



*Creative  
Education  
Trust*

# **Personal, Social and Health Education**

## **Relationships and Sex Education policy**

### **Rationale**

- 1) PSHE helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives, in order to become informed, active and responsible citizens. Our Relationships and Sex Education curriculum (RSE) is taught as part of our PSHE curriculum.

### **Legislation and guidance**

- 2) Under the new guidance issued by the DfE, by September 2020, Relationships Education at primary schools will be compulsory. In addition, Health Education is compulsory in all state schools. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Schools must consult with parents regarding the implementation of the RSE policy.

### **Practical considerations**

- 3) We believe that, to be effective, RSE should always be taught within a broader PSHE education programme. 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.
- 4) The academy will continue to include lessons on sex education as part of its work in RSE tailoring teaching to take into account the age and physical maturity of its pupils



## **Working with parents**

- 5) Our academy seeks to work in partnership with parents to provide effective PSHE and RSE. Parents need to know that the school's RSE programme will complement and support their role as parents. We will consult with parents during policy development and review. It should be noted that, in line with DfE advice, consultation does not give parents the right to veto any element of the policy. Schools will consider the views of all parents and try to ensure that different opinions are considered.
- 6) Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Parents do not have to give their reasons for withdrawing their children, but will be asked to meet so that we can explain the implications of removing children.

## **Definition of Relationships Education**

Relationship Education in schools is part of the life-long learning about the characteristics of positive relationships including friendships, family relationships, and relationships with other children and adults. It also includes learning about positive emotional and mental wellbeing and how friendships can impact on this. Learning will also include how to recognise different types of abuse, the rights children have over their own bodies and how to seek advice and how to stay safe both on and off line.

## **Aims of the PSHE (including RSE) policy**

- 7) The aims of the PSHE and RSE curriculum are to:
  - promote the spiritual, moral, cultural, mental and physical development of all pupils
  - help young people to learn to respect themselves and others so preparing them for the opportunities, responsibilities and experiences of later life
  - 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 regarding issues that may affect their lives
- promote safety in forming and maintaining relationships
- provide pupils with a toolkit for understanding and managing their emotions
- help pupils to identify the characteristics of healthy relationships, how relationships may affect mental and physical health, and how to stay safe on-line
- prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- help pupils understand the key concepts included in British Values

### **The Health Education Curriculum**

- 8) The focus will be on teaching the characteristics of good physical health and mental well-being. Teachers make it clear that mental well-being is a normal part of daily life, in the same way as physical health.
- 9) This includes pupils being taught:
  - the benefits and importance of daily exercise, good nutrition and sufficient sleep
  - giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences
  - about issues such as isolation, unhappiness, bullying and the negative impacts of poor health and wellbeing.

### **Safeguarding**

- 10) The school may invite outside visitors to support teaching and learning, e.g. school nurse, following the protocol for visitors. Staff are aware of the need for confidentiality and to handle sensitive and controversial issues carefully. The nature of this subject means that, at times, issues may arise that cause safeguarding concerns and staff are aware of the need to follow the child protection policy at all times.

### **Special Educational Needs and Disabilities**



- 11) The particular needs and vulnerabilities of SEND pupils will be considered when teaching RSE.

### **Equalities**

**In meeting the requirements of the Equality Act 2010** the school is committed to the provision of RSE to all of its pupils. Every child is entitled to receive high-quality RSE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language, special needs, and social circumstances.

### **Assessment and monitoring**

- 12) Assessment will be completed using Teacher Assessment. Self-assessment will take place where and when the teacher deems suitable.
- 13) Monitoring of work in the classroom will form part of the school's established programme of lesson monitoring and evaluation.

### **Scheme of Work**

- 14) See appendix

### **Review**

- 15) This policy will be reviewed annually, involving parental consultation when changes are being considered, and approved by the board of trustees.