

PSHE (Personal, Social, Health education) and Relationships Education 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 Education, 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 relationships 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 Education policy which is made available for inspection and to parents.

The policy must:

- Define relationship education;
- Describe how relationship education is provided and who is responsible for providing it;
- Say how relationship education is monitored and evaluated;
- Include information about parents’ right to withdraw; 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 Education 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.

Relationship Education provides lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of healthy friendships and relationships with others. Relationship education 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 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 Education at primary school will be compulsory. We believe that, to be effective, Relationship Education should always be taught within a broader PSHE education programme and reinforced across the curriculum. Relationships Education 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 Relationships Education 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 Relationship Education

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

At Powers Hall Academy, teachers follow a Primary Scheme of Work called SCARF – Safety, Caring, Achievement, Resilience, Friendship (Coram Life Education). Developed by teachers and centred on a values-based and ‘Growth Mindset’ approach, SCARF’s lesson plans and resources help to promote positive behaviour, mental health, wellbeing, resilience and achievement. There is now 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 (PSHE) are critical to ensuring children are effective learners and SCARF provides a whole-school approach to building these essential foundations – crucial for children to achieve their best, academically and socially.

SCARF lesson plans are organised around the PSHE Association’s Programmes of Study Learning Opportunities, which includes three core themes of Health and Wellbeing; Relationships; and, Living in the Wider World. These themes have been broken down into six main areas for termly coverage, and are ordered as follows:

- Me and My Relationships
- Valuing Difference
- Keeping Myself Safe
- Rights and Responsibilities
- Being my Best
- Growing and Changing

At Powers Hall Academy, 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 LGBT+ 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 & Relationships education 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 Relationships Education programme 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.

	Relationships			Living in the wider world			Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behavior affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behavior	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; Naming external body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and re-framing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognizing risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereo-types	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid
Year 6	Attraction to others; loving relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereo-types	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

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 Education policy, and hold the Executive Team and Headteacher to account for its implementation.

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

Staff

Staff are responsible for:

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

Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to Relationships Education, 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 relationships and sex education 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 Education Policy;
- Answer any questions that parents may have about the Relationship Education/PSHE education of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for Relationship Education/PSHE in the school;
- Inform parents about the best practice known with regard to Relationship Education, 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 Relationships Education (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 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 Relationship Education 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 Relationship Education.

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 Relationship Education is monitored by the Senior Leadership Team through:

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

Pupils' development in PSHE and Relationship Education 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.