

# PSHE & RSE POLICY

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<b>NAME OF RESPONSIBLE DIRECTOR/PRINCIPAL:</b>	CEO, Sector Directors & Academy Principals
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## 1. Aims of PHSE

As part of our Citizenship curriculum, Bayside 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.

Bayside 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. This is based on the Coram Life Education charity's 'SCARF' resources. Bayside Academy also uses the Zones of Regulation approach to teach children self-regulation and emotional control. This ensures that a common language is used throughout the school when discussing emotions.

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 Bayside 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.

## 1. 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." Secondary teaching builds 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 primary school level relates to the 'Relationships Education' section of the guidance and includes:

- Identifying different types of relationships starting with friendships and family relationships
- Knowing how to create and maintain various positive, healthy relationships including online
- Having, and showing, respect for everybody
- Learning about emotional wellbeing and how this can be achieved and maintained
- Teaching about personal space and how to protect this
- Learning how they can keep themselves safe including online
- Recognising different forms of abuse and how this should be reported including online abuse
- Learning about the stages of puberty and naming body parts

*Relationships Education, Relationships and Sex Education (RSE) and Health Education. DfE Guidance page 29*

The content of the Sex Education lessons follow guidance from the PSHE Association.

Bayside 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.

## 2. 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)
- Keep to 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 Bayside Academy receive safeguarding training.

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

## 3. Equality

The PSHE and RSE policy at Bayside 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 Bayside 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.

## 4. SEND

Bayside 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.

## 5. 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.

## 6. Roles and Responsibilities

### **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 Bayside 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 Bayside 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.

## **7. 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. This applies only to one lesson that occurs in Year 6 within the topic, Growing and Changing.

## **8. Visitors**

Bayside Academy value 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 Academy.

All visitors are subject to the Academy's Child Protection and Safeguarding policy and the credentials of visiting organisations and any visitors linked to external agencies are always checked. The 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, The 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 the Academy's Safeguarding Policy.

## **9. 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. Flexibility is included in this approach for times when pupils ask questions outside the scope of this policy or in response to events / circumstances, so that teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Appendix 1: PSHE and wellbeing long-term plan - including DfE statutory requirements for **Relationships Education** and **Health Education**

Year/Term Link to Year group plans	1 Me and my Relationships	2 Valuing Difference	3 Keeping Myself Safe	4 Rights and Responsibilities	5 Being my Best	6 Growing and Changing
<b>EYFS</b> <a href="https://www.coramlifeeducation.org.uk/scarf/year/R">https://www.coramlifeeducation.org.uk/scarf/year/R</a>	What makes me special People close to me Getting help Zones of Regulation	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages
<b>Y1</b> <a href="https://www.coramlifeeducation.org.uk/scarf/year/Y1">https://www.coramlifeeducation.org.uk/scarf/year/Y1</a>	Feelings Getting help Classroom rules Zones of Regulation	Recognising, valuing and celebrating difference Developing tolerance and respect	How our feelings can keep us safe Keeping healthy Medicine Safety	Taking care of things: My self My money My environment	Growth Mindset Keeping by body healthy	Getting help Becoming independent My body parts
<b>Y2</b> <a href="https://www.coramlifeeducation.org.uk/scarf/year/Y2">https://www.coramlifeeducation.org.uk/scarf/year/Y2</a>	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation Zones of Regulation	Being kind and helping others  Listening Skills	Safe and unsafe secrets  Appropriate touch  Medicine safety	Cooperation  Self-regulation	Growth Mindset  Looking after my body	Life cycles  Dealing with loss  Being supportive
<b>Y3</b> <a href="https://www.coramlifeeducation.org.uk/scarf/year/Y3">https://www.coramlifeeducation.org.uk/scarf/year/Y3</a>	Cooperation Caring friendships (Includes respectful relationships) Zones of Regulation	Recognising and respecting diversity Being respectful and tolerant	Managing risk Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped	Keeping myself healthy Celebrating and developing my skills	Relationships Menstruation Keeping safe
<b>Y4</b> <a href="https://www.coramlifeeducation.org.uk/scarf/year/Y4">https://www.coramlifeeducation.org.uk/scarf/year/Y4</a>	Recognising feelings Bullying Assertive skills Zones of Regulation	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment	Body changes during puberty Managing difficult feelings Relationships including marriage



<b>Y5</b> <a href="https://www.coramlifeeducation.org.uk/scarf/year/Y5">https://www.coramlifeeducation.org.uk/scarf/year/Y5</a>	Feelings Friendship skills, including compromise Assertive skills Zones of Regulation	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including staying safe online Norms around use of legal drugs (tobacco, alcohol)	Rights and responsibilities Rights and responsibilities relating to my health Decisions about lending, borrowing and spending	Growing independence and taking responsibility Media awareness and safety	Managing difficult feelings Managing change Getting help
<b>Y6</b> <a href="https://www.coramlifeeducation.org.uk/scarf/year/Y6">https://www.coramlifeeducation.org.uk/scarf/year/Y6</a>	Assertiveness Cooperation Safe/unsafe touches Zones of Regulation	Recognising and reflecting on prejudice- based bullying Understanding Bystander behaviour	Emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money	Aspirations and goal setting Managing risk	Keeping safe Body Image Self esteem

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

TO BE COMPLETED BY PARENTS			
Name of child		Class	
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	