



Westgate Academy

RSE and PSHE Policy

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Approved by: Full Governing Body

Introduction

This policy covers Westgate Academy's approach to the teaching of Personal, Social, Health and Economic (PSHE) education and Relationships and Sex Education (RSE). Our aim is to equip children to live healthy, safe, productive, capable, responsible and balanced lives. It contributes to personal development by helping pupils to build confidence, resilience and self-esteem, and to identify and manage risk, make informed choice and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. To develop an understanding of themselves, empathy and the ability to work with others, will help pupils to form and maintain good relationships, develop the essential skills for their futures and better enjoy and manage their lives.

Rationale

Currently under the Education Act 2002 and the Academies Act 2010, all schools must provide a balanced and broadly-based curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Under the new guidance issued by the Department for Education, by September 2020, Relationships Education for primary pupils and Relationships and Sex Education (RSE) for secondary pupils will be compulsory. We believe that, to be effective, RSE should always be taught within a broader PSHE education programme. RSE enhances and is enhanced by learning related to topics including anti-bullying; keeping safe on and off line; keeping physically and mentally healthy, learning about drugs, alcohol and tobacco; and the development of skills and attributes such as communication skills, managing peer pressure, risk management, resilience and decision making.

Our PSHE education curriculum promotes Westgate's values of:

- Excellence – Fully engaged and produce high quality learning
- Respect – Be polite, honest, use kind words and actions
- Positivity – Positive attitude to learning, whilst listening and following instructions
- Self-Belief – Try your best every day and aim high
- Teamwork – Working together and respecting each other's learning

Our PSHE education is based on our curriculum drivers of:

- Aspirations – We aim for children to demonstrate high aspirations and aim high in all aspects of our curriculum
- Active – We aim for children to understand and recognise the importance of learning a healthy lifestyle and making these positive choices
- Creativity – We aim for children to experience a variety of experiences where they can explore, experiment and excel in using their creativity
- Life Skills – We aim to relentlessly promote resilience, communication skills, compassion and integrity, as well as developing their own emotional intelligence
- Around us – We aim for our children to know their background and community, to know their place in the world and make positive contributions to society

Definition

RSE is part of lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. RSE, within PSHE education, aims to give children and young people essential skills for building positive, enjoyable, respectful and non-exploitive relationships and the skills to stay safe both on and off line. It enables pupils to explore their own and other's attitudes and values and builds their self-esteem and confidence to view their own sexuality positively. RSE is not about the promotion of sexual activity.

Curriculum Coverage

In the PSHE education curriculum, there are three core themes and within that, different topic areas:

Core Theme 1: Health and Wellbeing

- Healthy Lifestyles
- Keeping Safe
- Growing and Changing

Core Theme 2: Relationships

- Healthy Relationships
- Feelings and Emotions
- Valuing Difference

Core Theme 3: Living in the Wider World

- Rights and Responsibilities
- Taking Care of the Environment
- Money

The curriculum frameworks, which have the specific learning objectives, relate directly to the learning opportunities in the PSHE Association's Programme of Study.

Overarching concepts developed through the Programme of Study

1. Identity – their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online.
2. Relationships – including different types and in different settings, including online.
3. A healthy, balanced lifestyle – including physically, emotionally and socially and within relationships, work-life, exercise and rest, spending and saving and lifestyle choices.
4. Risk and safety – identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others, also behaviour and strategies to employ in different settings, including online in an increasingly connected world.
5. Diversity and equality – in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010.
6. Rights, responsibilities, and consent – including the notice of universal human rights, fairness and justice in different contexts.
7. Change and resilience – being something to be managed and learning the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance.
8. Power – how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes.
9. Career – including enterprise, employability and economic understanding.

Delivery of PSHE Education and RSE

RSE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. Some biological aspects of sex education are taught within the science curriculum.

At Westgate, we have developed our own PSHE Education scheme of work for Years 3-6, which incorporates the PSHE Association programme of study. These lessons are based around a question which changes half-termly. PSHE Education should be taught weekly as a standalone lesson, for at least 30 minutes to ensure there is enough discussion time and to complete a related activity. Some of the units are integrated within other subjects, but teachers do ensure the PSHE Education objectives are being met, alongside the cross-curricular subject.

At Westgate, we believe that pupils should be taught about the society in which they are growing up. These subjects are designed to foster respect for others and for difference, and educate pupils about healthy relationships.

We believe that RSE should meet the needs of all pupils, whatever their developing sexuality or identity – this should include age-appropriate teaching about different types of relationships in the context of the law. Pupils should receive teaching on LGBT relationships, which is delivered at Westgate, for example, through teaching about different types of family, including those with same-sex parents.

Pupils with SEND

As far as is appropriate, pupils with special educational needs should follow the same PSHE Education programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or learning support assistants work with individual pupils where required, and if appropriate. Reasonable adjustments and a level of flexibility, during the delivery of lessons, will be taken into account for children with specific needs.

It is not the school's policy to withdraw pupils with special educational needs from PSHE Education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement.

Roles and responsibilities

The governing body will approve the PSHE Education and RSE policy, and hold the head teacher to account for its implementation.

The head teacher is responsible for ensuring that PSHE Education and RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE.

Staff

Staff are responsible for:

- ▪ Delivering PSHE Education and RSE in a sensitive way
- ▪ Modelling positive attitudes to RSE
- ▪ Monitoring progress
- ▪ Responding to the needs of individual pupils
- ▪ Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of PSHE Education and RSE.
- ▪ Staff do not have the right to opt out of teaching PSHE Education or RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the head teacher.

Pupils

Pupils are expected to engage fully in PSHE Education and, when discussing issues related to RSE, treat others with respect and sensitivity.

Parents' right to withdraw

The school is well aware that the primary role in children's relationships and sex education lies with parents and carers. We wish to build a positive and supportive relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Make available online, via the school's website, this PSHE Education and RSE Policy;
- Answer any questions that parents may have about the RSE/PSHE Education of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE/PSHE Education in the school;
- Inform parents about the best practice known with regard to RSE, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

We have committed to retain parents' right to withdraw their child from sex education within RSE (other than sex education in the National Curriculum as part of science). There is no right to withdraw from Relationships Education at primary or secondary as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

If a parent wishes their child to be withdrawn from the sex education elements of RSE, they should discuss this with the head teacher, and make it clear which aspects of the programme they do not wish their child to participate in.

Parents should be aware that schools are legally required to provide a broad, balanced curriculum. Sex education topics can arise incidentally and overlap with relationships education lessons and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

Requests for withdrawal should be put in writing and addressed to the head teacher. A copy of withdrawal requests will be placed in the pupil's educational record. The head teacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from these lessons. Monitoring arrangements

The delivery of RSE is monitored by the PSHE Education Subject Leader through:

- Lesson observations, learning walks, feedback from staff and children.
- Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed every two years. At every review, the policy will be approved by the governing body and head teacher.