

Manor Hall Academy



**PERSONAL SOCIAL &
HEALTH EDUCATION POLICY (PSHE)
and
RELATIONSHIPS AND SEX EDUCATION (RSE)
POLICY**

CICELY HAUGHTON SCHOOL

Building Relationships

Celebrating Success

Promoting Change

CICELY HAUGHTON SCHOOL

PERSONAL SOCIAL & HEALTH EDUCATION POLICY (PSHE) and RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

Introduction

- THIS DOCUMENT IS a statement of the aims, principles and strategies for teaching and learning of Personal, Social and Health Education (PSHE) and Relationships and Sex Education (RSE) at Cicely Haughton School.
- The importance of PSHE and RSE is recognised by all staff.

Policy Statement

This policy is a working document which provides guidance and information on all aspects of PSHE and RSE in the school for staff, parents/carers and governors. To be accessible to all of these groups the document needs to be available on request and presented in a way that is easy to understand.

This policy has been developed in consultation with staff, pupils and parents.

Aims and Objectives

The aims of PSHE and RSE at Cicely Haughton are to:

- Teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other adults and children
- Promote the spiritual, moral, cultural, mental and physical development of all pupils
- Teach children to RESPECT themselves and others
- 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
- Teach pupils the correct vocabulary to describe themselves and their bodies

STATUTORY REQUIREMENTS:

At Cicely Haughton, we teach PSHE and RSE as set out in this policy. The Department for Education has introduced compulsory Relationships Education for primary pupils and Relationships and Sex Education (RSE) for secondary pupils from September 2020. Also, from September 2020 it is compulsory for all schools to teach Health Education. Through these 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. At Cicely Haughton, we have committed to retain our current choice to continue to teach age-appropriate sex education alongside relationships education. In doing so, we have regard to **guidance issued by the Secretary of State (2000)** as outlined in Section 403 of the **Education Act 1996**, and in accordance to the new statutory guidance for **Relationships Education, Relationships and Sex Education and Health Education (2019)**.

Definition

PSHE is Personal, Social and Health Education. It is a body of knowledge which equips individuals either formally or informally to exist and feel valued in a modern society.

RSE is part of lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. RSE, within PSHE, aims to give children and young people essential skills for building positive, enjoyable, respectful and non-exploitive relationships and the skills to stay safe both on and off line. It enables pupils to explore their own and other's attitudes and values and builds their self-esteem and confidence to view their own sexuality positively. RSE is not about the promotion of sexual activity.

Subject Content and delivery of PSHE and RSE

RSE is taught within the PSHE education curriculum. Some biological aspects of sex education are taught within the science curriculum. At Cicely Haughton, we teach PSHE through Twinkl PlanIt following a long term plan which incorporates the PSHE Association scheme of work. These lessons are based around a theme which changes half-termly. At Cicely Haughton, we believe that pupils should be taught

about the society in which they are growing up. In addition to our themed topics, we also visit thematic issues and recognise key dates such as Anti-bullying Week, Children's Mental Health Week and Black History Month. A full list of these are included on our PSHE long term plan. We also teach key topics that arise based on important political, social or information from the police within our locality. These subjects are designed to foster respect for others and for difference, and educate pupils about healthy relationships.

We believe that RSE should meet the needs of all pupils, whatever their developing sexuality or identity - this should include age-appropriate teaching about different types of relationships in the context of the law. Pupils should receive teaching on LGBT relationships, which is delivered at Cicely Haughton, for example, through teaching about different types of family, including those with same-sex parents.

Pupils with SEND

All pupils at Cicely Haughton are pupils with SEND. 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 teaching assistants work with individual pupils where required, and if appropriate.

Roles and responsibilities

The Local Academy Board (LAB) will approve the PSHE and RSE policy, and hold the headteacher to account for its implementation. The headteacher is responsible for ensuring that PSHE and RSE 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 and assessing progress of the PSHE curriculum (EAZ) on a half-termly basis
- Responding to the needs of individual pupils
- Ensuring sensitivity and well-judged teaching based on knowledge of the pupils being taught, taking into account different family structures
- Ensuring that there is no stigmatization of children based on their home circumstances and needs
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of PSHE and 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.

Parents' right to withdraw

The school is well aware that the primary role in children's relationships and sex education lies with parents and carers. We wish to build a positive and supportive relationship with the parents and carers 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 RSE 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.

We have committed to a 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 RSE, 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.

Alternative work will be given to pupils who are withdrawn from these lessons.

Training

Staff are trained on the delivery of PSHE and RSE as part of continuing professional development. 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.

Monitoring arrangements

The delivery of RSE is monitored by Carmel Benson (PSHE lead) through:

- Lesson observations, learning walks, feedback from staff and children.
- Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.
- This policy will be reviewed every year. At every review, the policy will be approved by the Local Academy Board (LAB) and headteacher.

The school has achieved dyslexia friendly full status and as such will give due regard to dyslexia friendly strategies and objectives.