

Staffordshire University Academies Trust		Trust Policy Document	
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Staffordshire University Academies Trust Relationships and Sex Education and Health Education Policy

This policy sets out the approach of Staffordshire University Academies Trust (SUAT) to Relationships and Sex Education and Health Education (RSHE). The policy applies to all of the Academies in the Trust. Individual Academies may choose to attach their own appendix to this policy.

Legal context

The Children and Social Work Act 2017 made it statutory for Primary schools to teach Relationships education and Health education and for Secondary schools to teach Relationships and Sex Education and Health Education from September 2020. Following this change to the law the Department for Education published Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019) which includes the legal requirement for Primary schools to have a Relationships Education policy and Secondary schools to have a Relationships and Sex Education policy. A Health Education Policy is not statutory but is recognised as good practice and is included here.

This policy also supports legal requirements relating to:

- The Equality Act 2010
- The Education Act 1996
- Keeping Children Safe in Education

The following trust policies are also relevant to this policy:

- Anti-bullying
- British Values
- E safety
- Safeguarding
- Drug education

Definition

RSHE supports children and young peoples' personal development including their spiritual, moral, social and cultural development. It aims to help them to deal with the real-life issues that they face as they grow up and that they will encounter as adults. Their learning will support them to make informed choices both on and off-line about their safety, physical and mental health enabling them to live positive and fulfilled lives.

RSHE is enhanced by a supportive school ethos where all are valued, positive relationships are promoted and there is a safe learning environment,

Aims

The RSHE programme aims to: -

- provide accurate, age appropriate information to all children and young people
- support the development of knowledge, skills and attitudes to enable children and young people to make informed choices
- build confidence and self esteem
- develop personal attributes
- prepare children and young people as they develop and become adults
- develop positive and inclusive attitudes to everyone, particularly to those with protected characteristics under the Equality Act 2010

The Trust Board has adopted the above aims for all children and young people educated in the Trust's Academies. *Individual Academies may add additional aims to meet the needs of their community (see Academy specific information).*

Roles and responsibilities

An effective programme of RSHE requires support from the whole school community, therefore the following role and responsibilities have been identified.

Trustees

- Oversee strategies and procedures across the Trust including the requirement in Keeping Children Safe in Education September 2024 "Governing bodies and proprietors should ensure that children are taught about how to keep themselves and others safe, including online. It should be recognised that effective education will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities".

Principal/ Head teacher

- Oversee the development and delivery of RSHE in the Academy including supporting the subject leader
- Give staff the opportunity to contribute to the development of RSHE
- Discuss the development and delivery of RSHE with executive staff and provide information for Trustees as required.
- Facilitate training for the subject leader and staff as required
- Support the subject leader's work with parents/carers so that they are kept informed of current content and delivery of the RSHE curriculum

Subject Leader

- Lead the development and delivery of effective RSHE across the Academy
- Keep up to date with latest developments in the subject
- Support staff as necessary
- Monitor and evaluate RSHE and report to the Academy Principal
- Liaise with parents and carers as necessary to keep information on the subject content and delivery up to date

All staff

- Know and implement the policy relating to RSHE
- Teach RSHE using the agreed academy curriculum
- Maintain positive and supportive links with parents and carers
- Create a safe learning environment
- Respond to the needs and questions of children, young people and their families regarding the content and delivery of the RSHE curriculum
- Monitor progress

Parents/Carers

- Will be encouraged to engage with staff to better understand the content and delivery of the RSHE curriculum
- Will be kept up to date of any changes and/or additions to the RSHE curriculum
- Will be informed of their right to withdraw their children from sex education lessons when these are scheduled

Curriculum organisation

Each Academy will decide how it organises its curriculum for RSHE, however the Trust recognises established best practice approaches including: -

- That RSHE is part of Personal, Social, Health and Economic education (PSHE education) and is best taught within this wider context.
- Regular lessons provide the best opportunity for children and young people to develop their knowledge, skills, attitudes and revisit topics when necessary.
- Lessons need to be of sufficient length to enable children and young people to fully explore topics and reflect on learning
- Focus days, visits and visitors can enhance learning but cannot replace a planned and progressive programme.
- Confident and skilled staff are best placed to deliver effective RSHE lessons particularly where sensitive or controversial issues are included
- Cross curricular links make a valuable contribution to learning and should be recognised within planning and delivery

Teaching and learning

RSHE is delivered in line with the Academy teaching and learning policy. As the subject deals with real life experiences it is important to establish a safe and positive learning environment using the following approaches:

- Establish clear ground rules in consultation with children and young people covering confidentiality, respect for others, privacy and boundaries.
- Use distancing techniques including depersonalised discussions, role play and theatre in education
- Use clear language to avoid misunderstandings
- Avoid prejudice and assumptions about children and young peoples' abilities, desires, background and experiences
- Deal sensitively with unexpected questions and comments
- Assess and build on existing knowledge and experiences
- Ensure learning is engaging using a range of activities including structured discussion and problem solving
- Provide a range of opportunities to learn, practise and demonstrate knowledge, skills and attitudes
- Allow time for reflection
- Provide differentiated learning
- Use a variety of groupings to enhance learning

- Signpost children and young people to sources of help both within and outside school as appropriate to the top

Resources

A range of resources will be used to support learning in RSHE. They will be carefully selected by teachers and overseen by the Subject Leader. They will be up to date, relevant to children and young people and consistent with the aims and values of the Trust and each individual Academy. All selected resources will be age appropriate and will be available for parents and carers to view on request.

Equality

The Equality Act sets out the duty to eliminate discrimination, advance equality of opportunity and foster good relationships between those with protected characteristics and those without. The protected characteristics are:

- Age
- Marriage and Civil partnership
- Disability
- Race
- Religion & belief
- Sexual orientation
- Sex
- Pregnancy and maternity
- Gender reassignment

In addition, schools should consider the needs of those with Special Educational Needs (SEN). The RSHE programme will meet the needs of all children and young people. Lessons will include content which will tackle discrimination and foster good relationships.

Right to withdraw

Parents and carers cannot legally withdraw their child from any aspect of Relationships Education or Health Education.

Parents and carers have the right to withdraw from Sex Education apart from content that is taught within the Science National Curriculum.

In the Trust, Primary Principals/ Head teachers may accept this having explained to the parent/carer the potential implications for their child. In the Secondary Academies a detailed discussion will take place with the parent/carer about the potential impact of withdrawing their child from these lessons. If the parent/carer still wishes to exercise their right to withdraw the Academy will provide suitable alternative learning activities at the time the lessons are taking place.

The parent and carer right to withdraw applies up to three terms before the young person turns 16. After that point if the young person wishes to receive sex education the Academy will make the appropriate arrangements.

Academies in the Trust will inform parents/carers when sex education lessons will take place and remind them of their right to withdraw. Parents and carers must inform the academy of their intention to withdraw their child.

Safeguarding

RSHE and Health Education include sensitive topics and it is therefore possible that discussions will prompt safeguarding disclosures. Reference should be made to SUAT safeguarding policies and procedures to deal with any disclosures appropriately and sensitively

The Subject Leader and teacher should discuss with the Designated Safeguarding Lead in the academy any potentially sensitive topics. Appropriate steps must be taken to provide additional support for children and young people if required.

Staff should consider the timing of lessons to ensure that children and young people have the opportunity to report any concerns they may have either that day or the following day. Staff should regularly remind children and young people about the academy procedures for safeguarding particularly about how they can access help if they have concerns about the safety of themselves or their peers.

Monitoring and evaluating

The Principal/ Head teacher and Subject Leader will have responsibility for monitoring and evaluating RSHE in line with other subjects in the Academy. This could include scrutiny of planning, lesson observations, learning walks, evidence of learning, feedback from staff, parents/carers and children and young people.

Professional development

The Principal/ Head teacher and Subject Leader will regularly assess the professional development needs of staff. Appropriate development will be provided using internal or external expertise.

Communication of policy

The Trust policy will be available on the Trust website.
Individual academy policies will be available on their websites.
Copies can be requested from each academy office.

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Academy specific information

Moorgate Primary Academy specific information

RSE is most effective when it meets the needs of children and young people therefore each academy should set out their policy for the following, below is specific information relating directly to Moorgate Primary Academy.

Aims/Intention

The intention of the RSE curriculum at Moorgate is to ensure that:

- There is a broad and considered PSHE curriculum to ensure that children will be 21st century ready. It is essential that we are thinking “beyond our own time”. This is reflected in Moorgate’s Curriculum intent.
- The RSE curriculum reflects the statutory changes that will become compulsory from September 2020.
- PSHE and RSE teaching directly improves physical health, emotional well-being & safeguarding.
- Children are equipped with the knowledge, skills and attributes to deal with crunch moments and make informed choices.
- Confidence and self-esteem is built.
- Children develop positive and inclusive attitudes to everyone, particularly to those with protected characteristics under the Equality Act 2010.

Support

- An effective and purposeful RSE curriculum requires the support from the whole school community, therefore the following roles and responsibilities have been fulfilled.
- Mr. Williams, Executive Headteacher, oversees the development and delivery of RSHE within the academy including supporting the subject leader.
- Mrs. Eaglefield, Head of School, is responsible for the leading and developing RSHE across the school.
- Teaching staff are required to teach RSE using the agreed academy curriculum.
- Training and support for all staff is facilitated through the subject leader and the Head of School.
- The multi-academy trust will hold termly network meetings for the PSHE leader to work with other professionals to stay up to date with the latest changes.
- All staff, including support staff, are responsible for knowing and implementing the policy relating to PSHE and RSE.
- Parents liaison and support is directly through the class teachers and subject leader.
- The development and delivery of RSE is shared with the Local Academy Council through the Head of School and subject leader.

Curriculum content

Moorgate Primary Academy recognises that best practise is when RSE is taught as part of the Personal, Social, Health and Economic Education (PSHE) and is taught within a wider context. Below is an outline of the approach taken:

Moorgate Primary Academy defines sex education as:

- Understanding and knowing the correct names for the body parts including the reproductive system
- Understanding and knowing the changes the body will go through as they enter puberty
- Preparing children as they develop and become adult
- Providing accurate, age appropriate information to all children

- Moorgate uses the PSHE Association Curriculum including the core themes and recommended topic areas. Each core theme is taught over a term
- RSE will be taught within a broader PSHE education programme. RSE enhances and is enhanced by learning related to topic including anti-bullying, keeping safe on and off-line, keeping physically and mentally healthy. The spiral approach is taken, which gradually revisits and reintroduces topics at a deeper and more complex level at teach key stage or year group.
- When medium term planning, teachers will ensure that they include lessons that focus upon the skills and attributes that are specific to this community based on Moorgate's Curriculum intent.
- Focus days, visits and/or visitors are regularly considered to enhance the teaching of RSE, for example, a talk from the School Nurse, however these do not replace a planned and progressive programme of study taught by the class teachers.
- Carefully considered training and updates are planned in over the academic year ensuring staff are confident and skilled. Teachers are seen as best place

to deliver effective RSE lessons particularly where sensitive or controversial issues are included.

- A wide range of age-appropriate, visual story texts relating to puberty and relationships are available and planned in to support the teaching of RSE. All resources are regularly updated and carefully selected by individual teachers and overseen by the subject leader.

Below are the key areas of the Curriculum for Relationship & Health Education outlined into individual year groups. A printed version will be available to collect on request from the office.

Year Group	Relationship Education	Health Education
Years 1 & 2	<ul style="list-style-type: none"> • Roles of different people; families and feeling cared for • How behaviour affects others; being polite and respectful • Recognising things in common and differences; playing and working cooperatively; sharing opinions. 	<ul style="list-style-type: none"> • Safety in different environments; risk and safety at home; what to do in an emergency • Why sleep is important; medicines; keeping teeth healthy; managing feelings and asking for help • Correctly naming body parts including external genitalia.
Years 3 & 4	<ul style="list-style-type: none"> • What makes a family; features of family life • Positive friendships, including those online • Respecting differences and similarities; discussing difference sensitively. 	<ul style="list-style-type: none"> • Healthy choices and habits; what affects feelings and expressing feelings • Physical and emotional changes in puberty; personal hygiene routines and support with puberty • Medicines and household products; drugs common to everyday life e.g. antibiotics.
Years 5 & 6	<ul style="list-style-type: none"> • Managing friendships and peer influence • Responding respectfully to a wide range of people; recognising prejudice and discrimination • Attraction to others; romantic relationships; civil partnership and marriage. 	<ul style="list-style-type: none"> • Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies • Personal identity; recognising individuality and different qualities; mental wellbeing, increasing independence; managing transition • Human reproduction and birth.

Teaching and learning

- Each core theme is taught over a term. PSHE is taught as a weekly, stand-alone subject with each session lasting a minimum of 30 minutes being taught by the class teacher.
- Each lesson will end with a moment to reflect in order to revise and surmise the main points of the lesson.
- At the start of each core theme there is a whole school assembly to launch the focus of the upcoming PSHE sessions. All staff attend this assembly to highlight the importance of the subject.
- Teachers shall be facilitators. They will ask questions to provoke thought and appropriate debate. Through observing and swopping, teachers will address any misconceptions.
- Clear ground rules are established and recalled during each PSHE lesson that have been developed in consultation with children.

- Teachers and support staff will be ready to provide a range of opportunities to learn, practise and demonstrate knowledge. They will deal sensitively with unexpected questions and comments.
- Written work is not expected; each class will have an 'evidence folder'. Post-it notes, annotated group resources/or teacher-pupil reflections will be included.
- Each classroom will have a PSHE display highlighting the terms core theme, celebrating pupils work and pose questions that have been developed through individual lessons. This shall we updated with pupils work weekly and termly throughout a theme.
- Summative assessments will be made by the class teacher and shared with the senior leadership team. A class evidence folder will be kept up-to-date to show progression across a core theme.

Monitoring and evaluating

RSE will be monitored termly by the subject leader as part of the wider PSHE curriculum and over seen by the Head of School, in line with other subjects within the Academy. Monitoring will be proportionate to the needs and developments with the PSHE curriculum and feedback will be given to the necessary stakeholders in a timely and appropriate manner.

This could include:

- Planning trawls,
- Lesson observations,
- Learning walks,
- Staff, pupil and/or parent voice,
- Assessments,
- Evidence folder