

PSHE & RSE POLICY

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Outstanding Achievement for All

Contents

Statement of Intent	3
Aims of PSHE.....	4
Statutory RSE and Health Education	4
Safeguarding and Responsibility	5
Equality	6
SEND	6
Assessing.....	6
Roles and Responsibilities.....	6
Parents Right to Withdraw.....	7
Visitors	7
Curriculum Design.....	8
Policy Review.....	8

Appendix 1 – Kapow Scheme of Work

Appendix 2 – Parent Form

Statement of Intent

Elm Academy believes that a strong PSHE education is important to help our pupils develop into well-rounded members of society, who can make a positive contribution to their community. The vision for pupils, staff and other members of the school community is to always look to achieve our personal best in every aspect of school life.

Signed



Principal

Date November 2023

Aims of PHSE

Elm Academy aims to teach Personal, Social and Health Education using a whole school approach with the aim of creating a community and environment that respects, supports and encourages each pupil.

Under section 78 of the Education Act 2002 and the Academies Act 2010, the PSHE curriculum must

- Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.
- Prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

Elm Academy takes a comprehensive approach towards PSHE, providing a programme which offers a diligently devised Scheme of Work across all year groups supporting the development and learning capacity of each pupil.

PSHE makes a significant contribution to the promotion of young people's personal and social development. This is an essential aspect of education, supporting learning across all curriculum areas. Through the promotion of PSHE, skills are developed that our pupils need in order for them to grow and flourish as individuals and members of society. Studying PSHE contributes to helping children and young people to build their personal identities, confidence and self-esteem. It helps them to make career choices, understand managing their finances and what influences their decision-making process. PSHE enables them to recognise and manage their emotions and to communicate positively in a range of different scenarios. Overall, the PSHE curriculum at Elm Academy supports the 'Personal Development' and 'Behaviour and Attitude' aspects required under the Ofsted Inspection Framework, as well as contributing significantly to the Safeguarding and Equality Duties, the Government's British Values agenda and the Spiritual, Moral, Social, Cultural (SMSC) opportunities provided to all pupils.

Statutory RSE and Health Education

Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under section 34 and 35 of the Children and Social Work Act 2017, make Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."

"This is why we have made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools."

"In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online."

This will sit alongside the essential understanding of how to be healthy. At secondary, teaching will build on the knowledge acquired at primary and develop further pupils' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex."

"These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others' wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society."

Secretary of State Foreword, Relationships Education, Relationships and Sex Education (RSE) and Health Education. DfE Guidance 2019 p.4-5.

"Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons."

Relationships Education, Relationships and Sex Education (RSE) and Health Education. DfE Guidance p.8

"All schools must have in place a written policy for Relationships and Sex Education." Relationships Education, Relationships and Sex Education (RSE) and Health Education.

DfE Guidance p.11.

The DfE Guidance 2019 at secondary school level relates to the 'intimate and sexual relationships, including sexual health' section of the guidance and includes:

- Facts about reproductive health
- Facts about the full range of contraceptive choices
- How sexually transmitted infections (STIs) including HIV/AIDS are transmitted
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment
- Consent and the law

Relationships Education, Relationships and Sex Education (RSE) and Health Education.

DfE Guidance page29

Elm Academy include the statutory Relationships, Sex and Health Education within the PSHE curriculum as our pupils need help and advice to help them develop healthy relationships, not just those of an intimate nature, but of all kinds. We aim to help them understand what a healthy relationship looks like and teach them what is and is not acceptable behaviour. We want to enable our pupils to understand and respect who they are and empower them with a voice which enables them to act according to their beliefs and that supports them throughout their lives.

Safeguarding and Responsibility

PSHE and RSE work with pupils' real-life experiences and it is key that both staff and pupils are protected in these lessons. A safe and supportive environment is created by the use of ground rules;

- Listen to each other (only one person talks at a time)
- Challenge the statement; not the individual making it
- The 'right' not to answer questions
- No personal questions to be asked by pupils or teachers
- If giving an example make it anonymous.
- Everyone has a right to his or her own space.
- Right to Privacy.

Many issues covered in PSHE and RSE are of a sensitive nature. The ground rules provide a safe working environment for both pupils and staff. All staff at Elm Academy receive safeguarding training.

Due to nature of the topics covered in the PSHE and RSE education programmes, all teachers are made aware of Elm Academy's guidelines on confidentiality and disclosure. The boundaries around confidentiality are made explicit to learners.

Equality

The PSHE and RSE policy at Elm Academy promotes respect and value for each individual pupil. The DfE Guidance 2019 (p.15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics. Schools within the Trust are free to determine how and when they teach the pupils about LGBT content (Lesbian, Gay, Bisexual, Transgender) and all pupils are taught the LGBT content at a timely point as part of the curriculum.

At Elm Academy, we respect the right of pupils, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be different with our approach to some aspects of RSE and Health Education.

SEND

Elm Academy prides itself on its inclusive policy and how we make provision for all pupils' needs. This is no exception for PSHE and RSE. High quality teaching is differentiated and personalised to meet the needs of all pupils.

Assessing

As with any learning, the assessment of pupils' PSHE and RSE is important as it enables the teacher to gauge their progress and it also informs the development of the lessons. Pupils do not pass or fail this area of learning, but have the opportunity to reflect upon their personal learning experience, set goals, and record their understanding in a range of ways; posters, leaflets, reflective diaries etc.

Their progress is also monitored during class discussions, group work, questionnaires / surveys and peer assessment. Pupil voice is also used to adapt and amend material for PSHE and RSE and ensure it is relevant and effective to both our learners and wider community.

Roles and Responsibilities

The Academies Advisory Committee

The PSHE and RSE policy will be approved by Elm Academy's governing body and they will hold the Principals to account for its implementation.

The Principal

It is the responsibility of the Principal to ensure that PSHE and RSE is taught consistently across the school.

It is also their responsibility to manage any requests to withdraw pupils from non-statutory components of RSE

Staff

The staff across Elm Academy are responsible for:

- The delivery of PSHE and RSE in a sensitive way
- Modelling positive attitudes to PSHE and RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents / carers wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Principal.

Pupils

There is an expectation that all pupils across Elm Academy fully engage in PSHE and RSE and follow the ground rules (as specified above) thus ensuring they treat others with respect and sensitivity.

Parents

All parents have access to the PSHE and RSE policy and are invited to feedback directly to the school and participate with surveys and questionnaires as part of our consultation process.

Parents right to withdraw from RSE

Primary schools

Parents' do not have the right to withdraw their children from relationships education.

Parents' have the right to withdraw their children from the non-statutory components of sex education within RSE. Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the Principal. Alternative work will be given to pupils who are withdrawn from sex education.

Visitors

Elm Academy values working with external partners as they enhance the delivery of PSHE and RSE with specialist knowledge and different ways of engaging our pupils. As part of the PSHE and RSE educational package, outside visitors will be invited to deliver appropriate sessions to pupils within the Trust.

All visitors are subject to Elm Academy's Child Protection and Safeguarding policy and the credentials of visiting organisations and any visitors linked to external agencies are always

checked. Elm Academy also ensures that the teaching delivered by visitors fits with the planned programme of study. The content of lessons provided by external agencies is age appropriate and accessible for all pupils and is approved by the school in advance of delivery.

As with all PSHE and RSE lessons, Elm Academy will ensure that guest speakers / visitors are aware of the confidentiality and safeguarding policy. Any matters reported by visitors to the lead teacher will be dealt with in line with Elm Academy's Safeguarding Policy.

Curriculum Design

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary. We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Policy Review

The PSHE and RSE policy at Elm Academy is informed by the DfE guidance:

- Keeping Children Safe in Education
- Respectful School Communities
- Behaviour and Discipline in Schools
- Equalities Act 2010
- SEND code of practice: 0 to 25 years
- Mental Health and Behaviour in Schools
- Preventing and Tackling Bullying including cyberbullying
- Sexual violence and sexual harassment between children in schools
- The Equality and Human Rights Commission Advice and Guidance
- Promoting Fundamental British Values as part of SMSC in schools

Appendix 1: At Elm Academy we use Kapow to support our teaching with PSHE and RSE.

Whole School Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Making friends	Rules and behaviour	Positive sense of themselves and others	Positive relationships and social skills	Being healthy	Confidence trying new things and transition
Year 1	Relationships	Communication	Keeping Safe	Looking after our body and mind	Caring and belonging	Money, jobs and transition NSPCC
Year 2	Families and loss	Stereotyping, online safety, PANTS	Road safety, zones of regulation, being active	Growth mindset, goals and healthy eating	School environment, the community, school council	Money, wants and needs, jobs, transition NSPCC
Year 3	Relationships, respecting differences	Stereotyping, emergencies, healthy eating	Road safety, rest and diet, understand own strengths	Personal hygiene, rights and responsibilities	Recycling, charity, democracy and rules	Impact of spending money, jobs, transition
Year 4	Respect, healthy friendships, behaviour, bullying	<i>Change and loss, internet safety, first aid</i>	Changes during puberty, risks of smoking, relaxation	<i>Growth mindset and mental health</i>	Choices spending money, career choices	Human rights, community, councillors
Year 5	Marriage, relationships, bullying	Stereotyping, embracing failure, going for goals	<i>Healthy lifestyle, internet safety, first aid</i>	Puberty, menstruation, rights and responsibilities	Environment, society, transition	<i>Money, spending stereotyping, t</i>
Year 6	Respect, relationships. Stereotyping, conflict	Risks with alcohol, online safety, resilience, first aid	Puberty, conception, pregnancy and birth, basic life support and immunisations	<i>Habits-positive and negative, human rights, environment issues</i>	<i>Prejudice and discrimination, diversity, democracy, money</i>	Jobs, transition, identify and body image

Appendix 2: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	YEAR 6 ONLY (2 of the lessons)
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	