

Staffordshire University Academies Trust		Trust Policy Document			
Approved by:	Trust Board	Issue date:	February 2020	Review date:	March 2021
Policy Owner:	DLSI	Page: 1 of 5			
Audience:	Trustees <input checked="" type="checkbox"/>	Staff <input checked="" type="checkbox"/>	Local Academy Council <input checked="" type="checkbox"/>	Parents <input checked="" type="checkbox"/>	
	General Public <input checked="" type="checkbox"/>				

Staffordshire University Academies Trust 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
- 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

Aims and objectives

Our school aims to provide the opportunity for all children to learn and express their feelings about relationships. Positive Relationship Education is lifelong learning about physical, moral and emotional development. It is about the understanding of marriage for family life, stable and loving relationships, respect, love and care.

The objective of the policy is to help and support young people through their physical, moral and emotional development. This policy, embedded within PSHE, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

School environment, relationships and ethos of the school

Positive Relationship Education can be enhanced by a supportive school ethos, where all are valued and encouraged, positive relationships are seen as important and there is a safe and secure environment, which is conducive to learning.

In our school we aim:

- ❖ To ensure pupils are shown respect, are valued and are treated with trust
- ❖ Encourage parents and other community members to share in the life of the school
- ❖ Develop a classroom environment that is sensitive, supportive, safe and secure
- ❖ Deal with unacceptable behaviour in a way that condemns the behaviour not the person

School curriculum

Opportunities exist throughout the school for promoting positive relationships. This subject is delivered in curricular time in PSHE and Science activities, during school events and non-curricular time in collective worship. The class teacher will be responsible for planning and delivery of such lessons.

The positive relationship programme also includes elements of the statutory new Science curriculum 2014, which is mandatory for all pupils. Parents / carers are not able to withdraw their children from National Curriculum Science.

The PSHE Co-ordinator supports colleagues in the teaching of PSHE, by giving them information about current developments in the subject, providing a lead and direction for the subject in the school, and ensuring all aspects of PSHE is covered. There will be ongoing evaluation and monitoring of the schemes of work.

Approaches to teaching and learning

Our school can help young people develop confidence in talking, listening and thinking about relationships. A number of teaching strategies help this, including:

- ❖ Establishing ground rules with pupils
- ❖ Knowing how to deal with unexpected questions or comments from pupils
- ❖ Using discussion and project learning methods and appropriate materials
- ❖ Encouraging reflection

The school promotes the following when teaching RSHE:

- ❖ self respect;
- ❖ respect towards others
- ❖ taking account of other people's feelings;
- ❖ mutual support and cooperation;
- ❖ honesty;
- ❖ accepting the responsibility for the consequences of our own actions;
- ❖ the right of people to hold their own views;
- ❖ not imposing our views on other people;
- ❖ the right not to be abused by other people or taken advantage of;
- ❖ the right to accurate, age and maturity appropriate information about sex and relationship issues.

To facilitate pupils learning about relationships:

- ❖ The purpose of each lesson is made clear.
- ❖ Appropriate learning experiences are planned and meet the needs of **all** the pupils in the class.
- ❖ Learning experiences draw on pupils' own experiences or existing knowledge and provide a range of opportunities for pupils to learn, practise and demonstrate skills, attitudes and knowledge.
- ❖ Time is given for pupils to reflect and consolidate their learning.
- ❖ Pupils are encouraged to take responsibility for their own learning and record their own progress.
- ❖ Attention is given to developing a safe and secure classroom climate.
- ❖ Staff training needs are met.

We use a variety of learning styles. This ranges from teaching PSHE as a discrete subject through class activities such as discussion groups, circle time, investigations and problem solving activities and whole school activities such as assemblies. Pupils are given the opportunity to listen to visiting speakers such as the local vicar and the school nurse, which we believe helps to promote a positive image of the wider community.

The PSHE Co-ordinator and individual staff may attend relevant training to enhance their knowledge of PSHE. This may then be fed back to other staff at a staff meeting or cluster staff meeting as appropriate.

The school leads the programme but outside visitors have a role.

Teachers and other adults involved in Positive Relationship Education will sometimes hear disclosures that suggest a child may be at risk of abuse. It is essential that all are aware of the school's Child Protection policy. A copy of this is available from the school's designated teacher for child protection and within the staff handbook.

Where an adult believes a child may be at risk the designated teacher must be consulted before any further action is taken.

Celebration of achievement - assessment, recording and reporting

As with any learning process, assessment of pupils' personal, social and emotional development is important. It provides information, which indicates pupils' progress and achievement and informs the development of the programme. Pupils do not pass or fail within this area but have the opportunity to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them. The process of assessment has a positive impact on pupil's self awareness and self-esteem. We do not assess pupils in all areas of the PSHE programme, however opportunities for pupils to reflect on their progress are identified. It is inappropriate to assess pupils' values.

Working with Parents

Our school seeks to work in partnership with parents to provide effective Relationship Education. At Horton St Michael's we ensure that parents are kept well informed and involved in all aspects of their child's education, and we endeavour to be a support to parents. If a parent wishes for their child to be removed from RSHE lessons they are asked to discuss the matter with the headteacher. If they still wish to withdraw their child, the child will be given work to do in another class whilst those parts of RSHE not included in the Science National Curriculum, are delivered. This policy will be made available to parents on request