

Staffordshire University Academies Trust		Trust Policy Document			
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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, including our Church schools. Individual Academies are advised 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 relevant to this policy:

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

The following Church of England (CoE) documents are also relevant to this policy:

- Faith sensitive and inclusive Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE)
- CoE Principles and Charter for RSE
- Valuing all God's Children
- Pastoral Principles for Living Well Together

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 are advised to 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
- Ensure that Church Schools in the Trust follow relevant guidance and policy provided by the Church of England (CoE)

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
- In Church Schools, ensure that relevant CoE guidance and policy is followed

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
- In Church Schools, ensure that relevant CoE guidance and policy is followed

All staff

- Know and implement the policy relating to RSHE
- In Church Schools, follow relevant CoE guidance and policy
- 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
- In Church Schools, they will be assured that relevant CoE guidance and policy is followed

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.
- Incorporation of relevant CoE guidance and policy for RSHE in Church Schools
- 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. In Church schools, there will be adherence to relevant CoE guidance and 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, including Church Schools.

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 must set out their policy for the following:

Aims/Intention

Church Schools to include reference to the CoE Principles and Charter for RSE

Context of the academy

Intake
Special needs
Church School identity
Social, cultural and religious mix
Health and social needs – identified from data
Links to other relevant policies

Support

Within the academy
External including how to refer

Curriculum content

Overview for each year group
Cross curricular coverage
Content deemed to be sex education by the academy
Key resources used
Visits and visitors

Teaching and learning

Frequency of lessons
Who teaches RSHE
Assessment

Monitoring and evaluating

Frequency
Methods used



RSHE - Academy Specific Information

March 2021

Our Vision for RSHE:

At Boney Hay Primary Academy, we believe that relationship, sex and health education (RSHE) enables our children to become healthy, safe, independent and responsible members of society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. Our children will know how to build healthy relationships, where and when to seek help and how to keep themselves safe. Our curriculum aims to create happy, healthy and confident children who are aware of their rights and responsibilities.



Honesty



Adventure



Resilience



Teamwork

Context of the academy:

Boney Hay Primary Academy is a one-form primary school with Reception to Years 6. The large majority of pupils are of White British background. The percentage of pupils who have special educational needs and/or disabilities is higher than the national average. A below average proportion of pupils speak English as an additional language. The amount of pupils eligible for the pupil premium funding is above the national average.

Intent:

The intention of the RSHE curriculum at Boney Hay is to ensure that:

- There is a broad and considered PSHE curriculum to ensure that children will be 21st century ready. It is essential that we are thinking “beyond our own time”. This is reflected in our Curriculum intent.
- The RSHE curriculum reflects the statutory changes that became compulsory from September 2020.
- PSHE and RSHE teaching directly improves physical health, emotional well-being & safeguarding.
- Children are equipped with the knowledge, skills and attributes to deal with crunch moments and make informed choices.
- We continue to build the confidence and self-esteem of the children at Boney Hay.
- Children develop positive and inclusive attitudes to everyone, particularly to those with protected characteristics under the Equality Act 2010.

Implementation

Boney Hay Primary Academy recognises that best practise is when RSE is taught as part of the Personal, Social, Health and Economic Education (PSHE) and is taught within a wider context.

Curriculum Organisation

We use the PSHE Association Curriculum, including the core themes and recommended topic areas. Each core theme is taught over a term and RSHE is taught within this broader PSHE education programme. It augments learning related to topics including anti-bullying, keeping safe on and off-line, keeping physically and mentally healthy. The spiral approach is taken, which gradually revisits and reintroduces topics at a deeper and more complex level at each key stage or year group.

Medium-term planning ensures teachers include lessons that focus upon the skills and attributes that are specific to our community and are based on Boney Hay's Curriculum intent. PSHE curriculum content (including RSHE) can be found on our Academy Website.

Focus days, visits and/or visitors are regularly considered to enhance the teaching of RSHE, for example, a visit from the Betty Bus, however these do not replace a planned and progressive programme of study taught by the class teachers.

Support

An effective and purposeful RSE curriculum requires the support from the whole school community, therefore the following roles and responsibilities have been fulfilled:

- The Principal oversees the development and delivery of RSHE within the academy including supporting the subject leader
- The PSHE Leader is responsible for the leading and developing RSHE across the school
- Teaching staff are required to teach RSHE using the agreed academy curriculum
- The Family Support Worker is available to support the delivery of the RSHE curriculum
- Training and support for all staff is facilitated through the subject leader and the Principal
- All staff, including support staff, are responsible for knowing and implementing the policy relating to PSHE and RSE
- Parents liaison and support is directly through the class teachers and subject leader
- The development and delivery of RSE is shared with the Local Academy Council through the Principal and subject leader

Sex Education

Boney Hay Primary Academy defines sex education as:

- Understanding and knowing the correct names for genitalia and the reproductive system.
- Understanding and knowing the physical and emotional changes during puberty.
- Understanding the key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams.
- Knowing strategies to manage the changes during puberty including menstruation.
- Understanding the importance of personal hygiene routines during puberty including washing regularly and using deodorant.
- Recognising how to discuss the challenges of puberty with a trusted adult.
- Recognising how to get information, help and advice about puberty.
- Identifying the links between love, committed relationships and conception.

- Understanding what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults.
- Understanding how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb.
- Understanding that pregnancy can be prevented with contraception.
- Providing accurate, age-appropriate information to all children.

Teaching and Learning

Carefully considered training and updates are planned in over the academic year ensuring staff are confident and skilled. Teachers, and our Family Support Worker, are best-placed to deliver effective RSHE lessons, particularly where sensitive or controversial issues are included.

Each week there is a whole school assembly to mark the focus of the upcoming PSHE sessions. All staff attend this assembly to highlight the importance of the subject.

PSHE is taught as a weekly, stand-alone subject with each session lasting a minimum of 30 minutes being taught by the class teacher. Each lesson ends with a moment to reflect in order to revise and surmise the main points of the lesson. Teachers are facilitators who ask questions to provoke thought and appropriate debate. Through observing and listening, teachers will address any misconceptions. Clear ground rules are established and recalled during each PSHE lesson that have been developed in consultation with children. Teachers and support staff are ready to provide a range of opportunities to learn, practise and demonstrate knowledge. They deal sensitively with unexpected questions and comments.

Written work is not expected; each class will have an 'evidence folder'. Post-it notes, annotated group resources/or teacher-pupil reflections will be included. Summative assessments will be made by the class teacher and shared with the senior leadership team. A class evidence folder will be kept up-to-date to show progression across a core theme.

Impact

Monitoring and Evaluation

RSHE will be monitored by the subject leader as part of the wider PSHE curriculum and over seen by the Principal, in line with other subjects within the Academy.

Monitoring will be proportionate to the need and feedback will be given to the necessary stakeholders in a timely and appropriate manner.

This could include:

- Planning trawls.
- Lesson observations.
- Learning walks.
- Staff, pupil and/or parent voice.
- Assessments.
- Evidence folder.

Outcomes

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Pupils will leave Boney Hay Primary Academy as unique individuals who have the talents, attitudes and capacity to become well-rounded individuals of the 21st Century.

Impact is demonstrated in the following ways:

- Children are enabled to develop the vocabulary and confidence needed to clearly articulate their thoughts and feelings in a climate of openness, trust and respect, and know when and how they can seek the support of others
- They will apply their understanding of society to their everyday interactions, from the classroom to the wider community of which they are a part
- Boney Hay prioritises physical and mental health and wellbeing, providing children with skills to evaluate their own wellbeing needs, practise self-care and continue positively to the wellbeing of those around them
- PSHE education will have a positive impact on the whole child, including their academic development and progress, by mitigating any social and emotional barriers to learning and building confidence and self-esteem
- It helps disadvantaged and vulnerable children achieve to a greater extent by raising aspirations and empowering them with skills to overcome barriers they face