



SAFE START SCHOOL

WILLPOWER-INITIATIVE-SUCCESS-EMPATHY

RSE Policy

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1. Aims

The aims of personal, social, health and economic (PSHE) education in our school are to enable students to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy in making decisions about risks, challenges and complex situations.

We promote the value of knowledge and are committed to providing a curriculum which helps to develop strong communication and leadership skills, self-confidence and healthy living.

We strive to keep our students safe and prepare them for the future. We prepare students to embrace their places in the local and global communities.

This includes discussing all types of families and relationships in our society. We want to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship.

2. Statutory requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach. We must teach relationships and sex education (RSE) under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance.

We must teach health education under the same statutory guidance 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 students 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 students' 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 students, 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

Here at Safe Start School, we include the statutory Relationships, Sex and Health Education within the PSHE curriculum as our students 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 students 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. The PSHE and RSE policy at Safe Start School 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. As Safe Start School, 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.

3. Content and delivery

3.1 What we teach

As stated above, we're required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance (linked to above).

Relationships, Sex and Health Education (RSHE)

At Safe Start School we teach the elements that form part of the new legal requirement that all maintained schools are expected to have started teaching by the summer term 2021. These subjects are designed to equip children and young people with the knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life.

Understanding Relationships, Sex and Health Education at your child's secondary school: a guide for parents

Our PSHE curriculum is taught in scheduled PSHE lessons and supports young people through their physical, emotional and moral development which helps them learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood

As required by the Government by the end of secondary school, students will have been taught content on:

Emotional Wellbeing – Keeping Safe and Healthy -Social Media – Alcohol – Tobacco and drugs – Sexual Health – Respectful Relationships – Families and Parenting – Financial Choices – Careers and Your Future – Living in Modern Britain

3.2 How we teach it

All students are taught PSHE & RSE for one hour per week and taught by their class teacher and/or specialist staff. These lessons are developed by ASDAN and when applicable supported by specialist outside agencies as well as through class daily messages, assemblies and special events. Many elements are also delivered across the curriculum such as within ICT, Technology, Science and Religious Education lessons.

PSHE is also delivered through activities which are not part of subject specific lessons: • ICT • Student voice • Work with outside agencies • Educational Visits and Activities • Assemblies • Careers Interviews • Charity and Fundraising initiatives • Enrichment Events

Visitors are invited into school because of the expertise or contribution they are able to make and are supervised/supported by a member of staff at all times. We also use outside agencies such as school nurses. All students are included in lessons, regardless of ability or special educational needs and/or disability. In our staff training sessions we emphasise the importance of teachers not letting their personal beliefs and attitudes influence teaching. If teachers have concerns about their ability to teach certain areas of the curriculum without letting their personal beliefs and attitudes affect them, they should speak to AN or KC.

The school follows the national curriculum and ASDAN short course scheme of work for secondary schools. PSHE is not an exam based subject, teachers will therefore not grade

student work according to levels but will follow the school policy on reporting on the completion of work and effort that students make in their lessons.

4. Roles and responsibilities

4.1 The governing board

The governing board will approve the PSHE & RSE policy, and hold the headteacher to account for its implementation.

4.2 The headteacher

The headteacher is responsible for ensuring that PSHE is taught consistently across the school. It is also their responsibility to manage any requests to withdraw pupils from non-statutory components of RSE

4.3 Staff

Staff are responsible for:

- Delivering PSHE & RSE in a sensitive way - Modelling positive attitudes to PSHE & RSE -
- Monitoring progress. - Responding to the needs of individual students - 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 Head teacher.

4.4 Students

Students are expected to engage fully in PSHE and RSE and, when discussing issues related to PSHE and RSE, treat others with respect and sensitivity. There is an expectation that all pupils fully engage in PSHE and RSE.

4.5 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.

Right to withdraw

Parents/carers have the right to request their child be withdrawn from some or all parts of sex education delivered, but not from sex education within the national curriculum which includes elements such as puberty and reproduction which is also within the science curriculum in all maintained schools.

Parents also are unable to withdraw their child from Health Education or the Relationships Education element of Relationships and Sex Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

Understanding Relationships, Sex and Health Education at your child's secondary school: a guide for parents

A request to withdraw must be made in writing and submitted to the Headteacher for consideration. The head teacher retains the right to grant parents'/carers' request until three terms before the child turns 16.

Three terms before students turn 16, they can opt back into sex education against their parent/carer wishes. Should this occur, the school will provide sex education during one of the three remaining terms. Those parents/carers wishing to exercise this right are invited to discuss their objections and concerns and reflect on the impact withdrawal may have on their child. Parents have the right to withdraw pupils from non-statutory components of RSE up to the age of 16 (or up to three terms before their 16th birthday)

5. Monitoring arrangements

The delivery of PSHE is monitored by AN and KC through: Learning walks, feedback from staff and students. Monitoring of student workbooks.

This policy will be reviewed by AN annually. At every review, the policy will be approved by the governing board and headteacher

6. Links with other policies

This policy links to the following policies and procedures:

1. Safeguarding Policy
2. T&L Policy
3. Behaviour Policy
4. Curriculum Policy
5. Remote Learning Policy