
	Staffordshire University Academies Trust		Trust Policy Document				
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	Policy Owner:	DLSI					
	Audience:	Trustees R	Staff R	Local Academy Council R	Parents R	General Public R	

Relationships and Sex Education and Health Education Policy

This policy sets out the approach of Staffordshire University Academies Trust (SUAT) to Relationships and Sex Education and Health Education (RSHE). The policy applies to all of the Academies in the Trust. Individual Academies may choose to attach their own appendix to this policy.

Legal context

The Children and Social Work Act 2017 made it statutory for Primary schools to teach Relationships education and Health education and for Secondary schools to teach Relationships and Sex Education and Health Education from September 2020. Following this change to the law the Department for Education published Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019) which includes the legal requirement for Primary schools to have a Relationships Education policy and Secondary schools to have a Relationships and Sex Education policy. A Health Education Policy is not statutory but is recognised as good practice and is included here.

This policy also supports legal requirements relating to:

- The Equality Act 2010
- The Education Act 1996
- Keeping Children Safe in Education

The following trust policies are also relevant to this policy:

- Anti-bullying
- British Values
- E safety
- Safeguarding
- Drug education

Definition

RSHE supports children and young peoples' personal development including their spiritual, moral, social and cultural development. It aims to help them to deal with the real-life issues that they face as they grow up and that they will encounter as adults. Their learning will support them to make informed choices both on and off-line about their safety, physical and mental health enabling them to live positive and fulfilled lives.

RSHE is enhanced by a supportive school ethos where all are valued, positive relationships are promoted and there is a safe learning environment,

Aims

The RSHE programme aims to: -

- provide accurate, age appropriate information to all children and young people
- support the development of knowledge, skills and attitudes to enable children and young people to make informed choices
- build confidence and self esteem
- develop personal attributes
- prepare children and young people as they develop and become adults
- develop positive and inclusive attitudes to everyone, particularly to those with protected characteristics under the Equality Act 2010

The Trust Board has adopted the above aims for all children and young people educated in the Trust's Academies. *Individual Academies may add additional aims to meet the needs of their community (see Academy specific information).*

Roles and responsibilities

An effective programme of RSHE requires support from the whole school community, therefore the following role and responsibilities have been identified.

Trustees

- Oversee strategies and procedures across the Trust

Principal/ Head teacher

- Oversee the development and delivery of RSHE in the Academy including supporting the subject leader
- Give staff the opportunity to contribute to the development of RSHE
- Discuss the development and delivery of RSHE with executive staff and provide information for Trustees as required.
- Facilitate training for the subject leader and staff as required
- Support the subject leader's work with parents/carers so that they are kept informed of current content and delivery of the RSHE curriculum

Subject Leader

- Lead the development and delivery of effective RSHE across the Academy
- Keep up to date with latest developments in the subject
- Support staff as necessary
- Monitor and evaluate RSHE and report to the Academy Principal
- Liaise with parents and carers as necessary to keep information on the subject content and delivery up to date

All staff

- Know and implement the policy relating to RSHE
- Teach RSHE using the agreed academy curriculum
- Maintain positive and supportive links with parents and carers
- Respond to the needs and questions of children, young people and their families regarding the content and delivery of the RSHE curriculum
- Monitor progress

Parents/Carers

- Will be encouraged to engage with staff to better understand the content and delivery of the RSHE curriculum
- Will be kept up to date of any changes and/or additions to the RSHE curriculum
- Will be informed of their right to withdraw their children from sex education lessons when these are scheduled

Curriculum organisation

Each Academy will decide how it organises its curriculum for RSHE, however the Trust recognises established best practice approaches including: -

- That RSHE is part of Personal, Social, Health and Economic education (PSHE education) and is best taught within this wider context.
- Regular lessons provide the best opportunity for children and young people to develop their knowledge, skills, attitudes and revisit topics when necessary.
- Lessons need to be of sufficient length to enable children and young people to fully explore topics and reflect on learning
- Focus days, visits and visitors can enhance learning but cannot replace a planned and progressive programme.
- Confident and skilled staff are best placed to deliver effective RSHE lessons particularly where sensitive or controversial issues are included

- Cross curricular links make a valuable contribution to learning and should be recognised within planning and delivery

Teaching and learning

RSHE is delivered in line with the Academy teaching and learning policy. As the subject deals with real life experiences it is important to establish a safe and positive learning environment using the following approaches:

- Establish clear ground rules in consultation with children and young people covering confidentiality, respect for others, privacy and boundaries.
- Use distancing techniques including depersonalised discussions, role play and theatre in education
- Use clear language to avoid misunderstandings
- Avoid prejudice and assumptions about children and young peoples' abilities, desires, background and experiences
- Deal sensitively with unexpected questions and comments
- Assess and build on existing knowledge and experiences
- Ensure learning is engaging using a range of activities including structured discussion and problem solving
- Provide a range of opportunities to learn, practise and demonstrate knowledge, skills and attitudes
- Allow time for reflection
- Provide differentiated learning
- Use a variety of groupings to enhance learning

Resources

A range of resources will be used to support learning in RSHE. They will be carefully selected by teachers and overseen by the Subject Leader. They will be up to date, relevant to children and young people and consistent with the aims and values of the Trust and each individual Academy.

Equality

The Equality Act sets out the duty to eliminate discrimination, advance equality of opportunity and foster good relationships between those with protected characteristics and those without. The protected characteristics are:

- Age
- Marriage and Civil partnership
- Disability
- Race
- Religion & belief
- Sexual orientation
- Sex
- Pregnancy and maternity
- Gender reassignment

In addition, schools should consider the needs of those with Special Educational Needs (SEN). The RSHE programme will meet the needs of all children and young people. Lessons will include content which will tackle discrimination and foster good relationships.

Right to withdraw

Parents and carers cannot legally withdraw their child from any aspect of Relationships Education or Health Education.

Parents and carers have the right to withdraw from Sex Education apart from content that is taught within the Science National Curriculum.

In the Trust, Primary Principals/ Head teachers may accept this having explained to the parent/carer the potential implications for their child. In the Secondary Academies a detailed discussion will take place with the parent/carer about the potential impact of withdrawing their child from these lessons. If the parent/carer still wishes to exercise their right to withdraw the Academy will provide suitable alternative learning activities at the time the lessons are taking place.

The parent and carer right to withdraw applies up to three terms before the young person turns 16. After that point if the young person wishes to receive sex education the Academy will make the appropriate arrangements.

Academies in the Trust will inform parents/carers when sex education lessons will take place and remind them of their right to withdraw. Parents and carers must inform the academy of their intention to withdraw their child.

Safeguarding

RSHE and Health Education include sensitive topics and it is therefore possible that discussions will prompt safeguarding disclosures. Reference should be made to SUAT safeguarding policies and procedures to deal with any disclosures appropriately and sensitively

The Subject Leader and teacher should discuss with the Designated Safeguarding Lead in the academy any potentially sensitive topics. Appropriate steps must be taken to provide additional support for children and young people if required.

Staff should consider the timing of lessons to ensure that children and young people have the opportunity to report any concerns they may have either that day or the following day.

Monitoring and evaluating

The Principal/ Head teacher and Subject Leader will have responsibility for monitoring and evaluating RSHE in line with other subjects in the Academy. This could include scrutiny of planning, lesson observations, learning walks, evidence of learning, feedback from staff, parents/carers and children and young people.

Professional development

The Principal/ Head teacher and Subject Leader will regularly assess the professional development needs of staff. Appropriate development will be provided using internal or external expertise.

Communication of policy

The Trust policy will be available on the Trust website.
Individual academy policies will be available on their websites.
Copies can be requested from each academy office.

Academy specific information

RSHE is most effective when it meets the needs of children and young people therefore each academy should set out their policy for the following



Aims/Intention

Our intent is to provide a PSHE/RSHE education that gives pupils the knowledge, skills and attributes to keep them safe, healthy and prepared for the realities of modern life. Children need to develop the knowledge, vocabulary and confidence to be able to communicate any safeguarding issues, and to develop an understanding of previous or

potential life experiences.

We want pupils to make safe decisions now and in the future.

Evidence shows that a well delivered PSHE education can improve life chance and academic success, leading to greater success.

The Health Education and Relationships Education aspects of PSHE education will be compulsory from September 2020. We want to ensure that every child is guaranteed a PSHE education that covers mental health and wellbeing, physical health (including healthy lifestyle and first aid) and learning about safe, healthy relationships, including understanding consent and negotiating life online.

PSHE plays an important role, along with all other curriculum areas, particularly RE, in promoting the spiritual, moral, social and cultural development of our children.

PSHE education also contributes to pupils' personal development.

Context of Charnwood Primary Academy.

Intake: 30 Pupils each Year. Total Number on roll: 206
Pupil Premium: 39.6%
English Additional Language: 5.3%
SEN:24.3%
Links to other relevant policies: Safeguarding Policy, Equality

Support

Within the academy:
Head of School: Cheryl Nowell
Subject Lead: Cheryl Nowell

Contact: office@charnwood.staffs.sch.uk

Teaching and learning

Frequency of lessons: Weekly for 30 minutes minimum
Who teaches RSHE: Led by all staff including class teachers or HLTAs.
Assessment: Curriculum objectives assessed and data entered onto INSIGHT Tracking.

Curriculum content

We use the Kapow! Curriculum as a basis for our lessons.
Relationships/Sex Education and Health Education are not taught in isolation and the curriculum content may also be viewed in
Computing
Science
English

Cross curricular coverage computing safety science English SMSC FBV
Key resources used: Kapow!
Visits and visitors: Katie Newton Midlands Mental Health Partnership, NSPCC

Curriculum Overview

Follow this link to an overview of how our RSHE and PSHE curriculum fulfils the statutory requirements.

https://www.charnwood.staffs.sch.uk/wp-content/uploads/2024/10/M_PSHE-association-Mapping-RSE_PSHE_KP22-26.08.24.pdf

https://www.charnwood.staffs.sch.uk/wp-content/uploads/2024/10/M_Statutory-guidance-mapping-document-RSEPSHE-17.01.23.pdf

Parents of year 6 will be informed of and invited into school to view resources prior to lessons so they can make an informed decision about if they want their child present during particular lessons surrounding conception.

All science National Curriculum objectives are compulsory.

Monitoring and evaluating

Frequency: Termly by Subject Lead.
Methods used: Planning trawls, book trawls, pupil voice, lessons monitoring, learning walks.