



PSHE & Education policy

Date Published	May 2021
Version	2
Approved Date	May 2024
Review Cycle	Annual
Review Date	May 2025

An academy within:



“Learning together, to be the best we can be”



1. Policy Statement of Intent

- 1.1. At Kelford 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 and secondary aged pupil.
- 1.2. Relationships education focuses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy; their belief in their ability to succeed. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.
- 1.3. Kelford School believes that relationship and sex education is part of the educational entitlement of all students. Kelford School is concerned with educating the whole child and recognise that sexuality development is an integral part of a student's personal development. We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships and sex and health curriculum for all our pupils. The term Relationships and Sex Education, RSE, is used in this policy rather than Sex Education. This is to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values, developing self-esteem and the skills to manage relationships.
- 1.4. This policy sets out the framework for our relationships, sex and health curriculum, providing clarity on how it is informed, organised and delivered. Relationship and Sex Education along with Health Education are delivered through the whole school PSD Curriculum (Personal and Social Development)
- 1.5. Autistic students account for approximately 40% of our school population. The nature of autism means that students may be more vulnerable to abuse and exploitation than their **neurotypical** peers. The social understanding and interactional difficulties of students with autism can lead to very specific difficulties around personal relationships and sexuality. Some students with autism may be confused about what is acceptable public behaviour, they may need to be taught the skills that other young people acquire incidentally. These children need help to develop skills to reduce the risks of being abused and exploited and to learn what sorts of behaviour are and are not, acceptable. They may need help and guidance around making and understanding personal relationships.
- 1.6. All our RSE and PSHE frameworks are underpinned by our P.R.I.D.E. values, ensuring that all young people are treated with dignity, and that they have a voice in all aspects of their RSE work. We seek the pupils' views about RSE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change.



1.7. RSE will be given to ensure quality of access for all pupils (where appropriate) regardless of gender, race or disability, so giving equal opportunities and avoiding discrimination.

1.8. Our **PRIDE** values are:

Pupil Voice - enabling all learners to communicate their needs, choice and control

Respect - respect for one another and our environment

Independence - encouraging all learners to be as independent as possible

Dignity - implementing the highest levels of care and concern at all times

Entitlement - the right to receive a broad and balanced, high quality, personalised learning programme, which the school values.

Language

1.9. Children and young people will be supported with their own communication methods so that they always have a valued input in the lessons/sessions, with the use of Makaton and Boardmaker symbols to support their understanding.

1.10. This policy helps ensure that the whole school community (pupils, parents/carers, staff, and governors) have a shared understanding of this important area of the curriculum. It is accessible to all stakeholders on the school website or by request.

2. Health, Relationships and Sex Education Policy Legal Framework

Statutory requirements

2.1. As an Academy providing education for primary aged students, we must provide relationships education to all pupils as per section 34 of the Children and Social Work Act 2017.

2.2. We do not have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is like the National Curriculum including requirements to teach Science; which would include the elements of sex education contained in the Science curriculum.



- 2.3. In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996.
- 2.4. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:
- Equality Act 2010
 - DfE (2018) 'Keeping children safe in education'
 - DfE (2021) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
 - DfE (2015) 'National Curriculum in England: Science programmes of study'
 - The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
 - Children and Social Work Act 2017
 - Section 80A of the Education Act 2002
 - Children and Social Work Act 2017
 - DfE (2013) 'Science programmes of study: Key Stages 1 and 2'

3. Health, Relationships and Sex Education Roles & Responsibilities

- 3.1. The Academy council is responsible for:
- 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.
 - Ensuring that clear information is provided 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.
- 3.2. The Headteacher 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 and discussing requests from parents to withdraw their children from the subjects.
 - Organising alternative education for pupils, where necessary, which is appropriate and purposeful.
 - Reporting to the governing board on the effectiveness of this policy.
 - Monitoring and evaluating the effectiveness of the subject and providing a report to Governors as part of the Headteacher's Report.



- Reviewing this policy on an annual basis.
- 3.3. Teaching Staff are responsible for:
- Delivering a high-quality and age-appropriate relationships, sex and health 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 relationships, sex and health education.
 - 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.

4. Health, Relationships and Sex Education – Organisation of the Curriculum

- 4.1. Every primary school is required to deliver statutory relationships education and health education. All schools providing secondary education are required to deliver statutory RSE and all state-funded schools are required to deliver health education.
- 4.2. For the purpose of this policy, **“relationships and sex education”** within the primary curriculum 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. **“Relationships and sex education”** within the secondary curriculum is defined as teaching pupils about developing healthy, nurturing relationships of all kinds, and helping them to understand human sexuality and to respect themselves and others.
- 4.3. For the purpose of this policy, **“Health education”** within the primary curriculum 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. **“Health education”** within the secondary curriculum is defined as teaching pupils about how they can make good decisions about their own health and wellbeing, and how physical health and mental wellbeing are interlinked.
- 4.4. The delivery of the relationships education and health education coincide with one another and will be delivered as part of the school’s Personal & Social Development curriculum.



- 4.5. The PSD curriculum is organised in to the following areas following guidance from the PSHE association and contains all statutory RSE and Health education:
- Growing & Changing
 - Healthy Lifestyles
 - Managing Feelings & Wellbeing
 - Self-Awareness
 - The World I Live In
 - Self-Care, Support & Safety
 - Online Safety
- 4.6. Long term plans and developmental progression documents support the implementation of the curriculum and highlight where and when pupils learn the different aspects of RSE and Health. The long-term plan is available on the school website.
- 4.7. We recognise the complex and diverse needs of our learners, and as such all aspects of RSE are delivered at an appropriate developmental stage. Where pupils are of secondary age but not developmentally ready for secondary RSE education, teachers along with PSD leads will make careful considerations as to how best to adapt learning so that pupils have an appropriate awareness of all aspects of RSE, whilst being mindful that pupils still need to revisit and overlearn earlier concepts
- 4.8. We consult with parents, pupils and governors and staff in the following ways:
- Pupil voice - and surveys
 - Staff training sessions
 - Meetings
- 4.9. The school has organised a curriculum that is age and stage appropriate for pupils within each year group
- 4.10. It is good practice to use medically correct terms for genitalia and sexual parts of the body, for example vulva, vagina, penis and testicles. Ofsted provides full support for this approach (2013) and have raised concerns that some schools are currently failing to teach this vocabulary because this leaves children unable to describe abusive behaviours. The use of respectful language which challenges sexism, homophobia and other forms of prejudice can be established in RSE and will have benefits for the whole school community – both in and out of lessons. Ofsted found that casual use of homophobic language in schools is often unchallenged (2013). Children at primary and secondary level need to know that using the word 'gay', to mean something is rubbish is wrong.



5. Health, Relationships and Sex Education Working with Parents

Parental Consultation and right to withdraw

- 5.1. The school understands the important role parents play in enhancing their children's understanding of relationships, sex and health. The school understands that the teaching of some aspects of the curriculum may be of concern to parents. The long-term plan for PSD highlights where and when in the curriculum RSE topics are delivered. Parents do not have the right to withdraw their children from statutory relationships education, however If parents have concerns regarding RSE and health education, they may contact school and request a meeting with the PSD leads and/or the Head Teacher as required.

6. Relationships and Sex Education Safeguarding & Confidentiality

- 6.1. All pupils will be taught about keeping themselves safe, including online, as part of a broad and balanced curriculum.
- 6.2. Confidentiality within the classroom is an important component of RSE and health education, and all members of staff are expected to respect the confidentiality of their pupils as far as is possible, in compliance with the school's confidentiality policy. Pupils will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure.
- 6.3. All staff will, however, alert the DSL about any suspicions of inappropriate behaviour or potential abuse as per the school's Child Protection and Safeguarding Policy. Teachers understand that some aspects of RSE may lead to a pupil raising a safeguarding concern, e.g. disclosing that they are being abused, and that if a disclosure is made, the DSL will be alerted immediately. Pupils will be made aware of how to raise their concerns or make a report, and how their report will be handled – this includes the process for when they have a concern about a peer.

7. Relationships and Sex Education Staff Continual Professional Development



- 7.1. It is the responsibility of the Personal & Social development leads to ensure that staff are kept up to date with the latest updates and guidance to the RSE curriculum. Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as 'sharing nudes and semi nudes', which may need to be addressed in relation to the programme.

8. Relationships and Sex Education Assessment

- 8.1. The school has the same high expectations of the quality of pupils' work in RSE and health education as for all other curriculum areas. Lessons are planned to provide suitable challenge to pupils of all abilities. Formative assessments are used to identify where pupils need extra support or intervention. There are no formal examinations for RSE and health education; however, to assess pupil outcomes, the school will capture progress in the following ways:
- Observational Assessments
 - Assessment for learning
 - Teacher assessment
 - Peer assessment

9. Relationships and Sex Education Monitoring Overview

- 9.1. This policy will also be reviewed at least every 3 years, considering any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing. The Nexus policy review board is responsible for approving this policy.