupils will be taught the scientific names for the sexual anatomy linking it to puberty.
- Pupils will discuss conception, which will include the coming together with another person, ejaculation and two cells coming together to make a new set of cells.
- Pupils will learn about personal health and hygiene, including the use of sanitary products.

- Pupils will investigate the effects of negative and positive body image of both males and females, including the importance of self-respect and how this links to their own happiness.
- Pupils will form an understand of families and marriage. They will establish 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. They will be taught 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.
- Pupils will understand that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. This will include the discussion that marriage is available to both opposite sex and same sex couples.
- The pupils will be taught how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. (this teaching is currently completed by the NSPCC team biannually).

Sex Education coverage

The sex education programme will run in the summer term. The planning will be made available for parents to look at.

There are clear expectations set for all the children to adhere to, which include: limiting discussion on the subject outside of the safe space, not discussing the lessons with younger children and the use of a questions box for any enquiries that the children may have.

The programme will be conducted by the class teachers with the support of other classroom staff. Most of the programme will be delivered to the whole class (mixed group) however a session is put aside for single sex discussions to take place (these sessions will take place with either a female or male teacher).

Session 1 (Year 5) Every kind of family.

The pupils will explore what it means to be part of a family. What does a family look like? Are they all the same? Children will investigate how every family will differ in their make ups. Children will look at the family tree and where they get their features from. Do you have a grandparent's nose? Children will also understand that not all children will know where their features come from, and this is ok. Children will understand that you get certain features from each of the biological parents. Understanding that two separate cells come together to create a new person.

Session 2 (Year 5) Changes

In this session the pupils will look at the changes that both male and female bodies go through over their lifetime. They will learn the scientific names for the male and female sexual organs (penis, testicles, vagina, vulva, labia, cervix, uterus, ovary,

fallopian tubes). They will look inside both a male and a female model and identify the anatomy.

Male changes – Pupils will look at the growth of body hair, the deepening of the voice (voice breaking), night-time emissions (wet dreams).

Female changes - development of breasts, the growth of body hair and periods.

All pupils will be included in the learning of the changes at puberty, however an additional session, where the girls and boys split, will be made available for each group to discuss the changes further in a same sex group.

The children will have access to a question box where they can place any questions that may arise from the teaching. Teachers will address the questions that relate to any of the covered areas, however, areas not covered by the lesson such as masturbation should be handled sensitively (example: teacher to say, “this an interesting question...”) and then direct the child back to the parents to make the decision how much their child should know about this subject.

Session 3 (Year 5) New life

In this session the pupils will investigate how new life is formed and how it develops. Pupils will learn about the conception of a new life, including the coming together with another person, the insertion of the penis into the vagina and the ejaculation of semen. The children will understand that the semen contains the cells that are needed to fertilize an egg, to create new life. Pupils will discuss the development of the cells to form a foetus and the gestation period, before understanding how a baby is born. The pupils will also compare the gestation periods of other animals such as mice and elephants and compare them to that of human babies.

Visual Resources

https://www.youtube.com/watch?v=d9R7EQCL1qA&ab_channel=OperationOuch

<https://www.bbc.co.uk/iplayer/episode/b073m4cx/operation-ouch-series-4-8-before-you-were-born>

Session 4 (Year 5) Girl/ Boy Talk

This session gives the pupils chance to talk about what they have learnt in the previous session and ask questions that relate to them. Both sessions will look at personal hygiene, such as the importance of washing regularly, the use of underarm deodorant and the use of sanitary protection. Boys will also discuss sanitary products and how they are used, however girls may wish to talk about this further and in more detail.

Session 1 (Year 6) Feelings about change

The pupils of year 6 will recap the learning that they had in year 5. They will revisit puberty and the changes that they will experience and talk more about the emotional side of puberty. Pupils will explore what it means to grow up and have different

feeling about their bodies. They will look at the effect of hormones on their feelings and how to deal with them.

Session 2 (Year 6) Relationships and marriage

What makes a successful relationship? Pupils will investigate what makes a positive relationship. Pupils will investigate how a relationship should feel, the way that each member of the relationship should behave. Pupils will discuss what is a healthy relationship and what is an unhealthy relationship. Pupils will also investigate what marriage is, who it is available to and why people marry. They will look at the positive reasons for marriage and reasons not to get married.

Positive Image (Year 6)

As part of the delivery of the SCARF curriculum, children will also learn about body image through a series of lessons. Pupils will investigate the way mainstream media and social media present the body. They will learn about the way pictures in the media are manipulated and discuss the reasons for this. They will recognise the value of qualities as well as looks.

Delivery of the RHSE component of the PDL curriculum will be taught by the class teacher, with support from the PDL leader to ensure both trust and consistency of teaching and learning is paramount.

All staff are expected to make themselves familiar with the policy and the content of the curriculum.

Support for the teaching of PDL will be given through:

- The sharing of current development information,
- Opportunities to attend courses relevant to area of need. E.g. drug education, circle time,
- RHSE issues,
- Access to latest publications,
- Updating of resources,
- In house CPD.

It is the PDL manager's responsibility to pass on any new information which can affect the teaching and learning of any of the aspects of PDL.

It is the Team Leader/class teacher's responsibility to inform parents/carers of any materials that will be used during the teaching of sex education.

Gender and Sexual Orientation

Our school ensures that the RHSE elements of the PDL education programme are relevant to all pupils; whatever their gender identity. All pupils learn together about all the changes that someone may experience as they go through puberty to help develop empathy and understanding and to reduce incidences of teasing or stigma.

This will also ensure any child that identifies as transgender will have access to RHSE that is relevant to the puberty they are likely to experience.

Research shows that, on average, about 5% of pupils will go on to define themselves as gay, lesbian, or bi-sexual. It is possible that some pupils will also have LGBT+ parents/carers, brothers or sisters, other family members and/or friends. Our RHSE acknowledges this through scenarios, in a sensitive, honest, and balanced consideration of sexuality. This helps create a safe environment for all pupils and staff. The public sector equality duty, created under the Equality Act, requires schools and other public authorities to eliminate discrimination and to advance equality in its everyday business, in the design of its policies and curriculum. Schools have a legal responsibility for eliminating discrimination; to do this, schools are required to raise pupils' awareness of diversity and promote respectful relationships with those who are different from them.

Religion and Belief

Our school acknowledges different ethnic, religious, and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education.

Faith and religious backgrounds must be considered when planning teaching so that the core content is appropriately handled in compliance with the relevant provisions of the equality act 2010. Teaching should reflect the law and the wider implications of the decisions they make.

Involvement of parents/carers

Parents have the right to withdraw their child from all or part of the sex education curriculum under Section 241 of the Education Act 1993 which '...grants parents the right to withdraw their child in all maintained primary or secondary schools from all or part of sex education outside the national curriculum science'.

These areas are limited to:

- understand the development of a human baby, including the gestation period (see Science Policy)
- understand the changes that they go through during puberty such as: girls starting menstruation and boys having nocturnal emissions.
- understand and be able to describe the changes as humans develop to old age

In line with the Equality Act of 2010 and our commitment to the emotional wellbeing of our children, parents do not have the right to withdraw their child from the relationship education element of the curriculum. If parents have concerns about lesson content or delivery the school is open and receptive to hearing their views. All

requests must be put in writing, addressed to both the class teacher and head teacher. Before any such request is granted, the head teacher or class teacher will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Schools will want to document this process to ensure a record is kept.

Good practice at Denmead Junior School includes, the head teacher or class teacher discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher.

Head teachers will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, in accordance with the above good practice at Denmead Junior School. This will not include anything that is taught as part of the statutory Science curriculum. If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education. This has been written in accordance with the Relationships Education, Relationships Sex Education (RSE) and Health Education Documentation published February 2019.

Child Protection & Confidentiality

All members of staff are aware of the school's confidentiality and safeguarding policy. Adults need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to a disclosure of a child protection issue.

The staff member will inform the Designated Safeguarding Leader or Welfare Officer in line with the LA procedures for child protection.

Teachers need to ensure that pupils know that they are unable to offer unconditional confidentiality. If a disclosure is made, then the correct child protection procedures need to be followed. Please refer to the child protection policy.

Teachers need to ensure that children know that what is said within a PDL lesson is confidential and that it is not playground 'talk'. At the beginning of the year clear rules should be made to ensure that all children in the class feel safe and secure when discussing anything that may be private.

Linked Policies

This policy should be read alongside:

- Positive Behaviour Policy
- Anti-Bullying Policy
- Child Protection Policy
- Safeguarding Policy
- Science Policy
- PE Policy
- Acceptable use of ICT Policy
- Equality Policy
- SEND Policy

Dissemination of the policy:

This policy is available on our school website or upon request from the school office. It will be updated every two years, or in response to new legislation.