ACE Learning



PSHE (Personal, Social, Health and Economic Education) and RSE (Relationships and Sex Education) Policy

Date of Ratification	**Spring 2024**
Date for Review	**Spring 2027**

Aims

At ACE Learning, we believe that PSHE helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives, in order to become informed, active and responsible citizens. PSHE also flows through all other curriculum areas.

Under the guidance issued by the DfE, by September 2020, Relationships Education at primary school is 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 offline; 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.

The aims of PSHE and RSE are to:

- Promote the spiritual, moral, cultural, mental and physical development of all pupils
- Prepare pupils for the opportunities, responsibilities and experiences of later life
- Encourage pupils to value themselves and others
- Allow pupils to acknowledge and appreciate difference and diversity
- Teach pupils how to make informed choices
- Prepare pupils to be positive and active members of a democratic society
- Teach pupils to understand what constitutes a safe and healthy lifestyle
- Provide a framework in which sensitive discussions can take place
- Promote safety in forming and maintaining relationships
- Provide pupils with a toolkit for understanding and managing their emotions
- Provide pupils with the opportunities to consider issues which may affect their own lives and/or the lives of others
- Help pupils to identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online
- Prepare pupils for puberty, and give them an understanding of physical development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships

Statutory requirements

At ACE Learning, we teach PSHE and RSE as set out in this policy.

The Department for Education introduced compulsory Relationships and Health Education for primary pupils in September 2020. Through these subjects, we support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society.

At ACE Learning, we have committed to retain our current choice to continue to teach age-appropriate sex education alongside relationships education. In doing so, we have regard to guidance issued by the Secretary of State as outlined in Section 403 of the Education Act 1996.

Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of the leadership team, pulled together all relevant information including relevant national and local guidance
2. Staff consultation –school staff were given the opportunity to look at the policy and make recommendations.

3. Parent Consultation – Parents were invited to an open meeting to discuss the policy and scheme of work.
4. Pupil consultation – via a pupil survey
5. Ratification – the policy was shared with and reviewed by the Board of Trustees.

Definition

RSE is part of lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex and human development. RSE, within PSHE, 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 offline. It enables pupils to explore their own and other's attitudes and values and builds their self-esteem and confidence to view themselves positively. RSE is not about the promotion of sexual activity**.**

Delivery of PSHE and RSE

RSE is taught within the personal, social and health (PSHE) education curriculum. Some biological aspects of sex education are taught within the science curriculum. At ACE Learning, we have developed our own PSHE scheme of work for Years 1-6 based on the model developed by the PSHE Association. 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.

The framework below sets out the overarching concepts that are developed throughout the 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** (including physically, emotionally and socially), **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
4. **Risk** (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and **safety** (including 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** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)
7. **Change** (as something to be managed) and **resilience** (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)

Pupils with SEND

As far as is appropriate, pupils with special educational needs should follow the same PSHE and RSE education programme as all other pupils. 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.

Roles and responsibilities

The Trust will approve the PSHE and RSE policy.
The Head of School is responsible for ensuring that PSHE 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 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 and RSE.
- Staff do not have the right to opt out of teaching PSHE or RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Head of School.

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

Parents' right to withdraw
We are 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 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 about this policy or the arrangements for RSE/PSHE.

Parents' have a 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. These objectives are covered in years 5 and 6 and are identified in the programme of study (H31 to H34). As these objectives cover sex education parents will be informed when they are being taught and have the opportunity to view the teaching materials beforehand and have the right to withdraw their child from this part of the curriculum. If parents wish to withdraw their child, they should inform the Head of School in writing. A copy of withdrawal requests will be placed in the pupil's educational record. The Head of School may need to discuss the request with parents. Alternative work will be given to pupils who are withdrawn from these lessons.
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.

Monitoring arrangements
The delivery of RSE is monitored by the Senior Leadership Team 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.