



The Trent Rylands Federation



Trent Vale Infant and Nursery School *and* Beeston Rylands Junior School

PSHE/RSE Policy

This policy has been developed in line with the 2020 Statutory changes

Drivers

We have three drivers that shape our curriculum – **Possibilities, Responsibility** and **Community**. They come from an exploration of the backgrounds of our pupils, our beliefs about high-quality education and our values.

We have interwoven these drivers through the PSHE / RSE curriculum and they are explored alongside and within the breadth of study.

Intent

All pupils have access to high quality PSHE/RSE teaching which matches their needs, and are supported at home by well-informed parents and carers. Emotional literacy and wellbeing are priorities for all stakeholders. Lessons are generally discursive, with a focus on full engagement and openness. The curriculum is delivered using the Jigsaw programme of work which is cyclical and delivered across the Federation. Assemblies, both school, phase and class, are utilised to join up the learning and connections are made with national events such as Anti-bullying Week.

Implementation

From September 2020, Relationships Education will be compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. Health Education will also be compulsory in all schools except independent schools.

As a school we wholeheartedly support the philosophy of RSHE and believe it is best taught as part of PSHE/RSE and citizenship education. The programme seeks to promote the spiritual, moral, cultural, mental and physical development of pupils as well as preparing them for the opportunities, responsibilities and experiences of

adult life in a digital age. Relationships and health education is compulsory in all primary and secondary schools, sex education is currently not compulsory in primary school, however the DfE continues to recommend that all primary schools should have a sex education programme that is tailored to the age and maturity of the pupils.

As part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, whilst also preparing pupils for the opportunities, responsibilities and experiences of later life.

All schools are required to comply with relevant requirements of the Equality Act 2010 and should pay particular attention to the Public sector equality duty (PSED). Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). All schools must ensure that PSHE/RSE is accessible for all pupils and should comply with the SEND Code of Practice.

As a school we are mindful of and respectful to a wide variety of faith and cultural beliefs, and we will make every attempt to be appropriately sensitive; equally it is essential that young people have access to the learning they need to stay safe, healthy and understand their rights as individuals. We acknowledge that all young people deserve the right to honest, open and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

Physical health and mental wellbeing

Pupils will be taught about the characteristics of good physical health and mental wellbeing of the benefits and importance of daily exercise, good nutrition and sufficient sleep, and that mental wellbeing is a normal part of daily life, in the same way as physical health. Within the curriculum and by the end of primary school, pupils should know about;

- Mental wellbeing
- Online behaviour and safety
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

Sex Education

Sex Education The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

However, 'Sex Education is not compulsory in primary schools'. (p. 23)

Schools are to determine the content of sex education at primary school. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.

In the Trent-Rylands Federation, we believe children should understand the facts about human reproduction before they leave primary school so they are prepared for unavoidable changes to their bodies, so they can care for themselves and have good hygiene and so can practise being safe and responsible adults.

We define Sex Education as understanding your own body and how humans reproduce.

We intend to teach this as part of our PSHE lessons during our annual 'Healthy Living Week'. A meeting is arranged for parents to join, if they wish, to view the content their child will be learning in order for them to have the opportunity to voice their concerns. This will be hosted by the Headteacher and PSHE subject leader.

Parental rights to withdraw

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance p.17

In the Trent-Rylands Federation, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle (unit) e.g. Year 4, Lesson 2 (Having a baby) Year 5, Lesson 4 (Conception) Year 6, Lesson 4 (Conception, birth)

The school will inform parents of this right by letter during Summer Term before the Changing Me Puzzle is taught. They will also be invited to a meeting to discuss concerns and view content for themselves.

Managing difficult questions

It is inevitable that controversial issues may occur as part of PSHE/RSE, such as divorce, rape abortion, pornography etc. The issue will be addressed with sensitivity and at a level appropriate to the age group and developmental stage and will take in to account any additional SEND, in an objective manner free from personal bias. Consideration will be given to the potential for small group or 1-1 discussion for specific questions to be discussed. Account must be taken of different viewpoints such as different religious beliefs. Discussion should be set within the legal framework and students made aware of the law as it relates to these issues. Students are made aware that some information cannot be held confidential, and should understand that if certain disclosures are made, certain actions will ensue. At the same time students will be offered sensitive and appropriate support.

ROLE OF THE SUBJECT LEADER

The subject leader will evaluate the effectiveness of teaching and learning for their subject. The findings will be formulated into a yearly action plan.

The subject leader will monitor planning to ensure coverage of the National Curriculum using both substantive (Curriculum coverage document) and disciplinary documents (TRF progression document). The subject leader will also stay abreast of current developments in the subject and facilitate both formal and informal CPD opportunities for staff.

They will undertake observations, book scrutiny and speak to pupils to quality assure the teaching and learning of the subject (using reference to the above documents.) They will inform SLT and governors of standards, attainment and progress within their subject and, where appropriate, will compare this with national data and trends.

CONFIDENTIALITY AND CHILD PROTECTION

It is inevitable that effective PSHE/RSE which allows for open discussion to take place may lead to disclosures from pupils. It is essential that those teaching PSHE/RSE are completely familiar with the child protection procedures. Pupils disclosures or suspicion of abuse must be followed up with the pupil concerned, that same day and referred to the designated safeguarding lead, and if not present their deputy. They will deal with these disclosures or suspicions in line with the child protection policy.

ASSESSMENT

The assessment of PSHE/RSE in the TRF is based upon assessing disciplinary understanding. This includes children's knowledge, expressing understanding and the relevance to their own lives

- In all key stages recapping prior knowledge in an appropriate form e.g. quizzes, true/false statements plus discussion, children drawing upon prior knowledge, starting points for the next set of learning.
- Teachers assess progress in PSHE/RSE through discussions in lessons which illustrate children's understanding.
- Where appropriate, targeted tasks are used to summarise learning from a unit of work.

MONITORING AND EVALUATION

This is in accordance with the school's Monitoring and Evaluation policy.

PUPILS WITH ADDITIONAL LEARNING NEEDS (including SEND)

This is in accordance with the school's Special Educational Needs policy and EAL policy.

EQUAL OPPORTUNITIES

This is in accordance with the school's Equal Opportunities policy and Equality policy

- **THIS DOCUMENT IS** a statement of the aims, principles and strategies for the teaching and learning of PSHE/RSE at The Trent Rylands Federation
- **IT WAS DEVELOPED** in 2021 following the introduction of the Jigsaw programme to deliver PSHE/RSE through a process of consultation with teaching staff, parents and governors
- **IT WILL BE** continuously reviewed, updated and approved by the Governing Bodies, Headteacher and PSHE/RSE Subject Leader
- **This policy will be REVIEWED ANNUALLY**

Date of review	Spring 2025	Spring 2027	Spring 2029
Signed			

OTHER POLICY DOCUMENTS THAT UNDERPIN THIS POLICY FOR SCIENCE

- EQUAL OPPORTUNITIES POLICY
- EQUALITY POLICY
- ASSESSMENT FOR LEARNING POLICY
- SPECIAL EDUCATIONAL NEEDS POLICY
- CURRICULUM POLICY AND FRAMEWORK
- TEACHING AND LEARNING POLICY
- CURRICULUM PLANNING POLICY
- MARKING AND FEEDBACK POLICY

- GIFTED, TALENTED AND ABLE POLICY
- EAL POLICY

- MONITORING AND EVALUATION POLICY
- HOMEWORK POLICY