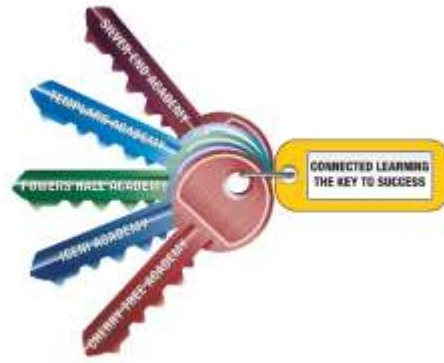




CONNECTED LEARNING PSHE (Personal, Social, Health Education) and Relationships and Sex Education Policy

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School personalisation required

PSHE (Personal, Social, Health education) and Relationships and Sex Education (RSE) Policy

Introduction

Current regulations and guidance from the Department for Education state that all schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils.

Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools.

Through PSHE and other subjects that encompass RSE and Health Education subjects, we want to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society.

“All schools must have an up to date Relationships and Sex Education policy which is made available for inspection and to parents.

The policy must:

- Define Relationship and Sex Education;
- Describe how RSE is provided and who is responsible for providing it;
- Say how RSE is monitored and evaluated;
- Include information about parents’ right to withdrawal; and
- Be reviewed regularly”

Sex and Relationship Education Guidance (DfE 0116/2000)

Policy development

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

1. Review – a member of the leadership team, pulled together all relevant information including relevant national and local guidance
2. Staff consultation – school leaders were given the opportunity to look at the policy and guidance and make recommendations.
3. Parent consultation – An initial parent online survey lead to virtual sessions being held with parents to inform them of the new guidance and how the schools would be adhering to the guidance. Parents were given the opportunity to ask questions and give their opinion on their priorities for their children in terms of relationships and health education. Information was provided online for parents not able to attend the virtual sessions and signposting given for any relevant questions.
4. Trustee consultation – trustees were given the opportunity to understand the guidance and make recommendations and give their opinion on priorities for the children in our setting
5. Family Liaison consultation – the FLO/ school Safeguarding Lead was given a copy of the policy to be reviewed and opinion given for the suitability for children in our setting
6. Ratification – the policy was shared with and reviewed by Trustees from Connected Learning MAT

Documents that inform the school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)

Rational & Ethos

At Powers Hall Academy, we believe that Personal Social Health and Economic Education (PSHE) and the Relationships and Sex Education (RSE) objectives that sit within the subject, help to give pupils the knowledge, skills and understanding they need to lead confident, independent lives, in order to become informed, active and responsible citizens. Above all the parents, staff and trustees of Powers Hall Academy wish to ensure that when children move on from our school, they have a good understanding of the importance of healthy relationships and are able to safeguard themselves and be healthy, mentally emotionally and physically.

We actively promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our pupils to become responsible citizens and to prepare them for life in 21st Century Britain. These values reflect those that will be expected of our pupils by society, when they enter secondary school and beyond in the world of work or further study.

RSE provides lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of healthy friendships and relationships with others. RSE at Powers Hall Academy encompasses the teaching of friendships, family relationships and e-safety and demonstrates that good, comprehensive sex and relationship education does not make young people more likely to become sexually active at a younger age.

At Powers Hall Academy, we have committed to retain our current choice to continue to teach age-appropriate sex education alongside relationships and health education. In doing so, we have regard to [guidance](#) issued by the Secretary of State as outlined in Section 403 of the [Education Act 1996](#).

Aims

Under the new guidance issued by the DfE, by September 2020, Relationships and Health Education at primary school will be compulsory. We believe that, to be effective, RSE should always be taught within a broader PSHE education programme and reinforced across the curriculum. RSE enhances and is enhanced by learning related to topics including anti-bullying; keeping safe on and off line; keeping physically and mentally healthy, learning about drugs, alcohol and tobacco; and the development of skills and attributes such as communication skills, managing peer pressure, risk management, resilience and decision making.

The aims of PSHE and RSE at Powers Hall Academy are to:

- Promote the spiritual, moral, cultural, mental and physical development of all pupils
- Prepare pupils for the opportunities, responsibilities and experiences of later life
- Encourage pupils to value themselves and others
- Allow pupils to acknowledge and appreciate difference and diversity
- Teach pupils how to make informed choices
- Prepare pupils to be positive and active members of a democratic society
- Teach pupils to understand what constitutes a safe and healthy lifestyle

- Provide a framework in which sensitive discussions can take place
- Promote safety in forming and maintaining relationships
- Provide pupils with a toolkit for understanding and managing their emotions
- Provide pupils with the opportunities to consider issues which may affect their own lives and/or the lives of others
- Help pupils to identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online
- 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 regardless of sexual orientation or gender identity
- Developing positive attitudes towards all types of family relationships one of the objectives of the policy, including same-sex relationships or relationships which include trans people
- Teach pupils the correct vocabulary to describe themselves and their bodies

Delivery of PSHE and RSE

Relationship Education and Health Education is taught within the personal, social and health (PSHE) education curriculum. Some biological aspects of sex education are taught within the science curriculum.

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Myself Safe	4 Rights and Responsibilities	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
Y3	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage
Y5	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights and responsibilities Rights and responsibilities relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking responsibility Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body Image Sex education Self-esteem

At Powers Hall Academy, we follow Coram Education's PSHE scheme of work SCARF. PSHE is taught weekly using this scheme as recommended by the PSHE Association. We believe that pupils should be taught about the society in which they are growing up. These subjects are designed to foster respect for others and for difference, and educate pupils about healthy relationships.

We will ensure RSE fosters gender equality and LGBTQ+ equality by using inclusive resources as recommended by PSHE association and age-appropriate teaching about different types of relationships in the context of the law. Pupils will receive teaching about different types of family, including those with same-sex parents. We ensure an agreement between all participants that they are safe to ask questions in an open and non-judgmental environment.

Safe and Effective Practice

We will ensure a safe learning environment by teachers and pupils agreeing ground rules together. It is vital that pupils are able to have discussions and engage in learning activities in a safe climate of trust, cooperation and support.

Distancing techniques such as using stories, scenarios, clips from TV programs or case studies can provide fictional characters and storylines that stimulate discussion whilst 'de-personalising' discussions. This allows pupils to engage more objectively with the lesson content. Children will also be offered the opportunity to discuss issues in smaller groups.

It is important to encourage pupils to ask questions. Each classroom will have an 'Ask it basket' / anonymous question box available before, during and after all lessons, so pupils can ask questions anonymously at any time. All questions will be answered with a factual, age-appropriate answer whenever possible.

Pupils with SEND

We ensure that PSHE & RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by employing quality first teaching strategies and liaising regularly with the school SENCO. As far as is appropriate, pupils with special educational needs should follow the same PSHE and RSE program as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or learning support assistants work with individual pupils where required, and if appropriate.

It is not the school's policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement.

Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Should a disclosure be made or a teacher be concerned about a child, regular safeguarding procedures will apply. Teachers will consult with the designated safeguarding lead and in his /her absence their deputy

Visitors/external agencies which support the delivery of RSE will be required to sign that they have read and understood the school's safeguarding policy.

Roles and responsibilities

Connected Learning MAT Trustees will approve the PSHE and Relationship and Sex Education policy, and hold the Executive Team and Headteacher to account for its implementation.

The Headteacher is responsible for ensuring that PSHE and Relationship and Sex Education is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE.

Staff

Staff are responsible for:

- Delivering PSHE and RSE in a sensitive way
- Modelling positive attitudes to 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/non-science] components of RSE.
- Staff do not have the right to opt out of teaching PSHE or RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Engaging stakeholders

Parents will be informed about the policy via the website. We are committed to working with parents and carers and opportunities to discuss all areas of school life are encouraged through regular parent forums.

The school is well aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supportive relationship with the parents of children at our school through mutual understanding, trust and co-operation.

In promoting this objective, we:

- Make available online, via the school's website, this PSHE and Relationship and Sex Education Policy;
- Answer any questions that parents may have about the RSE/PSHE education of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE/PSHE in the school;
- Inform parents about the best practice known with regard to RSE, so that the teaching in school supports the key messages that parents and carers give to children at home.

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Parent/carer's right to withdraw

We have committed to retain parents' right to withdraw their child from sex education within RSE (other than sex education in the National Curriculum as part of science). There is no right to withdraw from Relationships Education at primary or secondary as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught. If a parent wishes their child to be withdrawn from the sex education elements of Relationship and Sex Education,

they should discuss this with the Headteacher, and make it clear which aspects of the programme they do not wish their child to participate in.

Parents should be aware that schools are legally required to provide a broad, balanced curriculum. Sex education topics can arise incidentally and overlap with relationships education lessons and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

Requests for withdrawal should be put in writing and addressed to the Headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and take appropriate action.

If a parent/carer requests that their child be removed from sex education, we will provide alternative work for the pupil. We will also provide support by signposting materials that can be used to aid sex education at home.

Training

Staff have been trained on the delivery of PSHE and RSE as part of the consultation process and it is included in our continuing professional development calendar. Additional training may also be filtered to teachers and support staff from Senior Leaders if additional needs arise. The Headteacher may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Monitoring arrangements

Teachers will critically reflect on their work in delivering RSE through discussions with colleagues and targeted staff meetings. Pupils will have opportunities to review and reflect on their learning during lessons. Pupil voice will be influential in adapting and amending planned learning activities...

The delivery of RSE is monitored by the senior leadership team through:

- feedback from staff and children.
- Lesson observations,
- learning walks,

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

This policy will be reviewed every two years. Pupil voice will be used to review and tailor our RSE programme to match the different needs of pupils. At every review, the policy will be approved by the Headteacher and Connected Learning MAT Trustees.