

Personal, Social, Health and Economic (PSHE) and Relationships and Sex Education (RSE) policy (from 2023)



Approved by:

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1. Aims

The aims of a PSHE (Personal, Social, Health and Economic) and RSE (Relationships and Sex Education) curriculum at our school is to:

- Provide a framework in which sensitive discussions can take place;
- 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;
- Teach pupils the correct vocabulary to describe themselves and their bodies;
- Promote the spiritual, moral, social, cultural, mental and physical development of pupils at our school;
- Prepare pupils at our school of the opportunities, responsibilities and experiences of later life;
- Promote British values.

Hallmoor Schools PSHE and RSE Curriculum is driven by our mission statement and aim: to provide the confidence and competence to maximise the living of independent lives.

2. Statutory requirements

As an all through (4-19) specialist academy school we must provide Relationships Education to all Primary aged pupils and we must provide Relationships and Sex Education to all Secondary age pupils up to the age of 16 as per section 34 of the Children and Social work act 2017.

More recently, we must also follow the DFE Guidance: Relationship and Sex Education RSE and Health Education updated July 2020. We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum. At Hallmoor School we teach of Relationships Education (Primary) and RSE (Secondary) as set out in this policy.

3. Policy development

Consultation will occur annually with parents when making changes to our Relationships Education (Primary) and RSE (Secondary) policy as well as consulting with staff and pupils when carrying out our policy development process. This policy has been developed in consultation with all stakeholders. The consultation and policy development process is regularly reviewed and updated through action plans.

When changes need to be made to the policy, we will follow these steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy.
4. Pupil consultation – we investigated what exactly pupils want from their PSHE & RSE lessons.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

4. Definition

Here, at Hallmoor School, we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning. In a nutshell, PSHE is about teaching our children and young adults how to be respectful, safe, and knowledgeable citizens.

To become considerate citizens, children will learn to respect the 9 protected characteristics, which are: age, disability, gender reassignment, marriage, pregnancy, race, religion, sex, and sexual orientation.

RSE is about enabling young people to learn about making and maintaining healthy, happy and respectful relationships. It is also about knowing how to recognise unhealthy relationships and being able to seek support from trusted people and organisations. In secondary school, where appropriate, children will also learn skills of how to be safe online, and how to take responsibility of their own sexual health.

In Primary school, RSE is based solely around Relationships education. In secondary school, this moves into Relationships and Sex Education.

5. Curriculum

At Hallmoor School, we teach PSHE as a whole-school approach to underpin children's development as people. Our curriculum offers us a comprehensive, carefully thought-through Long Term Plan which brings consistency and progression to our children's learning in this vital curriculum area. The overview of the program can be seen on the school website and in Appendices 1, 2 and 3 of this policy.

Our curriculum is based on the PSHE association SEND Framework. This is a specially adapted curriculum that sequences key PSHE from reception through to year 11, specifically for children with SEN. This framework takes into consideration the ranging abilities of children with Special Educational Needs and breaks topics down into manageable and understandable chunks. For example, children in a semi-formal pathway will 'encounter' topics; those in bridge pathways will 'develop core' understanding of topics; and those in formal pathways will 'enhance' their knowledge of topics.

Throughout the school, the children will mostly have the same overarching topics each year. These are: self-awareness; self-care, support, and safety; managing feelings; changing and growing; and careers. Through primary school, they will also have the topic 'the world I live in', but this will change to be 'healthy lifestyles' for Key Stage 3 and 4. The content of all topics will enhance and change as they move through the school. RSE lessons will be taught within the 'managing feelings' and 'changing and growing' topics.

6. Delivery of PSHE and RSE

Relationships Education and RSE is taught within the personal, social, health and economic (PSHE) Education curriculum. PSHE lessons happen once a week throughout the school. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Teachers will use AAC, Makaton and physical resources to aid the understanding of PSHE topics, so that all students can access our curriculum.

For Key Stage 3 and Key Stage 4, some aspects of the RSE curriculum will be delivered by a trained health professional and/or external providers such as Umbrella.

For more information about our PSHE and RSE curriculum content (including aspects of diversity and inclusion coverage), see Appendices 1, 2 and 3.

7. Roles and responsibilities

7.1 The governing board

The Local Academy Council/Governing body will approve the RSE policy and hold the headteacher to account for its implementation.

7.2 The headteacher

Mr. Donkersloot is responsible for ensuring that PSHE and Relationships Education (Primary) and Relationships and Sex Education (Secondary) is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- Planning and PSHE and RSE in a sensitive and differentiated way that takes into consideration specific special education needs and levels of understanding and development.
- Modelling positive attitudes to PSHE and RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/nonscience] components of RSE

Staff do not have the right to opt out of teaching Relationships Education/RSE. Staff who have concerns about teaching this curriculum area are encouraged to discuss this with the headteacher.

7.4 Pupils

Pupils are expected to engage fully PSHE and RSE and, when discussing issues related to Relationships Education, treat others with respect and sensitivity remembering the 9 protected characteristics.

8. Parents' right to withdraw

We hope that parents and carers will support this important part of children's education, but equally we understand personal views. As of September 2020, parents have the right to request that their child be withdrawn from some of the statutory RSE curriculum.

Only a small part of the curriculum involves sex education, and this is the only part that can be opted out of. Other parts of the RSE curriculum (healthy relationships, types of families, sexuality, consent, puberty) cannot be opted out of. These lessons are statutory re: the Government guidance.

If a parent or carer wishes to withdraw or has any concerns about sex education, they should arrange a meeting with a member of the Senior Leadership Team, or their child's class teacher. Together, we can discuss your concerns and the content of the RSE lessons. Where appropriate, we can include the young person in this conversation. If you still want to opt out, then you need to fill in the form seen in Appendix 4.

If a pupil is withdrawn from sex education, school will document the process and ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

It is important to note that pupils have the right to choose to opt into sex education at any time from three terms before their 16th birthday. Please also note that sex education is not taught in primary school.

9. Training

Staff are trained on the delivery of PSHE and RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching PSHE and RSE. This training could include:

- How to adapt and personalise teaching to meet the needs of SEN pupils
- Managing sensitive and controversial issues
- Leading discussions about attitudes and values

10. Monitoring arrangements

The delivery PSHE and RSE is monitored by Subject Leads and SLT through: Hallmoor Schools internal monitoring arrangements, which includes: planning audits, work scrutinies, learning walks, Lesson Observations, Parent consultation, Survey outcomes, Pupil voice etc.

Pupils' development PSHE and RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by AHT (T&L) annually. At every review, the policy will be ratified by the Local Academy Council.

Appendix 1: Primary Curriculum Map

Planning Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Self-Awareness	Self-Care, Support, and Safety	Managing Feelings	Changing and Growing	The World We Live In	Careers
PY1	Things We Are Good At	Taking Care of Ourselves	Baby to Adult	Healthy Eating (Part One)	Respecting Differences	Careers Project
PY2	Kind and Unkind Behaviours	Keeping Safe	Identifying and Expressing Feelings	Dealing With Touch (Part One)	Taking Care of Physical Health (Part One)	Jobs People Do
PY3	Playing and Working Together	Trust	Different Types of Relationship (Part One)	Keeping Well (Part One)	Rules and Laws	Careers Project
PY4	People Who Are Special To Us	Keeping Safe Online (Part One)	Managing Strong Feelings (Part One)	Dealing With Touch (Part Two)	Healthy Eating (Part Two)	Taking Care of The Environment
PY5	Getting On With Others (Part One)	Public and Private	Different Types of Relationship (Part Two)	Taking Care of Physical Health (Part Two)	Belonging To a Community	Careers Project
PY6	Getting On With Others (Part Two)	Keeping Safe Online (Part Two)	Managing Strong Feelings (Part Two)	Changes at Puberty	Keeping Well (Part Two)	Money

Appendix 2: Key Stage 3 Curriculum Map

Planning Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Self Awareness	Self-Care, Support, and Safety	Managing feelings	Changing and growing	Healthy Lifestyles	Careers
PY1	Personal Strengths	Feeling Unwell	Self Esteem and Unkind Comments	Puberty	Elements of Healthy Lifestyles Diversity and Responsibility	What is Work?
PY2	Skills for Learning (Part One)	Feeling Frightened or Worried	Self Esteem and Unkind Comments	Friendship	Mental Wellbeing Managing Online Information	There is a Job For Me?
PY3	Skills For Learning (Part Two)	Accidents and Risk	Strong Feelings	Healthy and Unhealthy Relationships	Physical Activity Taking Care of the Environment	What Job Shall I Choose?

Appendix 3: Key Stage 4 Curriculum Map

Planning Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Self Awareness	Self-Care, Support, and Safety	Managing feelings	Changing and growing	Healthy Lifestyles	Careers
PY1	Prejudice and discrimination	Keeping Safe Online Emergency Situations	Romantic feelings and sexual attraction	Intimate Relationships, Consent and Contraception	Healthy Eating and Body Image Preparing for Adulthood	Am I Ready For Work?

PY2	Managing pressure	Public and Private Gambling	Romantic feelings and sexual attraction	Long Term Relationships and Parenthood	Medicine, Drugs, Alcohol and Tobacco Managing Finances	How Do I Get a Job?
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Appendix 4: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	