

Rockcliffe First School



Personal, Social, Health and Economic Education, Relationship Education & Citizenship Policy

November 2023

Review date: November 2024

KEY PRINCIPLES

Teaching at Rockcliffe is 'Learning Centred', meaning that each element of whole school and classroom practice is designed with an understanding of how children learn best at its heart.

At Rockcliffe we believe children learn best when:

- *learning activities are well planned, ensuring progress in the short, medium and long term*
- *teaching and learning activities enthuse, engage and motivate children to learn, and foster their curiosity and enthusiasm for learning*
- *assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment*
- *the learning environment is ordered, the atmosphere is purposeful and children feel safe*
- *there are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed*

These Key Principles are developed in our Teaching and Learning Policy. Their specific application to the teaching and learning of PSHE, Relationship Education and Citizenship is described here.

Aims

At Rockcliffe, we understand that PSHE plays a vital role in providing a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of our children. PSHE teaching aims to equip children with the personal skills needed for the future opportunities, responsibilities and experiences of later life.

By teaching PSHE we are developing the self-awareness, positive self-esteem and confidence to enable children to:

- stay as healthy as possible
- keep themselves and others safe
- develop social skills
- have worthwhile and fulfilling relationships
- respect the differences between people
- develop independence and responsibility
- play an active role as members of a democratic society
- make the most of their own and others' abilities
- manage their feelings
- develop their self-awareness
- create an environment where good learning takes place

Education for citizenship comprises three interrelated strands.

1. Social and moral responsibility. On entry to school we will provide opportunities for children to develop self-confidence and learn socially and morally responsible behaviour both in and out of the classroom, towards those that are in authority and towards each other.
2. Community involvement. Children will be given opportunities to become involved in helpful ways in the life and concerns of the local community.
3. Political literacy. Children will begin to develop an awareness of the institutions, issues, problems and practices of our democracy.
4. Cultural awareness. Children must be encouraged to understand and value the multi-cultural and multi-ethnic nature of our society and to foster positive attitudes to all people.

Key Principle: *Children learn best when learning activities are well planned, ensuring progress in the short, medium and long term.*

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- Low Threshold High Ceiling (LTHC) tasks offering all children the opportunity to make progress in personal, social and health education.
- Children being engaged through a wide range of modes such as: oral presentation, visual, and kinaesthetic activities
- Modelled expectations available for reference
- Current learning objectives and steps to success made visible
- Easily accessible reference materials such as books, iPads and artefacts

TEACHERS WILL ENSURE THAT:

Adequate timetabling opportunities are given to PSHE and citizenship teaching at each key stage, in addition to exploring learning opportunities that arise when the wider curriculum is being taught.

Foundation Stage

We teach PSHE and Citizenship to children of Foundation Stage age as an integral part of the topic work covered during the year. For the Foundation Stage children we relate the PSHE and Citizenship aspects of their work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHE and Citizenship matches the aim of developing a child's personal, emotional and social development as set out in the ELGs.

Key Stage One and lower Key Stage Two

Provision

The whole school approach requires different forms of curriculum provision:

- Discrete curriculum time
- Teaching PSHE and Citizenship through and in other curriculum subjects
- PSHE and Citizenship activities and school events

Discrete Provision

This will be a separately planned time and will include learning through stories, film, circle time, hot seating or drama. Teaching is based on guidance materials produced by the PSHE Association, North Tyneside LA and the Healthy Education Partnership.

Our PSHE teaching is based around three core themes, within which there is broad overlap and flexibility:

- Health and wellbeing
- Relationships
- Living in the wider world

Through the theme of **Health and Wellbeing**, Rockcliffe First School children will be taught:

- What is meant by a healthy lifestyle
- How to maintain physical, mental and emotional health and wellbeing
- How to manage risks to physical and emotional health and wellbeing
- Ways of keeping physically and emotionally safe
- About managing change, such as puberty, transition and loss
- How to make informed choices about health and wellbeing and to recognise sources of help with this
- How to respond in an emergency
- To identify different influences on health and wellbeing

Through the theme of **Relationships**, Rockcliffe First School children will be taught:

- How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
- How to recognise and manage emotions within a range of relationships
- How to recognise risky or negative relationships including all forms of bullying and abuse
- How to respond to risky or negative relationships and ask for help
- How to respect equality and diversity in relationships

Through the theme of **Living in the Wider World**, Rockcliffe First School children will be taught:

- About respect for self and others and the importance of responsible behaviours and actions
- About rights and responsibilities as members of families, other groups and ultimately as citizens
- About different groups or communities
- To respect equality and to be a productive member of a diverse community
- About the importance of respecting and protecting the environment
- About where money comes from, keeping it safe and the importance of managing it effectively
- How money plays an important part in people's lives
- A basic understanding of enterprise

Teaching through other Curriculum Areas

The National Curriculum in England: Key Stages One and Two identifies some links with PSHE e.g.

English:	Skills in enquiry, communication and listening; stories that illustrate aspects of personal and social development
Mathematics:	Aspects of financial capability; counting and sharing
Science:	Through the topic, Animals, including Humans in Years One and Two. In Year Three, through the topic, Plants – the requirements for life and growth, the part that flowers play in reproduction

DT:	Ensuring that children are able to understand and apply the principles of nutrition and learn how to cook. In Key Stage One, we teach children to use the basic principles of a healthy and varied diet to prepare dishes. In Key Stage Two, children are taught to understand the principles of a healthy and varied diet.
ICT:	In Key Stage One, children are taught to use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. In Key Stage Two, children are taught to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
History:	The programme of study for History aims to equip children to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. History teaching aims to help children to understand the complexity of people's lives, the process of change and the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.
Geography:	Geography teaching should equip children with knowledge about diverse places, people, resources and natural and human environments. As their understanding develops, so should their understanding of the interaction between physical and human processes, and the formation and use of landscapes and environments. Their learning links to the development of a respect for self and others, alongside understanding of rights and responsibilities as citizens of the wider world. Children learn to respect equality and to be a productive member of a diverse community. They also learn about the importance of protecting the environment.
Art, Design and music:	Part of the purpose of teaching the Arts is to enable children to think critically, experiment, invent, communicate and understand expressed feelings and emotions. Participating in art can help young children learn about cooperation, collaboration, empathy, and emotional regulation. They learn how art and design can both reflect and shape our history and so contribute to the culture, creativity and wealth of our nation. It is a perfect opportunity to look at and explore issues of cultural diversity. It can also be a chance for children to 'shine' and celebrate their abilities, their value and their self-expression.
P.E:	Ensuring that all children develop competence to excel in a broad range of physical activities, that they can be physically active for sustained periods of time, that they engage in competitive sports and activities and that they lead healthy and active lives.
R.E:	Religious and moral beliefs, empathy and respect for religions, social issues and relationships.
Assemblies:	PSHE: themed and values led assemblies (within a broadly Christian Ethos, but with reference to other world religions and belief systems, during collective worship)

PSHE and Citizenship Activities and School Events

Residential experiences, visits and special days or weeks in school provide opportunities for children to plan and work together, and develop and maintain relationships under different circumstances.

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

We will adopt a whole school approach to implementing the PSHE and Citizenship curriculum, as we believe that many aspects of school life influence children's development in these areas. This policy is linked to our school's Behaviour; Child Protection, Confidentiality, Drug, Alcohol and Tobacco, Health and Safety and Early Years Policies and to our Single Equalities Scheme. It will reflect the ethos of our school.

Key principle: *Children learn best when teaching and learning activities enthuse, engage and motivate them to learn, and when they foster their curiosity and enthusiasm for learning.*

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- Children being aware of why they are learning about a topic and the key question they are trying to answer
- As emotionally and socially aware individuals, children being able to make links between the real world and their learning
- Engaging topics which focus on areas of interest to the children
- Relevant vocabulary displayed in classroom
- Children experiencing learning through a range of media, formats and activities (including multi-modal) in order to include all learning styles

- Understanding expressed through art, craft, drama, music and discussion as well as informal written outcomes such as end-of-topic quizzes, questionnaires, concept maps and knowledge grids
- Regular opportunities for the children to offer opinions and to be encouraged to explain their opinions
- Opportunities for children to explore and use subject specific language to discuss relevant concepts
- Links made to the current world and real world issues that children are aware of

TEACHERS WILL ENSURE THAT:

A range of teaching strategies is used, including:

- Active learning.
- Enquiry.
- Discussion and participation in Citizenship activities, e.g. assemblies and local democracy events.
- Providing resources that reflect diversity and are free from discrimination and stereotyping.
- Using a range of teaching strategies that are based on individual needs.
- Ensuring access to every activity where it is safe and reasonable to do so.

Pupils develop their knowledge, skills and understanding by working together on:

1. School Projects: e.g. Sow! Grow! Cook! Eat!
2. School Committees and Clubs: Pupil Leadership Team, Gardening Club, Eco Club, Pupil Council, School Buddies, Anti-bullying Ambassadors, Children's Take Over Day
3. Making decisions i.e. playing a part in writing our Anti Bullying Policy, discussing the expected codes of behaviour and school rules for all pupils within school or in the outside community.
4. Taking responsibility and reflecting on their experiences i.e. how to be proactive about protecting themselves and knowing where to get help if they are concerned about their welfare.
5. Sustainability issues including Fairtrade and Eco School activities.
6. Links with local, national and global communities.

Opportunities will be provided for visitors to come into schools to share their expertise and skills and complement the work of the teacher. Visitors will include health professionals, local community police officers, and members of the fire service and road safety teams.

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- Staff are aware of safeguarding issues and are able to create a safe environment for children, with ground rules embedded.
- Resources, such as information books, are up to date
- Trips to relevant and engaging locations support topic work
- Children will embrace an ownership of learning as a result of making decisions i.e. playing a part in writing our Anti Bullying Policy, discussing the expected codes of behaviour and school rules for all pupils within school or in the outside community.

Adaptive Teaching

So that we always have the highest possible expectations of individual learners and so they can demonstrate what they can do, understand and achieve, teachers will provide opportunity for all pupils to experience success by:

- Adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations.
- Making effective use of teaching assistants. Support and challenge will be detailed in weekly planning.

Pupils with special educational needs receive support provided by a member of the Nurture Team where appropriate. Additional support is given in the classroom from teaching assistants. Additionally, advice is sought from relevant external support agencies when and where the need demands it (see the Special Educational Needs Policy).

Key principle: *Children learn best when assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment.*

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- Adaptation through a variety of opportunities such as: differentiated success criteria, groupings, outcomes, resources, extension activities
- Marking reflecting acknowledgement of achievement at all levels

Assessment will focus on two broad areas:

- Children's knowledge and understanding, e.g. information on health, understanding of rules, understanding of health and safety procedures, and the meaning of ideas including democracy;
- How well children can use their knowledge and understanding in developing skills and attitudes, i.e. through participating in discussions, group tasks, managing conflict, making decisions and promoting positive relationships.

Achievement in PSHE and Citizenship is recognised through the presentation of assembly certificates for Good Manners, and for children's demonstration of Rockcliffe Learning Super Powers:

- Resilience
- Optimism
- Creative
- Keep improving
- Collaborate and Cooperate
- Learn from our successes and mistakes
- Involved in our learning
- Focused
- Finding solutions
- Empathy

TEACHERS WILL ENSURE THAT:

- Success criteria (Steps to Success) are derived from age appropriate learning objectives and are contextualised, refined and amended with the children
- Short term planning is flexible and reflects assessment
- Marking makes clear links between skills taught and children's achievements

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- Planning is organised to ensure that progress is made.
- The development and furtherance of a close relationship with parents plays a major part within the ethos of the school. It is also particularly important in the development of PSHE and Citizenship, as differences between home backgrounds will influence the planning and delivery of the curriculum.

Key principle: *Children learn best when the learning environment is ordered, the atmosphere is purposeful and they feel safe.*

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- An ethos where all children matter and are given every opportunity to achieve their best. This will be demonstrated by planning to meet the needs of boys and girls, children with special educational needs and who are more able, children with disabilities, and children from all social and cultural backgrounds, ethnic groups and linguistic backgrounds.
- Respect between peers, resulting in a class ethos of kindness and support.
- Self-help strategies such as C3 B4ME as shared classroom practices
- A calm and quiet working atmosphere in which children find it easy to concentrate
- Positive behaviour strategies and a classroom climate of valuing everyone's contributions that fosters children's confidence and willingness to 'have a go'

TEACHERS WILL ENSURE THAT:

- Clear ground rules are established, when teaching about mental health and emotional wellbeing. This may also be known as class contract or class agreement and is one of the main ways of ensuring there is a safe teaching and learning environment.
- In order for ground rules to be effective they should be developed and agreed with the pupils themselves, rather than 'given' or imposed by the teachers. Ground rules will be age appropriate and will ensure that children feel safe, confident and able to participate.

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

Across school, class ground rules will be generated to ensure the following:

During shared discussions, children are encouraged to:

- Join in and ask questions if we want to
- Make sure that everybody feels listened to
- Make sure everybody feels ok – we don't put people down
- Use the correct vocabulary when possible, if we are unsure we ask the teacher
- Keep the conversation in the room although a teacher may need to emphasise that they cannot completely guarantee confidentiality, if they become concerned that a child is at risk (being hurt or harmed).
- Know they can ask for further help or advice if they want to

Respect each other's rights and responsibilities by demonstrating that;

- Everybody has the right to feel listened to
- Everybody has the right to join in and speak if they want to
- Everybody has a responsibility to ensure people do not feel judged or 'put down'
- Everybody has a responsibility to use the correct vocabulary so as not to cause offence

- Everybody has a responsibility to keep confidentiality
- Everybody has the right to seek help or advice if they want to

Key principle: Children learn best when there are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- Children being encouraged and supported in taking interest in the outside world when at home
- Home learning offering opportunities to develop understanding and interest of school topics and the chance to explore their own interests within a topic

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- Links made to the local community in planning (one of our stated school drivers in curriculum planning is 'Community Cohesion') and it is referenced on termly key stage planning overviews
- Engaging parents in school and community events, along with sharing news regarding school projects: e.g. Sow! Grow! Cook! Eat!; school committees and clubs, e.g. Gardening Club, Eco Club; Pupil Council, School Buddies, Anti-bullying Ambassadors, Children's Take Over Day, etc.
- Sustainability and becoming an Eco School.
- Links with local, national and global communities.

Relationships and Sex Education

At Rockcliffe First School we believe that we have the responsibility to provide children of all ages with accurate, sensitive, appropriate information based on their needs. We have based our teaching provision on the DFE guidance document: Relationship and Sex Education Guidance 2019. This states that RSE education in primary schools should put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.

RSE is very much an integral part of the personal, social, health and economic education of children. It focuses on relationships, equality, friendships, family life, communication, safety, respect, trust and caring for others. There is also a clear focus on mental health and well-being, resilience and where to go for help if needed.

Details about life cycle and reproduction are addressed in our science curriculum, and are tailored to the needs of our first school children.

RSE contributes to the social, moral and cultural development of children and provides an open and safe environment for children to learn about positive relationships, to value and respect themselves and others and to make responsible and reasoned choices.

Our school believes that:

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."

Relationships Education, Relationships and Sex Education (RSE) and Health Education' (2019)

As a First School, our focus is to deliver the statutory aspect of RSE, which is Relationships Education. We strive to ensure that teaching content meets the age, development and needs of our children. We work towards the following outcomes, in terms of Relationships Education and Physical Health and Wellbeing.

(Please note; these statements refer to the end of Primary School (Year 6). Rockcliffe School as a first school only has pupils up to Year 4 – these strands will be taught at an age appropriate level)

	RELATIONSHIPS EDUCATION (By the end of Primary School)
Families and people who care for me	• Pupils should 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 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 Friendships	Pupils should 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	Pupils should know: • 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 cyber bullying), 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	Pupils should 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	Pupils should 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
	Physical Health and Wellbeing (By the end of Primary School)
Mental Wellbeing	Pupils should know: • that mental wellbeing is a normal part of daily life, in the same way as physical health

	• that there is a normal range of emotions (e.g. happiness, anger, fear, surprise, nervousness) and scale of emotions that humans experience in relation to different experiences and situations • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests • that isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) • that it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough
Internet and safety harms	Pupils should know: • that for most people the internet is an integral part of life and has many benefits • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private • why social media, some computer games and online gaming, for example, are age restricted • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted • where and how to report concerns and get support with issues online
Physical Health and Fitness	Pupils should know • the characteristics and mental and physical benefits of an active lifestyle • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise • the risks associated with an inactive lifestyle (including obesity) • how and when to seek support including which adults to speak to in school if they are worried about their health
Healthy Eating	Pupils should know • what constitutes a healthy diet (including understanding calories and other nutritional content) • the principles of planning and preparing a range of healthy meals • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)
Drugs, alcohol and tobacco	Pupils should know • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking
Health and Prevention	Pupils should know • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body

	• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing • the facts and science relating to allergies, immunisation and vaccination
Basic First Aid	Pupils should know: • how to make a clear and efficient call to emergency services if necessary • concepts of basic first-aid, for example dealing with common injuries, including head injuries

Working with External Visitors

We recognise that external organisations can enhance the PSHE/RSE work within school by bringing in specialist knowledge and different ways of engaging with young people.

We always discuss the detail of how the visitor will deliver their sessions, ask to see lesson plans and ensure that the content is age-appropriate and accessible for the pupils. Visitors are given information on safeguarding in line with school policy. Class teachers always support the work carried out by visitors and will be present at sessions. Some external visitors we work with are in relation to PSHE/RSE are:

- NSPCC - Speak Out Stay Safe
- Safety Works
- Local Authority Computing Lead delivering online safety talks
- First Aiders
- Access Coaching sessions
- TVLB Water safety talks
- RNLI
- Dogs' Trust
- NTLT Careers Service
- Tyne and Wear Fire Rescue Service

Right to withdraw.

“The content set out in this guidance covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement.” DfEE Guidance of SRE

Our teaching is very much tailored to the developmental needs and readiness of our First School children. Should the governors and the headteacher, Mrs Colpitts Elliott, consider there to be a need to provide additional guidance regarding sex education, there will be clear and concise consultation with parents and carers, with the understanding that parents and carers have a legal right to withdraw their child from such teaching.