



Implementation PDL and RSE Policy

Waiting for ratification

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Introduction

At King's Academy Gomer, all children and young people are entitled to quality relationships and sex education, whatever their background, identity or experience, enabling them to develop confidence and positive sense of self and to stay healthy. Every class will be diverse and include pupils with different abilities, experiences, backgrounds, gender and sexual identities.

Our PDL and RSE education at Gomer will ensure that the use of inclusive language will reflect the diversity of our school community, helping each and every pupil to feel valued and a sense of belonging.

Relationships and Sex Education at Gomer has been designed in line with the Department for Education framework (2020) and sits within our Personal Development Curriculum. The curriculum has three main elements:

- **Relationships and Friendships** - This focuses on the value of families and people who care for me. It teaches the importance of love and respect for others and discusses appropriate and inappropriate behaviours. Within this children also learn about the importance of valuing and respecting themselves.
- **Personal and social skills** - This is addressed within our bespoke Diversity and Equality curriculum. It allows the children to explore managing their emotions and relationships, developing respect and empathy for others and learning about consequences of choices that are made.
- **Growing and changing** - This is taught within our science curriculum at different times of the year and is adapted to meet the needs of each individual year group. It focuses on managing transitions, how our bodies change as we grow up, understanding reproduction, sexual health (personal hygiene and menstration understanding) and the laws related to sex (NSPCC Underpants).

Parents will be informed of planned Sex Education sessions in the curriculum by letter. In Year 5 and 6, parents will be invited to see the planned programme of learning for RSE including the videos and activities on offer before it is taught to the children. Parents have the right to withdraw their children from all or part of RSE sessions, except those elements taught as part of the Science National Curriculum. Any parent wishing to discuss this aspect of the curriculum in more detail should contact the Executive Head teacher.

Organisation, Planning and Monitoring

Personal Development Learning (PDL) and Relationships and Sex Education (RSE) follows a bespoke curriculum at Gomer Junior School that is responsive to the needs of our children.

Personal Development is organised and taught within a range of approaches at Gomer Junior School:

Diversity and Equality Curriculum

Half termly, a programme is delivered within our curriculum, through the use of story books, to teach children about the Equality Act 2010 and British Values.



Outdoor Learning

Outdoor Learning opportunities provide all learners regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in woodlands or natural environments.

Collective Worship

At Gomer, daily collective worship (assemblies) take place throughout the school focussing on a variety of themes. We incorporate a mix of individual class, key stage and whole school assemblies which allow the children opportunities to voice their opinions as well as show respect to others. The Wellbeing programme will incorporate learning about mental health and wellbeing, relationships, being safe, health and prevention and first aid. This will be implemented through school and class assemblies and year group appropriate activities. As well as discrete lessons there will also be Diversity and Equality Curriculum linked assemblies.

Science Curriculum

Science teaches about the biological facts relating to human growth, puberty and reproduction. Pupils will learn the correct biological/medical names for the genitalia and reproductive organs. Having the right language to describe the private parts of their body – and knowing how to seek help if they are being abused – are vital for safeguarding.

Within the Upper School, children will be taught to understand the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Science will allow children to develop an understanding of what constitutes a healthy diet . Children will understand the principles of planning and preparing a range of healthy meals and the characteristics of a poor diet and risks associated with unhealthy eating and other behaviours.

There will be a sequence of Basic First Aid so that all children understand how to make a clear and efficient call to emergency services if necessary and understand concepts of basic first aid, for example dealing with common injuries, including head injuries.

Computing (Internet Safety)

PDL and RSE within the computing curriculum will encourage pupils to think about what they want to share about themselves with others, whether on or offline. The Personal Development and Relationships and Sex Education Lead will work closely with the Computing Lead to ensure that not only the core issues of safety, privacy, peer influence and personal responsibility are covered in e-safety sessions but that the important relationship aspects are also embedded.

PE

Throughout the PE curriculum, the children will focus on understanding characteristics and mental and physical benefits of an active lifestyle. Physical Education at Gomer will also discuss the importance of a healthy diet. The Gomer Mile (10 minutes) will build exercise into each child's daily routine.



Junior Road Safety Officers

The children will learn to understand the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school. They will start to understand the risks associated with an inactive lifestyle (including obesity) as well as working as a team to raise awareness around road safety.

RE

The RE curriculum is delivered using the Living Difference III programme. This is an educative approach to religious education, emphasising a process of inquiry into concepts. Children have the opportunity to respond from their own experience before being introduced to the way others appreciate things. Living Difference III gives young people the opportunity to evaluate; that is to make a judgement about why something is important for someone else as well as to discern what may be important for themselves.

Visitors

Any visitors will be selected carefully and come in to enhance a specific area of the PDL and RSE programme. Visitors will work within the school's confidentiality framework and will work within the school's ethos and values. Pupils will benefit from having accessible information at school about local support services available and having visitors from local services can be invaluable to increasing confidence and know-how on accessing help and support if and when needed

Inclusion for All: Learning and Pastoral Team

Our LAPS Team is made up of two Learning Mentors. Our LAPS Team is an experienced, friendly and approachable team of individuals who support our children across the school. They support our children with their learning in class and within individual or group interventions. They can support and develop children's emotional intelligence through focussed interventions such as:

- ELSA
- Trauma
- Loss and bereavement
- Children in care
- Poor attendance
- Self-regulation
- Self esteem and confidence
- Promoting positive behaviours
- Positive play
- Social skill

We firmly believe that in order for children to be successful, they must have a good understanding of their own personal development, as well as others, which is why all children at Gomer are aware of the school's responsibilities and the Gosport Futures.

Resourcing and Teaching

Staff training will ensure that teachers are confident and competent in teaching the material for PDL and SRE. Resources used will be selected to meet particular needs and enhance learning. Online resources will be checked to make sure that they support inclusion, contain accurate information from authoritative medical sources, and clearly separate opinions, beliefs and facts.



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