# *‘PSHE education helps pupils to stay healthy, safe and prepared for life – and work – in modern Britain. When taught well, PSHE also helps pupils to achieve their academic potential.’*

**Document Title:** Relationship, Health and Sex Education Policy (RSHE) - **Statutory Policy**

**Revision History**

| **Issue number** | **Date**  | **Reason for issue** |
| --- | --- | --- |
| V1.1  | 1 October 2019  | Updated by D Charlton |
| V1.2  | 21 October 2019  | Updated further by D Charlton |
| V1.3  | 6 December 2020  | Updated by D Charlton to reflect new statutory curriculum 2020, revised school curriculum and good practice guidance |
| V1.4  | February 2021  | Updated by DC |
| V1.5 | 7 November 2022 | Updated by DC |
| V1.6 | 27/11/23 | Updated by DC |
| V1.7 | 15th October 2024 | Updated by E Crook to reflect new curriculum changes |

**Document Authorisation**

| **Issue Number** | **Date** | **Group** |
| --- | --- | --- |
| V1.1 1  | 1 October 2019  | Resources Committee - Further work needed by D Charlton |
| V1.2 21  | 21 October 2019  | Back to extraordinary Resources Committee for adoption |
| V1.3  | 6 December 2019 | Agreed and ratified by Full Governing Body |
| V1.4  | February 2021  | Adopted by committee |
| V1.5 | 7 November 2022 | Adopted by committee  |
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| V1.7 |  |  |

# **Rationale and Ethos**

# This policy covers our school's approach to Relationship, Health and Sex Education for Key Stage 2 and Key Stage 3, and has been produced by Emma Crook using, DfE Statutory Guidance (2020) and PSHE Association’s supplementary RSE guidance. This document details the content that should be taught by the end of Key Stage 2 and Years 7 and 8 of Key Stage 3.

# **Intent**

Our school’s aims and priorities for our students are to ensure that they understand that their PSHE lessons are knowledge for life and not just for the time they are with us. We want to nurture and develop our students into well rounded individuals. To ensure that they respect themselves, each other and the community and environment that they live in. We want them to believe in themselves to acknowledge their strengths, weaknesses to continue to learn from mistakes and to value everyone they meet on a daily basis, so they see the good in people and to treat people with respect. We look to embed our ethos through-out the PSHE curriculum, ensuring pupils know the importance of being: kind, resilient and respectful.

As a school we thrive on working together in partnership with students, parents, carers, colleagues, visitors and other professionals to provide every opportunity for our students to excel and be the best that they can be. We recognise that this is only possible if students are safe and are able to make safe decisions. We believe that an in-depth PSHE programme is vital in preparing our students to make and carry out these decisions.

The curriculum offer will develop skills and attributes such as risk-management, community, critical thinking and resilience. It is grouped into the following core themes:

* Living in the Wider World
* Relationship and Sex Education (RSE)
* Health & Wellbeing
* Careers education (CEIAG)

**Implementation**

Scheme of learning

PSHE planning follows the National Curriculum and is in the form of a spiral curriculum and covers all of the DfE’s new statutory requirements for Relationships Education and Health Education. The schemes must be adhered to and the content taught to ensure that we are meeting statutory requirements. The schemes of learning are working documents and will be adapted regularly according to the needs of our students. They will be under constant review and discussion.

## SMSC & British Values

British Values and SMSC are ingrained into the PSHE curriculum. PSHE teaches all these values within the new schemes of work.

Delivery of lessons

The RSE programme will be led by Emma Crook, within the PSHE curriculum, under the guidance of the SLT, and is currently taught by 5 different members of staff. The curriculum has been developed by Emma Crook, in consultation with Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance. Teaching staff will tailor the delivery of the PSHE curriculum to the needs of all their students, differentiating lesson plans where appropriate, to take account of the sensitivity and maturity of the students in their care. Teaching staff will take particular note of student information provided by the school’s SEND co-ordinator.

The time allocation for delivering PSHE is one lesson per week and a long-term progression map and lesson overview will be provided on the school’s website.

Sometimes, PSHE teaching may uncover safeguarding concerns. A teacher should follow the school’s safeguarding procedures and report any concerns to Designated Safeguarding Leads (DSL’s) through the normal processes.

Teachers will sensitively respond to age-appropriate questions within the context of the lesson by clarifying lesson content with pupils. Staff have also been briefed on how to handle complex issues safely in the PSHE classroom, as outlined in the PSHE Association’s ‘Handling Complex Issues Safely in the PSHE Education Classroom’.

Both formative and summative assessment are embedded into the curriculum. Pupils have the opportunity to review and reflect on their learning during each lesson, for example, through the use of ‘confidence scales’ and more formally at the end of each unit through an assessment involving recall, knowledge and scenario based questions.

Inclusivity of PSHE

In order to ensure PSHE is inclusive to all, teacher will:

* Protect students who may have higher vulnerability
* Avoid, shock, shame or fear
* Take a positive approach
* Promote positive social norms
* Avoid instructional or inspirational materials on risky behaviours
* End the lesson safely
* Signpost further help and support.

**Impact**

Effective PSHE education supports the development of physically, emotionally and socially healthy young people, equipped to live healthy, safe, productive and responsible lives and to keep themselves and others safe. It supports the development of essential employability skills for the 21st Century, encouraging positive career choices, and good behaviour. It reduces or removes barriers to learning, such as bullying, low self-esteem, unhealthy, or risky behaviours. There is also strong evidence to suggest that the focus of PSHE education on health, wellbeing and key life skills has the potential to significantly support and enhance pupils’ academic attainment.

Safeguarding and PSHE are intrinsically linked. PSHE is considered to be a preventative curriculum. Providing students with coping and intervention strategies long before the need of agencies if delivered in an effective way. Students will be taught about safeguarding through our broad and balanced curriculum in Relationships, Sex and Health Education.

Paragraph 68 of the statutory safeguarding guidance Keeping Children Safe in Education, clearly states that safeguarding extends to curriculum approaches such as PSHE education.

Pupil’s progress in PSHE will be assessed through low-stakes assessments formatively and summatively. The quality of education will also be monitored regularly by the Head of PSHE through learning walks, book scrutinies and department meetings.

**What is Relationship, Health and Sex Education?**

We define RSHE as learning about the emotional, physical and social aspects of growing up, relationships, sex and human sexuality. It is about the understanding of the importance of stable and loving relationships, respect, love and care for family life. It should equip the children with the information, skills and values to have safe, fulfilling and enjoyable relationships and to take responsibility for their own health and well-being. It involves

acquiring information, developing skills and forming positive beliefs, values and attitudes.

We believe the RSHE is important for our pupils and our school because it ensures that children are receiving a reliable source of information and an opportunity to explore the messages they are receiving in a safe learning environment. We also believe that RSE should address range of further considerations :

* RSE should play a key role in the lifelong learning process, beginning in early childhood and continue into adult life;
* It should be an entitlement for all young people, being inclusive and meeting the needs of all our pupils, including those with special educational needs and disabilities (SEND);
* It should foster gender equality and LGBTQ+ equality;
* It should recognise that parents/carers are the key people in teaching their children about
* relationships, health, sex and growing up. We aim to work in partnership with parents, carers and students, consulting them about the content of programmes;
* It should recognise that the wider community has much to offer and we aim to work in partnership with other health and education professionals.

Legislation (statutory regulations and guidance)

Revised regulations and guidance from the Department of Education states that, from September 2020, all schools must teach Relationship and Health Education (KS2) and Relationship, Health and Sex Education (KS3) as part of our Personal, Social and Health Education (PSHE) curriculum. Other documents which inform our RSHE policy are detailed below:

● 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).

## What is Statutory?

The statutory Relationships and Sex Education (RSE) and Health Education are included within our whole-school PSHE Programme.

*“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, require all schools from September 2020 to deliver Relationships Education (in primary schools) and Relationships and sex education (in secondary schools). Health Education is compulsory in all schools except independent schools.”*

Parents’ right to withdraw their child from RSE

Parents have the right to request that their child be withdrawn from some or all of sex education (but not relationship or health education) delivered as part of statutory RSE. It is worth noting that some of the sex education in RSE is also delivered as part of the Science National Curriculum under reproduction.

The content of the reviewed curriculum is outlined as in the statutory guidance Relationships Education, Relationships and Sex Education and Health Education (2019). This document details the content that should be taught by the end of Key Stage 2 and Key Stage 3.

The PSHE curriculum at Valley Gardens is inclusive of the objectives in the new statutory guidance for Relationships and Sex Education and Health Education (September 2020). Topic such as puberty, body changes and growing up are part of the Relationships and Health aspects of the statutory curriculum. As described in the statutory document linked above, parents do not have the right to withdraw their child from this content.

Note: we will follow the good practice model by introducing the scientific terminology for external genitalia from Year 5.

Before granting any such request we believe it would be good practice for the head of school or designated member of staff to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The head of school or designate will discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child’s social and emotional wellbeing, as well as the likelihood of the child hearing their peers’ version of what was said in the classes, rather than what was directly said by the teacher. This process is the same for pupils with SEND. However, there may be exceptional circumstances where the head of school may want to take a pupil’s specific needs arising from their SEND into account when making this decision if a pupil is excused from sex education, it is the school’s responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.

Details of RSE content is found in the appendix of this policy and the further long term plan for PSHE can be found on the school’s website.

**Appendix**

| **Guidance Recommendations**  | **Covered in KS2 Curriculum** |
| --- | --- |
| Characteristics of healthy family, different families, marriage, how to seek help  | Spring 2 |
| Characteristics of friendship, ups and downs, who to trust and how to manage difficult situations  | Spring 2 |
| Respecting difference in people, courtesy and manners, self-respect, bullying, stereotypes  | Autumn 1 |
| People pretending to be someone else, respect, recognising risks and harmful content, how information/data is shared  | Spring 1 |
| Boundaries in friendships, privacy, appropriate and inappropriate physical contact, recognises feelings of being unsafe about an adult, how to report concerns, where to get advice | Spring 2 |

| **Guidance Recommendations**  | **Covered in KS3 Curriculum** |
| --- | --- |
| Different types of stable relationships | Spring 2 |
| Characteristics of positive friendships (including online), stereotypes, bullying, equality act 2010  | Autumn 1 Spring 2 |
| Online behaviour, online risks, sharing material, how information is shared online  | Spring 1 |
| Abuse, grooming  | Spring 1 |
| Recognising characteristics of healthy 1:1 relationships inc consent, alcohol and drugs | Autumn 2Spring 2 |