



**ALL SAINTS  
MULTI ACADEMY TRUST**  
BIRMINGHAM  
GOD'S LOVE IN ACTION

Term Adopted	Summer 2021
Frequency Reviewed	

**Policy Name:**

PSHE (Personal, Social, Health education) and  
RSE (Relationships and Sex education) policy

**Policy Group:**

Curriculum

**Committee reviewed by:**

Resources Committee

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## **Mission Statement**

All Saints Multi Academy Trust Birmingham

**God's Love in Action**

Our children are at the heart of everything we do through **Christian values and relationships**. **Living and learning together** we celebrate the uniqueness and diversity of everyone in our family. We nurture a sense of **self-belief, mutual respect and belonging** through Social Emotional Learning and academic excellence. We are dedicated to building the foundations for **happy and successful life-long learning**.

## 1. Aims

At All Saints Mat, 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.

Under the new guidance issued by the DfE, by September 2020, Relationships Education at primary school 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.

The aims of PSHE and RSE at all Saints MAT are to:

- To build the foundation of spiritual, moral, cultural, mental and physical development of all pupils
- Prepare pupils for the opportunities, responsibilities and experiences of later life
- Encourage pupils to nurture their self-belief and to value others
- Allow pupils to acknowledge and appreciate difference and to celebrate the uniqueness and diversity within our school family
- Teach pupils how to make informed choices and take responsibility for them
- 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 take responsibility
- 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 sexual development and the importance of health and hygiene

## In our school this means....

Our mission statement reflects our dedication to looking at the whole child through a broad curriculum and give all areas equal importance. "We are dedicated to building the foundations for **happy and Successful life-long learning**"

<ul style="list-style-type: none"> <li>• Help pupils develop feelings of self-respect, confidence and empathy through social emotional learning</li> <li>• Create a positive culture around issues of sexuality and relationships</li> </ul> <p>Teach pupils the correct vocabulary to describe themselves and their bodies.</p>	
<p><b>2. Statutory requirements</b></p> <p>At All Saints MAT, we will teach PSHE and RSE as set out in this policy.</p> <p>The Department for Education is introducing compulsory Relationships Education for primary pupils and Relationships and Sex Education (RSE) for secondary pupils from September 2020. Also, from September 2020 it will be compulsory for all schools to teach Health Education. Through these subjects, we want to 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.</p> <p>At All Saints MAT, 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.</p>	
<p><b>3. Policy development</b></p> <p>This current draft policy has been developed in consultation with staff and pupils. The School is also listening to the views of parents and carers, and following consultation, will make a reasonable decision as to how it wishes to proceed. What is taught, and how, is ultimately a decision for the school and consultation does not provide a parental veto on curriculum content. Where changes are deemed appropriate, this policy will be reissued with those changes.</p> <p>The consultation and policy development process involved the following steps:</p> <ol style="list-style-type: none"> <li>1. Review – a member of the leadership team, pulled together all relevant information including relevant national and local guidance</li> <li>2. Staff consultation –school staff are given the opportunity to look at the policy and make recommendations.</li> <li>3. Pupil consultation – we will ask what exactly pupils want from their RSE and PSHE lessons</li> <li>4. Ratification –the draft policy will be shared with and reviewed by governors from the outcomes committee and approved by the full Governing Body.</li> </ol>	<p>It is ingrained in our school ethos that when we live and learn to together it lets us celebrate and understand each other. We do this by letting the children express their views and values in a safe place.</p> <p><b>Living and learning together</b> we celebrate the uniqueness and diversity of everyone in our family.</p>

<p>5. Parent consultation – based on outcomes from the consultation, changes will be made where appropriate and the policy ratified again by Governors.</p>	
<p><b>4. Definition</b>  RSE is part of lifelong learning about the emotional, social and physical aspects of growing up, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. 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 off line. It enables pupils to explore their own and other’s attitudes and values and builds their self-esteem, awareness and confidence.</p> <p>RSE is not about the promotion of sexual activity.</p>	
<p><b>5. Curriculum</b>  Our curriculum is set out as per Appendix 1 and is based on the PHSE Association thematic approach, but may be adapted as and when necessary.</p> <p>We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don’t seek answers online.</p>	<p>At All Saints MAT we are proud of our diverse community. “We ensure our children are allowed to express and explore their views without discrimination – “We nurture a sense of <b>self-belief, mutual respect and belonging</b>” This prepares the children for their next stage of life without prejudice.</p>
<p><b>6. Delivery of PSHE and RSE</b></p> <p>At All Saints RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Some biological aspects of RSE education are taught within the science curriculum. It is taught during our relationships and health and well-being unit in the summer term. Relationship education is taught in all year groups, but sex education is covered in year 5 and 6 and repeated each year.</p> <p>The class teacher is responsible for planning and teaching the main lesson objectives set in in the curriculum.</p>	

<p>The children are split up according to their gender (male and female) in order to deliver a more relaxed gender and age appropriate material and sessions.</p> <p>For more information about our RSE curriculum, see Appendix.</p>	
<p><b>7. Pupils with SEND</b></p> <p>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 or personalised to ensure accessibility. Teachers and/or learning support assistants work with individual pupils where required, and if appropriate.</p> <p>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.</p>	<p>We are a diverse and unique family at All Saints MAT and ensure that all pupils can access the learning regardless of their needs. We plan well thought out lessons differentiation or supporting pupils' needs where necessary. <b>Living and learning together</b> we celebrate the uniqueness and diversity of everyone in our family.</p>
<p><b>8. Roles and responsibilities</b></p> <p>The governing body will approve the PSHE and RSE policy, and hold the Executive Head teacher to account for its implementation.</p> <p>The Executive Head teacher 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.</p>	
<p><b>9. Staff</b></p> <p>Staff are responsible for:</p> <ul style="list-style-type: none"> <li>• Planning and Delivering PSHE and RSE in a sensitive way</li> <li>• Modelling positive attitudes to RSE</li> <li>• Monitoring progress</li> <li>• Responding to the needs of individual pupils</li> <li>• Responding appropriately to pupils whose parents wish them to be withdrawn from the non- statutory components of PSHE and RSE.</li> </ul>	

<p>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 Executive Head teacher.</p>	
<p><b>10. Pupils</b> Pupils are expected to engage fully in PSHE and, when discussing issues related to RSE, treat others with respect and sensitivity.</p>	
<p><b>11. Parents' right to withdraw</b></p> <p>At All Saints Mat 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 supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation.</p> <p>In promoting this objective, we:</p> <ul style="list-style-type: none"> <li>• Make available online, via the school's website, this PSHE and RSE Policy;</li> <li>• Answer any questions that parents may have about the RSE/PSHE education of their child;</li> <li>• Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE/PSHE in the school;</li> <li>• 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.</li> </ul> <p>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.</p> <p>We have committed to a 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.</p> <p>If a parent wishes their child to be withdrawn from the sex education elements of RSE, they should discuss this with the Executive Headteacher, and make it clear which aspects of the programme they do not wish their child to participate in.</p>	<p><b>Relationships are at the heart of everything we do.</b> We have members of staff welcoming our children and parents every morning and at the end of the day so parents are able to discuss or arrange an appropriate time to go over any concerns before withdrawing their child.</p>

<p>Parents should be aware that schools are legally required to provide a broad, balanced curriculum. See Government guidance</p> <p><a href="https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education">https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education</a></p> <p>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.</p> <p>Requests for withdrawal should be put in writing and addressed to the Executive Headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.</p> <p>Alternative work will be given to pupils who are withdrawn from these lessons.</p>	
<p><b>12. Training</b></p> <p>Staff are kept informed of developments in key aspects of RSE, including links with safeguarding, inclusion, equality, child protection and anti-bullying, through regular training at staff meetings and INSET days.</p>	
<p><b>13. Monitoring arrangements</b></p> <p>The delivery of RSE is monitored by Miss S Blake, PSHE and Science curriculum leader, through: Lesson observations, learning walks, feedback from staff and children.</p> <p>Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.</p> <p>This policy will be reviewed every two years. At every review, the policy will be approved by the Outcomes committee, governing body and Executive Headteacher.</p>	
<p><b>14. Child Protection</b></p> <p>If any disclosure occurs during a PSHE/ RSE lesson and concerns are raised, teachers will follow the school's procedure for Child Protection.</p>	<p>We think it is important to hear the voice of the child and give our children as many opportunities to discuss events of life. This can often occur during PSHE lessons</p>

<p>Teachers have a duty of care and so any incident or potential incident (e.g. involving abuse) must be treated as a Child Protection issue. (see child protection policy)</p>	<p>or during Playground Chat; a time where they can discuss events arising from playtime or throughout the day.</p>
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Signed:

Name:

Date: