PSHE POLICY

(INCLUDING RELATIONSHIPS, HEALTH AND SEX EDUCATION)

Rationale

This policy sets out ways in which Abbot's Lea School provides Relationships, Health and Sex education for its students. We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the current legislation. We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that are connected with this policy.

Aims and teaching of the RSHE curriculum

At Abbot's Lea School, we have at the heart of our curriculum three main aims. We support students in becoming the adult who: -

- contributes to society;

- lives as independently as possible and

- enjoys living their life as much as possible.

The RSHE curriculum is no exception to this. We teach students the knowledge they need to understand what a healthy relationship is and how to make choices that keep their body and mind as healthy as possible. Qualified teachers will lead PSHE and these teachers will be provided with training. Throughout the year, external contributors may add to our core PHSE offer. In line with our safeguarding duty, we will always ensure that the content of their delivery is relevant and appropriate.

The DfE recommends that all primary schools "have a sex education programme tailored to the age and the physical and emotional maturity of the pupils." We believe children should understand the facts about human reproduction before they leave primary school. As such, we define sex education as information about reproduction. At the appropriate time, the focus will move to developing intimate relationships, to equip your child with knowledge they need to make safe, informed and healthy choices as they progress through adult life.

It involves teaching children about reproduction, sexuality and sexual health. It does not promote early sexual activity or any particular sexual orientation. We work hard to ensure that students are taught the importance of equality and respect and that all teaching is sensitive and age appropriate. Therefore, at the appropriate time we will teach students about LGBT+ matters not as stand-alone lessons but being fully integrated into their programmes of study.

Legislation and the right to request withdrawal

Primary Department

From September 2020 Relationships and Health Education must be taught to all primary age students in schools in England. In both subjects, families will not be able to request for their children to be withdrawn. Sex Education is not compulsory in Primary Schools. However, we do cover some aspects of sex education as endorsed by NSPCC and PHSE Association. We always tailor our educational input to the age and the developmental, physical and emotional maturity of the students we teach. Families do have the right to request that their child be withdrawn from sex education (beyond the national curriculum for science.) We ensure that when a child is withdrawn, alternative arrangements are made for that child during the sex education lesson.

The Deputy Headteacher responsible for Teaching and Learning across the school will consider this request and discuss it with you. You can make the request by contacting Mrs Tobin, Deputy Headteacher: deputy@abbotsleaschool.co.uk

Secondary Department

From September 2020 Relationships, Sex and Health Education must be taught to all secondary age students in schools in England. Families have the right to request that their child be withdrawn from some or all sex education lessons until 3 terms before their 16th birthday. Students have the right to opt back in to sex education after the age of 15. Some parts of sex and relationship education are compulsory - these are part of the national curriculum for science.

The Deputy Headteacher responsible for Teaching and Learning across the school will consider this request and discuss it with you. You can make the request by contacting Mrs Tobin, Deputy Headteacher: deputy@abbotsleaschool.co.uk

Curriculum content – Primary Department

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online. Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect. By the end of primary school, students will have been taught the following content:

• families and people who care for me

• caring friendships

• respectful relationships

• online relationships

• being safe

Curriculum content – Secondary Department

By the end of secondary school, students will have been taught the following content:

• families

• respectful relationships, including friendships

• online media

• being safe

• intimate and sexual relationships, including sexual health

• mental wellbeing

• internet safety and harms including AI and Deepfakes

• physical health and fitness

• healthy eating

• drugs, alcohol and tobacco

• health and prevention

• basic first aid

• changing adolescent body

Consultation with families

This policy is shared actively with families annually and families are encouraged to feedback any thoughts to the Deputy Headteacher (deputy@abbotsleaschool.co.uk)

Consultation with students

At the end of each unit of work, students' views are sought through a student voice review Teachers respond to any questions and concerns individually or by addressing the concerns with the whole class, as is most appropriate and respectful to all students concerned. These reflections will form an important aspect of teacher assessment.

Creating a safe and supportive learning environment, safeguarding and confidentiality

A safe learning environment is essential. Clear "ground rules" and a confidentiality protocol that is understood by all is essential. In the classroom, students may ask questions that are unpredictable. Where a question seeks clarification of prior learning, this can be addressed there and then. If the question requires careful consideration, the teacher will validate the importance of the question and will answer the question before or in the next lesson. The answer may be given privately or publicly as in most appropriate. In all PHSE lessons, a box will be available for students to place questions in, in case they have questions they do not wish to verbalise. Questions will be answered clearly, honestly and in a way that is age appropriate. Through the PSHE curriculum students will be encouraged to develop the skills to make a disclosure.

Given the content of PHSE discussions, it is possible that a student may make a disclosure or ask a question that raises a safeguarding concern. If this happens, we will carefully discourage

the student from making the disclosure in front of other students. We will supportively move the student to a private space, and we will follow the protocol for taking this disclosure seriously and escalating as appropriate, as set out in KCSiE.

Responsibility for the Policy and Procedure Entitlement and Equality of Opportunity

We promote the needs and interest of all pupils, irrespective of protected characteristics as outlined in the Equality Act. Teaching will take into account the safe, ability, readiness and cultural backgrounds of students (and those with English as a second language) to ensure that they can all access PHSE education provision. We will promote diversity and include and consider all pupils needs by ensuring that the curriculum represents a full range of backgrounds and circumstances.

We will not deny the opportunity to this learning through withdrawing students for interventions and/or therapies. We will ensure that where this does occur, students will catch up with their learning.

Review Role of the Governing Body

The Governing Body has:

The Governing Board is responsible for ensuring that the school fulfils its statutory duties in relation to PSHE and RSHE. It delegates day-to-day implementation of the policy to the Headteacher whilst providing strategic oversight and challenge through governor visits, meetings and regular monitoring.

The Governing Board will:

- Ensure the school complies with all relevant legislation and statutory guidance.
- Monitor the effectiveness of PSHE and RSHE provision.
- Ensure sufficient funding, staffing, resources and curriculum time are allocated.
- Review and approve the policy and ensure it remains current.
- Ensure families have access to clear information about curriculum content and withdrawal rights.
- Promote equality, inclusion and accessibility for all students.
- Ensure teaching and learning meet the needs of students with SEND.
- Monitor student outcomes and the quality of provision.
- Ensure appropriate arrangements are in place to address prejudice-related incidents.
- Support meaningful student voice and consultation through the School Council and other feedback mechanisms.

Role of the Headteacher

The Headteacher will provide strategic leadership for PSHE and RSHE, ensuring these subjects are a priority within the school's wider approach to safeguarding, personal development and preparation for adulthood. The Headteacher will:

- Ensure the effective implementation of this policy through delegated leadership arrangements.
- Promote a whole-school approach that supports students to be safe, healthy, happy and prepared for life beyond school.
- Ensure appropriate arrangements are in place for students who are withdrawn from non-statutory Sex Education lessons.
- Ensure staff, students and families are aware of and comply with this policy.
- Ensure suitable risk assessments are in place, reviewed regularly and accessible to relevant staff.
- Promote a culture based on equality, respect, inclusion and the principles of the United Nations Convention on the Rights of the Child.
- Monitor the quality and effectiveness of provision through the school's leadership and quality assurance processes.

Role of the Deputy Headteacher (overseeing all areas of the curriculum)

The Deputy Headteacher will provide strategic leadership for PSHE and RSHE across the school, ensuring that the curriculum promotes students' rights, wellbeing, safety and preparation for adulthood. The Deputy Headteacher will:

- Lead the development, implementation and ongoing review of the PSHE and RSHE curriculum.
- Promote a culture of equality, inclusion, respect and pupil voice.
- Work closely with students, including the School Council, to ensure their views help shape provision.
- Ensure staff receive appropriate training and support to deliver sensitive and complex topics confidently and appropriately.
- Consider and respond to requests for withdrawal from non-statutory Sex Education and arrange suitable alternative provision where required.
- Monitor the quality and effectiveness of provision through lesson visits, curriculum reviews, assessment information and stakeholder feedback.
- Quality assures the work of curriculum leaders and teaching teams.
- Ensure staff are appropriately trained to manage disclosures and safeguarding concerns.
- Ensure students understand how to raise concerns, seek support and report worries safely.
- Make effective use of research, guidance and best practice to continuously improve provision.
- Ensure that safeguarding considerations are reflected in curriculum planning and delivery.

Role of the Middle Leaders

Middle Leaders are responsible for the day-to-day development, implementation and quality assurance of the PSHE and RSHE curriculum. They will:

- Lead the planning, development and review of a high-quality, differentiated curriculum that meets the needs of all learners.
- Support and guide staff to ensure consistent, effective and inclusive delivery of PSHE and RSHE.
- Monitor curriculum coverage, student progress and the quality of teaching and learning.
- Ensure resources are current, appropriate and reflect statutory requirements and best practice.
- Work with external agencies and specialist providers to enhance curriculum provision and ensure contributions align with the school's planned programme and values.
- Promote equality, diversity, respect and British values throughout the curriculum.
- Keep abreast of developments in PSHE, RSHE and safeguarding and use research to inform improvements.
- Coordinate curriculum review and quality assurance activities, including gathering stakeholder feedback.
- Work with families to provide information about curriculum content, address concerns and explain parental rights regarding withdrawal from non-statutory Sex Education.
- Deliver or coordinate staff training and support.
- Ensure risk assessments are completed where necessary and that curriculum delivery remains compliant with safeguarding and equality requirements.
- Monitor and evaluate the impact of provision and contribute to the ongoing development of this policy.

Role of School Personnel

All school personnel play a key role in the effective delivery of PSHE and RSHE. Staff will:

- Implement this policy and contribute to a positive, inclusive and safe learning environment.
- Plan and deliver high-quality, differentiated learning that meets the needs of all students.
- Maintain high expectations and provide appropriate challenge and support.
- Assess learning and use assessment information to identify and respond to students' needs.
- Deliver sensitive topics professionally and confidently, seeking support where required.

- Manage disclosures and safeguarding concerns in accordance with school procedures and statutory guidance.
- Maintain appropriate professional boundaries and confidentiality.
- Promote equality, diversity, inclusion and respect for others.
- Challenge and report discrimination, prejudice and inappropriate behaviour.
- Work in partnership with families and carers to support students' personal development and wellbeing.
- Engage in relevant professional development and remain familiar with related school policies and procedures.
- Raise any concerns regarding student welfare, curriculum delivery or school practice through appropriate channels.

Role of Students

Students are expected to take an active role in their learning and contribute positively to the school community. Students will:

- Engage positively with the PSHE and RSHE curriculum and follow the expectations outlined in this policy.
- Treat others, their learning and school property with respect.
- Follow the school's Code of Conduct and contribute to a safe, inclusive and supportive learning environment.
- Understand how to raise a concern, seek support or make a report, and know how concerns will be listened to and acted upon.
- Participate in opportunities to share their views and experiences, including through the School Council, student voice activities, questionnaires and surveys.
- Respect the rights, beliefs and differences of others.
- Take increasing responsibility for their own wellbeing, safety and personal development as they prepare for adulthood.

Role of Families

Families play a vital role in supporting their child's personal development, wellbeing and preparation for adulthood. The school recognises that families are children's first educators and values a strong partnership between home and school.

Families will:

- Support the aims and values of this policy.
- Work in partnership with the school to support their child's learning, wellbeing and personal development.
- Engage with consultation opportunities relating to PSHE and RSHE provision.

- Familiarise themselves with the curriculum content and raise any questions or concerns with the school.
- Support age-appropriate discussions at home where appropriate.
- Respect the school's responsibility to deliver statutory Relationships, Health and Sex Education.
- Be informed of their rights regarding withdrawal from non-statutory Sex Education and discuss any requests with the school.
- Participate in surveys, consultations and feedback opportunities to help shape future provision.
- Support the school's Code of Conduct and contribute to a positive relationship between home and school.

The school will ensure that families are kept informed about curriculum content, policy updates and consultation opportunities, and will seek to work collaboratively with families to support positive outcomes for all students.

Frequently Asked Questions

Will my child be taught Sex Education in the Primary Department?

Relationships and Health Education are statutory and form part of the curriculum for all pupils. This includes learning about friendships, families, personal safety, healthy relationships and online safety. Where any non-statutory Sex Education content is taught beyond the National Curriculum for Science, it will be delivered in a developmentally appropriate way and families have the right to request withdrawal from these lessons.

How does the school take account of family beliefs, values and faith backgrounds?
We recognise and respect the diverse backgrounds, beliefs and values of our school community. Learning is planned sensitively and appropriately, while ensuring that all students receive the knowledge and skills they need to stay safe, healthy and prepared for life in modern Britain.

Can I withdraw my child from RSHE lessons?

Parents and carers cannot withdraw their child from statutory Relationships Education or Health Education. Requests to withdraw from non-statutory Sex Education should be discussed with the school. The school will explain the content being taught and the options available before any decision is made.

Will students learn about LGBT+ people and relationships?

Yes. The curriculum reflects the diverse society in which our students live and promotes respect, inclusion and equality. Teaching about different families, relationships and identities helps prepare students for life in modern Britain and supports the school's commitment to fostering understanding and respect for all.

How can I find out more about what my child will be taught?

Information about the PSHE and RSHE curriculum is available from the school and on the school website. Families are encouraged to contact the school if they have any questions, would like to discuss curriculum content, or wish to view resources used in lessons.

Raising Awareness of this Policy

The school will raise awareness of this policy through:

- Publication on the school website.
- Communications with families, including newsletters and curriculum information.
- Family consultation events and workshops.
- Staff meetings and training.
- Governor meetings and reports.
- Student council discussions and student voice activities.

Monitoring and Review

The effectiveness of this policy will be monitored through curriculum reviews, learning walks, student voice activities, family feedback, safeguarding monitoring and governor scrutiny.

This policy will be reviewed annually, or sooner if changes to legislation, statutory guidance or school practice require it.

Management of the Policy

The Governing Board and Headteacher are responsible for the strategic oversight of this policy. Day-to-day implementation is delegated to the Deputy Headteacher responsible for curriculum. Any concerns regarding the operation of this policy will be considered through the school's established procedures and used to inform future review and development.