



Mid-Trent
Multi Academy Trust

**Policy for Personal, Social, Health and
Economic Education including Sex and
Relationships (RSE)**

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Policy for Personal, Social, Health and Economic Education including Sex and Relationships (RSE)

The Mid-Trent MAT (hereafter called 'The Trust') PSHE and Citizenship, including sex and relationships policy encompasses the following policy:

- Sex and Relationships Education (RSE)

Other relevant Trust policies are: Safeguarding, E-safety, Drugs and Alcohol, Behaviour, Anti-Bullying, Equality and Inclusion, Health and Safety, Teaching and Learning.

Rationale

Personal, Social, Health and Economic Education (PSHE) and Citizenship is to help children and young people deal with the real-life issues they face as they grow up. The issues that PSHE covers are central to children and young people's wellbeing: nutrition and physical activity; drugs, alcohol and tobacco; emotional health and wellbeing; safety; and personal finance.

The relationships education, relationships and sex education part of this policy is derived from the guidance provided by the Department of Education in the '*Relationships Education, Relationships and Sex Education (RSE) and Health Education (England) Regulations 2019*' makes it clear that primary schools should teach about relationships and health, including puberty, and from 1st September 2020, Relationships and Health Education become compulsory subjects within the national curriculum for primary schools. Sex Education is not compulsory in primary schools as the National Curriculum for Science covers most related subject content, but schools may choose to cover additional content on Sex Education to meet the needs of their pupils.

PSHE and RSE is 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 school environment that is conducive to learning.

Definitions

PSHE

Personal, Social, Health and Economic (**PSHE**) Education is a school curriculum subject in England which focuses on developing the knowledge, skills and attributes to keep children and young people healthy and safe and to prepare them for life and work.

Relationships Education:

'the teaching of fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults'
(RE, RSE & HE Statutory Guidance 2019)

This includes developing and maintaining positive and healthy relationships; recognising and dealing with unhealthy relationships (including recognition of boundaries and privacy, bullying and online safety); being aware and respectful of different family structures; and understanding how to communicate effectively and confidently within relationships.

Health Education:

'the teaching of the characteristics of good physical health and mental well-being as a part of daily life' (RE, RSE & HE Statutory Guidance 2019)

This includes healthy lifestyles; healthy eating and exercise; mental and emotional health and wellbeing; drug, alcohol and tobacco education, and key facts about puberty and the changing adolescent body.

Sex Education:

Teaching about *'the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for Science – how a baby is conceived and born'* (RE, RSE & HE Statutory Guidance 2019)

This does not include the promotion of sexual activity.

Aims

The agreed aim of providing good quality Relationships, Health and Sex Education (RSE) and PSHE in all of The Trust schools. Their aim is to ensure the following points:

- A positive culture around relationships
- A framework in which sensitive discussions can take place
- A positive culture around issues of relationships and sexuality.
- An engaging PSHE curriculum
- By developing and nurturing children's social skills.
- By sharing thoughts and ideas in a safe and stimulating environment.

And to enable all pupils:

- To possess the building blocks to develop healthy relationships, good mental health and well-being, and healthy, active lives.
- To develop feelings of self-respect, confidence and empathy.
- To have a diverse knowledge of other people's cultures and traditions and celebrate these differences.
- To be prepared for puberty, and have an understanding of the importance of health and hygiene and of sexual development.
- To know and use the correct vocabulary to describe themselves and their bodies and feelings.

Curriculum Organisation

PSHE and RSE will be delivered through a combination of planned curriculum lessons and whole school approaches. This will take the form of:

- Discrete curriculum time;
- Cross Curricular;
- Agency/visitor input;
- Enrichment opportunities;
- Themed weeks;
- Assemblies;
- Planned weekly/fortnightly lessons

PSHE and RSE is a universal entitlement for **all** children and young people. This means learning is made accessible to children and young people of **all** abilities and that attendance in PSHE has an equal priority with other learning.

Teaching and Learning

PSHE and RSE is delivered in line with The Trust's teaching and Learning policy. As PSHE and RSE – perhaps more than any other subject – works within the real-life experiences of children and young people, it is important to establish a safe, secure and positive learning environment. To facilitate this, the following teaching and learning approaches are used:

- Establishing clear ground rules, understood by all, covering confidentiality, right to privacy and respect, and boundaries;
- Using clear language that avoids misunderstandings, prejudice and assumptions about children and young peoples' abilities, desires, background and experiences;
- Dealing with unexpected questions and comments from children and young people sensitively;
- Building on children and young people's knowledge and experiences;
- Ensuring that learning is vivid and real, developing understanding through enquiry, group discussion and problem-solving.

Curriculum Content

See Appendix A for details of the scheme of work for PSHE and RSE across The Trust.

The PSHE and RSE programme has been developed using identified children and young people's needs and national and local guidance. Clear learning outcomes describe the skills, knowledge and attitudes children and young people will develop.

PSHE and RSE is provided and effectively taught through a progressive programme that gradually expands and enriches key concepts, increases knowledge, deepens understanding and rehearses and develops key skills through a thematic approach. The aim of the curriculum is to review and revisit themes and concepts throughout pupil's time in The Trust schools, thus aims to ensure the child is more prepared for future life skills and issues that may occur.

PSHE and RSE within the Early Years Foundation Stage

The Statutory Framework for Early Years Foundation Stage (DFE 2017) has been used to inform the agreed curriculum content and vocabulary for children in Reception.

The EYFS Curriculum is organised within seven areas of learning and development. All areas of learning and development are important and inter-connected; the three prime areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and support development in the other areas of learning. The prime areas are Communication and Language, Physical Development and Personal, Social and Emotional Development. Within the EYFS curriculum, Relationships Education is embedded within the prime area of Personal, Social and Emotional Development, and is also a key aspect of the Understanding of the World area of learning. Aspects of Health Education are included within Physical Development. Through these, EYFS children are encouraged to form good relationships with peers and adults in school, learn about similarities and differences between themselves and others, know about ways to keep healthy and safe and manage their own basic hygiene and personal needs.

Lesbian, Gay, Bisexual and Transgender (LGBT)

Schools must comply with the relevant provisions of the Equality Act 2010, under which sexual orientation and gender reassignment are protected characteristics. The Act encourages schools to meet the diverse needs of children and to improve their outcomes regardless of background. Mid Trent MAT schools do this

by teaching children about their rights and responsibilities, and acceptance, empathy and understanding of others.

In the Trust's schools, all teaching is sensitive and age-appropriate in approach and content. The agreed curriculum content enables appropriate learning to take place about differences and similarities in family situations, and prevents children whose families arrangements are different to others from feeling unaccepted or isolated, and becoming vulnerable to the effects of mental and emotional stigma. The curriculum raises children's awareness of differences and similarities between people, such as their physical appearance and personality, likes and dislikes, points of view, cultures and ethnicities, religions and beliefs, disabilities or special needs, and relationships. It has a clear focus on helping children to form opinions about others based on whether they are kind, law-abiding, respectful, trustworthy and responsible citizens, rather than judging them on appearance or differences to oneself. As a Christian school, the agreed curriculum protects, informs and nurtures all pupils as unique and wonderfully made individuals. As a result, it affords dignity and shows respect to all types of relationships which make up our diverse communities; recognising that all people are made in the image of God and loved equally.

The curriculum also enables appropriate learning to take place about the importance of respect and kindness, and that the use of any word as an insult is hurtful and unkind. The timely introduction and correct use of appropriate vocabulary within the agreed curriculum content supports children's learning and understanding, and prevents misunderstandings about what words in common use mean. Therefore, where children do use words incorrectly or in a derogatory manner, this will be addressed appropriately and sensitively.

Assessment, Recording and Reporting

Children and young people do not pass or fail within this area of the curriculum but are expected to show progression. They have opportunities 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 children and young people's self-awareness and self-esteem. However, during these sessions teachers may notice that some children may struggle with their own mental wellbeing, if these issues are identified the appropriate intervention will be actioned and parents will be notified.

Monitoring and Evaluation

There is on-going evaluation and monitoring of the programme for PSHE by senior management and the co-ordinator. Monitoring takes place in accordance with the school's monitoring cycle. Headteachers and PHSE Leaders will monitor and evaluate the implementation and effectiveness of the Trust policy and agreed curriculum content for Relationships, Health and Sex Education, and the school's policy for Personal, Social, Health and Economic Education, and provide feedback to the Local Governing Body and to the Trust as required.

The '*Relationships Education, Relationships and Sex Education (RSE) and Health Education (England) Regulations 2019*' document will be reviewed by the Department for Education three years from first required teaching (September 2020) and every three years from that point.

The Trust policy will be formally reviewed in line with the review of the statutory guidance, and no later than three years from the date of adoption of the policy.

School policies will be formally reviewed in line with each school's own programme of policy review, which will be detailed within each policy, and with the school's Local Governing Body policy review plan.

Safeguarding

Teachers and other adults involved in PSHE may sometimes hear disclosures that suggest a child may be at risk. All staff are aware of The Trust's Safeguarding policy and procedures that should be followed.

Confidentiality

The Trust's schools will ensure that:

- Children are informed of the limits of confidentiality that may be offered by teachers;
- Children are informed of sources of confidential support e.g. school nurse/health adviser;
- Children and young people are encouraged to talk to their parents or carers and given support to do so.

Parental Right to Withdraw

As Science, Relationships and Health Education are statutory (compulsory) subjects, parents do not have a right to withdraw their children from these lessons.

As Sex Education is not mandatory, parents do have a right to request that their child be excused from lessons which are designated as Sex Education, that is, those which go beyond that which is covered within the statutory Science, Relationships or Health subject content. The agreed curriculum content document clearly shows which aspects of the curriculum are designated as Sex Education according to the subject content.

Where a parent requests that their child is excused from these lessons, the headteacher of the school should meet with the parent to discuss their concerns, but must respect the parent's wishes and grant the request to withdraw the pupil from any Sex Education delivered, other than as part of Science, Relationships or Health Education. It is then the school's responsibility to ensure the pupil receives appropriate, purposeful education during the period of withdrawal.

See Appendix A: A progression map which outlines with parts of RSE can be withdrawn from.

See Appendix B: Parental Request to Withdraw Pupil from Sex Education

Roles and Responsibilities

This Policy has been developed through the collaboration of PHSE Leaders from all of the Trust Schools on behalf of the Mid-Trent Multi Academy Trust. The Trust is responsible for ensuring that this Policy is used by all Trust schools to inform their statutory provision for teaching Relationships, Health and Sex Education as part of each school's Personal, Social, Health and Economic Education provision.

Local Governing Bodies of the Trust schools have the responsibility to ensure that the school's provision for Relationships, Health and Sex Education is well-led, effectively managed and well planned, so that teaching is accessible to all pupils and all pupils make progress in achieving the expected outcomes. They must also ensure that the subjects are resourced, staffed and timetabled so that the school can fulfil its legal obligations, and that clear information is provided for parents on the subject content and the right to request that their child is withdrawn.

Headteachers are responsible for ensuring that the agreed curriculum is taught consistently across the school, that pedagogy and resources employed for delivery of the content is appropriate to the age and stage of the pupils, and that teachers have the necessary training and expertise to confidently and effectively teach the curriculum content. Headteachers also have the responsibility to liaise with parents and manage requests to withdraw a pupil from non-mandatory Sex Education.