



# All Saints National Academy

## PSHE/RSE

### Policy Review

This policy will be reviewed in full by the Governing Body on an annual basis.

The policy was last reviewed and agreed by the Governing Body on 01/09/21

It is due for review on 01/09/2023 (up to 24 months from the above date).

Signature .....

Date .....

Principal

Signature .....

Date .....

Chair of Governors

## **POLICY INTRODUCTION**

**At All Saints National Academy, we endeavour to help everyone achieve their potential. By listening to each other, thinking about what we do, checking our outcomes and always striving to improve we will ensure that everyone can be safe, happy and successful.**

## **POLICY STATEMENT OF INTENT**

At our academy we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships and health education, which must be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education. Within this area we also aim to enhance the moral development of our pupils in line with our academy core vision and values.

The distinctive Christian characteristic of the academy provides the context within which all personal development takes place. This means that Christian values and attitudes (with the emphasis on the importance of marriage, the family and stable relationships to build a child's self-esteem, self-awareness and a sense of moral responsibility) will permeate the curriculum, both explicit and hidden. It is taught in the context of marriage and family life. SRE is part of a child's broad, balanced curriculum, integral to the basic curriculum of the academy and part of the child's all-round development.

SRE is about physical, moral and emotional development. It aims to deliver three main elements:-

### **1. Attitudes and Values**

- Learning the importance of values and moral considerations
- Learning the value of family life, marriage and stable relationships
- Learning the value of love, respect and care

### **2. Personal and Social Skills**

- Learning to manage emotions and relationships confidently and sensitively
- Developing empathy and self-respect
- Learning to make choices without prejudice
- Appreciating the consequences of choices made
- Managing conflict
- Recognising and avoiding exploitation and abuse

### **3. Knowledge and Understanding**

- Learning about and understanding physical development
- Understanding human sexuality, reproduction, sexual health emotions and relationships
- Learning the reasons for delaying sexual activity

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based SRE curriculum for all our pupils. This policy sets out the framework for our relationships, sex and health curriculum, providing clarity on how it is informed, organised and delivered. Through the work covered, we aim to meet the needs of all our pupils and respond to the range of cultures and sexual diversity.

### **LEGAL REQUIREMENTS OF SRE**

Some elements of SRE, as set out in the National Curriculum 2014, are statutory and mandatory for all pupils.

This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'

This policy operates in conjunction with other academy policies:

### **ROLES AND RESPONSIBILITIES**

**The Local Academy Committee is responsible for:**

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Ensuring the religious ethos of the academy is maintained and developed through the subjects.

**The Principal is responsible for:**

- The overall implementation of this policy.

- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the Local Academy Committee on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

**The Pastoral Lead is responsible for:**

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the academy meets its statutory requirements in relation to the SRE curriculum.
- Ensuring the SRE curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the SRE curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the principal.

**1.1. The appropriate teachers/ teachers are responsible for:**

- Delivering a high-quality and age-appropriate SRE curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to SRE.
- Responding to any safeguarding concerns in line with the **Child Protection and Safeguarding Policy**.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the **SENCO** to identify and respond to individual needs of pupils with SEND.
- Working with the Pastoral Lead to evaluate the quality of provision.

**1.2. The SENCO is responsible for:**

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.

**ORGANISATION OF THE CURRICULUM**

Every primary school is required to deliver statutory relationships education and health education. All schools have a legal requirement to teach the following as part of the National Curriculum Science Orders, parents **do not** have the right to withdraw their child/children.

### **National Curriculum Science Key Stage 1**

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Notice that animals, including humans, have offspring which grow into adults.

### **Key Stage 2**

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age.

For the purpose of this policy, **“relationships and sex education”** is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.

For the purpose of this policy, **“health education”** is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.

The delivery of the relationships education and health education coincide with one another and will be delivered as part of the academy bespoke **“BE” SEMH curriculum**.

The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) ‘Relationships, Education, Relationships and Sex Education (RSE) and Health Education’ guidance.

The relationships and health curriculum is informed by issues in the academy and wider community to ensure it is tailored to pupils’ needs; for example, if there was a local prevalence of specific sexually transmitted infections, our curriculum would be tailored to address this issue.

### **DELIVERY OF THE CURRICULUM**

The SRE will be delivered as part of our **bespoke “BE” PSHE curriculum**.

Through effective organisation and delivery of the subject, we will ensure that:

- Core knowledge is sectioned into units of manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.

Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriate to the pupil's age.

Any resources or materials used to support learning will be formally assessed by the **Pastoral lead** before use to ensure they are appropriate for the age and maturity of pupils, and sensitive to their needs.

Pupils will be taught about LGBTQ+ in **Year 6**; however, we will always consider the development and maturity of pupils before teaching this topic. We will ensure that this content is fully integrated into the SRE curriculum, rather than delivered as a standalone unit or lesson.

The academy will undertake informal assessments in line with academy policy and other subjects taught to determine pupil progress.

### **WORKING WITH EXTERNAL VISITORS**

External experts may be invited to assist from time-to-time with the delivery of the programme and will be expected to comply with the provisions of this policy.

The academy will ensure all visitor credentials are checked before they are able to participate in delivery of the curriculum, in line with the **Visitor Policy**.

Before delivering the session, the academy will discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.

The academy will also ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND.

The academy will agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the **Child Protection and Safeguarding Policy**.

### **EQUALITY AND ACCESSIBILITY**

The academy understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their:

- Age
- Sex or sexual orientation
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership

The academy is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum.

The academy understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about SRE, and the programme will be designed to be inclusive of all pupils.

Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs.

The academy has organised a curriculum that is age-appropriate for pupils within each year group, based on the views of teachers, parents and pupils.

When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

### **WORKING WITH PARENTS OR CARERS**

The academy understands the important role parents play in enhancing their children's understanding of SRE. Similarly, we also understand how important parents' views are in shaping the curriculum.

As an academy we will work closely with parents and carers to raise the awareness of the breadth of SRE, how and when it is taught.

The policy and programme of work is available to all parents and carers upon request. We acknowledge the right of parents/carers to withdraw their child from those aspects of the SRE programme not included in the NC science. However, we encourage all parents who have concerns to discuss these with the Principal or a member of the leadership team.

The academy aims to build positive relationships with parents by inviting them into the academy to discuss what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum.

Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by:

- Organising a meeting with the Principal.
- Emailing [postbox@asna.walsall.sch.uk](mailto:postbox@asna.walsall.sch.uk)
- Submitting written feedback via class d'oyo marked confidential

### **WITHDRAWAL FROM THE SUBJECTS**

Relationships and health education are statutory at primary and parents **do not** have the right to withdraw their child from the subjects.

As sex education is not statutory at primary level (other than what must be taught as part of the science curriculum), parents have the right to request to withdraw their child from all or part of the sex education curriculum.

Prior to the Principal granting any withdrawal requests, she will discuss the request with the parent and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

The Principal will discuss with the parent, the benefits of receiving this important education and any adverse effects that withdrawal may have on the pupil – this could include, for example, social and emotional effects of being excluded.

The Principal will keep a record of the discussion between themselves, the pupil and the parent.

The Principal will grant a parent's request to withdraw their child from sex education, other than the content that must be taught as part of the science curriculum.

Where a pupil is withdrawn from sex education, the Principal will ensure that the pupil receives appropriate alternative education.

### **CONFIDENTIALITY**

Confidentiality within the classroom is an important component of SRE, and teachers are expected to respect the confidentiality of their pupils as far as is possible.

Teachers will, however, alert the Principal about any suspicions of inappropriate behaviour as per the academy **Child Protection and Safeguarding Policy**.

Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the **DSL** and handled in accordance with the **Child Protection and Safeguarding Policy**.

### **MONITORING AND EVALUATION OF THE SUBJECT**

The academy has established an on-going process of monitoring the SRE programme through the work of the Pastoral Lead, which includes lesson observation, and teacher, pupil, parent or carer feedback. The Pastoral lead will create annual subject reports for the Principal and Local Academy Committee to report on the quality of the subjects.

### **MONITORING AND REVIEW OF THIS POLICY**

This policy will be reviewed on an annual basis by the Pastoral lead and Principal. The next scheduled review date for this policy is September 2023. Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.

This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.