

Danesholme Infant Academy

PSHE Policy

Including Relationship and Health Education and Sex Education

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1. Introduction

Personal, social, health and economic education (PSHE) aims to give children the knowledge, skills and understanding they need to lead confident, healthy and independent lives. At Danesholme Infant Academy we include the statutory Relationships and Health Education within our whole-school PSHE Programme.

2. Values and ethos

This policy sets out our academy's approach to statutory Relationships and Health Education and non-statutory Sex Education. We define 'relationships, health and sex education' as a curriculum which will help our children grow in confidence and understanding relating to how they as individuals will develop, grow and mature into responsible individuals.

- Our vision is to create a safe, positive and stimulating environment in which all children can learn and grow in confidence, skills and knowledge.
- We believe relationships and sex education is important because it will help our children to value positive relationships and to have the confidence and strength of character to identify and lead a healthy lifestyle.
- We view the partnership of home and academy as vital in providing the context of open discussion, honesty and support
- The intended outcomes of our programme are that pupils will:
 - ✓ Know and understand, how as individuals our bodies change as we get older
 - ✓ Understand they have the right to be safe
 - ✓ Understand they have a responsibility to be a responsible, valued member of the academy
 - ✓ Develop the skills needed to lead a healthy lifestyle
 - ✓ Develop the attributes of positive relationships

3. Aims

The aims of relationships and sex education (RSE) are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Support the academy ethos of nurturing a caring community

4. Statutory Requirements

Danesholme Infant Academy follows the revised Department for Education statutory guidance that states that from September 2020, all primary schools must deliver Relationships Education and Health Education. In addition, we support the DfE's recommendation that all primary school children should be taught a Sex Education programme that is appropriate to the age and maturity of its pupils.

Documents that inform the Academy's policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Locally Agreed RE Syllabus in line with SACRE Guidelines
- Supplementary Guidance SRE for the 21st Century
- Keeping Children Safe in Education – Statutory safeguarding guidance
- As an academy we must provide relationships education to all pupils as per section 34 of the Children and Social Work Act (2017)

5. Definition

RSE teaches children and young people how to be safe and healthy. It teaches them how to manage their academic, personal and social lives in a positive way. RSE involves a combination of sharing information, exploring issues and values. RSE is not about the promotion of sexual activity or lifestyles.

Relationships Education: the focus is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Health Education: the focus is on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

6. Curriculum Design

The curriculum for RSE is set out in line with this policy. Parents will be kept informed as per DfE expectations.

The curriculum will consider 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 inappropriately.

The RSE programme is an integral part of whole school PSHE provision and will cover: Health and Well Being, Relationships and Living in the Wider World. It:

- is inclusive of equality and diversity and this is demonstrated by ensuring the curriculum enables all pupils to engage with it providing pupils with knowledge and awareness from a broad spectrum of society as a whole.
- will meet the needs, or be adapted for, those children with protected characteristics through teaching which respects and acknowledges all pupils.

- supports the demographic of the locality with staff and leaders being acutely aware of common issues and needs of our pupils.
- fosters gender equality and LGBT + equality by respecting the views and feelings of all and promoting an understanding of equality through openness and respect.
- will be planned and delivered through both direct teaching time each week and also across the curriculum with the core values being modelled and embedded through daily routines. The curriculum acknowledges the range of ages and takes into account content when considering the age of the pupils it will be shared with.
- will be taught through a range of teaching methods and interactive activities.

7. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Some elements of RSE are taught within the science curriculum, and other aspects are included in religious education (RE) and that of SMSC.

Lessons

Weekly lessons are allocated to PSHE/RSE for each year group. On many occasions PSHE topics are introduced through other areas of the curriculum (Science, Physical Education, ICT and online safety, Religious Education). The programme will be taught through a range of teaching methods including class discussions, school assemblies, school council and outside agencies. We ensure that our RSE programme meets the needs of children with SEND by the adaption of resources and teaching methods to meet individual needs.

We aim to provide an environment for RSE where pupils feel safe and relaxed and where they have confidence and trust in the knowledge, ability and skills of staff in school. This ensures that both pupils and staff feel fully confident in engaging in age -appropriate discussions around potentially sensitive topics and themes.

To create a safe learning environment, at the beginning of each session a set of ground rules and expectations will be agreed by the class based on a school-wide template. Other teaching and learning strategies used in RSE to establish a safe learning environment include the following:

- use of distancing techniques such as role play, scenario images, videos etc to depersonalise sensitive issues.
- Teachers will deliver the RSE curriculum in a way that allows pupils to explore varying viewpoints by ensuring that information is unbiased and impartial. Teachers' own attitudes and values will not influence discussions and judgements will not be made.

Resources

High quality resources including 1decision, kitemarked by the PSHE Association) will support our RSE provision and will be regularly reviewed. Teachers ensure resources and planning are relevant, up-to-date and address the needs of individual classes.

8. Roles and Responsibilities

The Trust

The Trust has a set of activities that will monitor the quality and effectiveness of the RSE policy and curriculum in each academy. The Curriculum Assurance Board will be key to the monitoring of this policy and will develop additional support or guidance to academies if required.

The Academy

The Head of Academy is responsible for ensuring that RSE is taught consistently across the academy, and for managing requests to withdraw pupils from non-statutory/non-science components of Sex Education. The Head of Academy is responsible for ensuring policy and practice are adhered to and that all information is made accessible to all parents and carers.

- The nominated person for PSHE is responsible for development of the curriculum and monitoring of the curriculum across the academy.
- It will be taught by teachers in each year group.
- Teachers will receive RSE training as appropriate.

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to 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/non-science components of Sex Education

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

9. Safeguarding

Our safeguarding and confidentiality protocols support safe and effective RSE practice.

- Teachers are aware of the academy confidentiality policy.
- Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue.
- Teachers will consult with the designated safeguarding lead who will follow academy policy for safeguarding.
- Visitors/external agencies which support the delivery of RSE will be required to adhere to academy safeguarding policies, confidentiality and the RSE policy.

10. Parents and Other Stakeholders

As a school, we acknowledge that the primary role in the teaching of sex education lies with parents and carers. We aim to build a positive and supportive relationship with the parents of our pupils through mutual trust, understanding and cooperation. We work closely with parents to ensure that they are fully aware of when sex education teaching will commence and what is being taught at each stage. As part of our whole school approach to RSE, parent information sessions and opportunities to view materials and resources used in lessons will be made available prior to teaching.

In line with statutory guidance, we recognise that parents have the right to request for their child to be withdrawn from the some of the non-statutory/non-science components of sex education within RSE. Parents wishing to exercise this right must do so in writing to the Head of the Academy and we will make reasonable adjustments and provide suitable work for the pupil at this time.

11. Training

Provision will be made for training staff on curriculum requirements, legislation and to consider appropriate teaching approaches and materials. This will be delivered by the PSHE lead during staff meetings and Inset days. All teaching staff will access training through the 1decision training portal to ensure that they are confident to deliver the curriculum. The Head of Academy may also invite visitors from outside the school, such as school nurses or other health professionals, to provide support and training to staff teaching RSE.

12. Monitoring

The delivery of RSE is monitored in the academy by senior leaders through:

- planning scrutinies, lesson visits, children and staff surveys
- Pupils' development in RSE is monitored by class teachers as part of internal assessment processes.

The implementation of this policy is monitored by the Trust through:

- Assurance activities to ensure statutory arrangements are in place in each academy
- Assurance activities to ensure the academy policies are being implemented and the RSE curriculum in each academy is of sufficient quality
- This policy will be reviewed regularly and the Curriculum assurance Board will lead the development of any amendments to the policy.

13. Assessment

Assessment in RSE will take the approach where adults will allow time for pupils to reflect and ask questions to support their thinking. These discussion will inform teachers planning of follow lessons in order to meet the needs of the children. We will determine the pupils' prior knowledge and starting points by assessing children's understanding using assessment for learning tools (questionnaires, etc)

- Pupils will have opportunities to review and reflect on their learning through discussion.

- Pupil voice will be influential in adapting and amending planned learning activities by adults providing time for pupils to discuss and share their thoughts and feelings and by adults responding to pupil needs through follow up work (either whole class, small group or 1:1).
- Teachers will assess pupils' work in RSE by making judgements as they observe and listen to pupils during lessons.