



AVANTI SCHOOLS TRUST

Relationships and Sex Education And PSHE policy

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Avanti Hall School

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I Policy Context and Rationale

- 1.1 This policy sets out Avanti Hall School's approach to Personal, Social, Health and Economic Education (PSHE) and Relationships and Sex Education (RSE) delivery.
- 1.2 It will be subject to regular reviews through the following channels:
 - 1.2.1 departmental review and feedback,
 - 1.2.2 departmental training,
 - 1.2.3 parent survey,
 - 1.2.4 student council,
 - 1.2.5 wellbeing surveys and
 - 1.2.6 ongoing feedback from pastoral teams.
- 1.3 PSHE education provides a significant contribution to the schools' responsibility to:
 - 1.3.1 promote children and young people's wellbeing
 - 1.3.2 achieve the whole curriculum aims
 - 1.3.3 promote community cohesion
 - 1.3.4 provide careers education
 - 1.3.5 provide relationships and sex education
- 1.4 The policy is informed and underpinned by the Avanti Way which encourages the development of the virtues of respect, courage, empathy, gratitude and self-discipline and aims to produce:
 - 1.4.1 Successful learners who enjoy learning, making progress and achieving
 - 1.4.2 Confident individuals who are able to live safe, healthy and fulfilling lives
 - 1.4.3 Responsible citizens who make a positive contribution to society
- 1.5 Avanti Hall School is part of the Avanti Schools Trust and committed to help each person become a well-rounded human being through intellectual, personal and spiritual growth with our young people living out of the values of individual liberty, rule of law, mutual respect and tolerance. Pupils are also taught explicitly about British Values which are defined as:
 - 1.5.1 Democracy & the rule of law
 - 1.5.2 Individual liberty
 - 1.5.3 Mutual respect
 - 1.5.4 and tolerance of those of different faiths and beliefs.

These values are taught explicitly through Personal, Social, Health and Emotional Education (PSHE) as well as through Avanti Hall School's broad and balanced curriculum.

- 1.6 Parents will be informed of the policy through the school newsletter and can be accessed through the school website

2 Legislation (Statutory Regulations and Guidelines)

- 2.1 Under the Education Act 2002, all schools must provide a balanced broadly-based curriculum which:
 - 2.1.1 Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
 - 2.1.2 Prepares pupils at the school for opportunities, responsibilities and experiences of later life
- 2.2 The 2006 Education and Inspections Act placed a duty on Governing Bodies to:
 - 2.2.1 Promote the wellbeing of pupils at the school
- 2.3 Revised Department for Education statutory guidance will state that from September 2020 all schools must deliver:
 - 2.3.1 Relationships Education (Key Stage 1 & 2) and Relationships and Sex Education (Key Stage 3 & 4).

3 Roles and Responsibilities

- 3.1 From September 2020, PSHE will be monitored by the PSHE Lead and the Designated Safeguarding Lead, and overseen by the Deputy Principal..

4 Curriculum Design

- 4.1 The curriculum is designed around active engagement in learning, rather than passively receiving information. Pupils will be given opportunities to consider and clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills.

5 Safe and Effective Practice

- 5.1 PSHE and RSE often draw on pupils' real-life experiences. A safe and supportive learning environment will be created by establishing ground rules in each context for the delivery of subject material. Staff delivering PSHE and RSE will ensure the pupils, who indicate they may be at risk, get appropriate support by liaising with form tutors and pastoral staff and adhering to the SW Hub Child Protection and Safeguarding Policy.

6 Equality of Opportunity

- 6.1 Classroom practice and pedagogy will take into account pupils' age, ability, readiness and cultural background and pupils with SEND and will be adjusted to enable all students to access the learning. We will use PSHE and RSE education as a way to address diversity issues and to ensure equality for all by addressing contextual issues identified through our pastoral management system and wellbeing surveys. PSHE and RSE delivery is designed to comply with the Equality Act 2010. Provisions within the Equality Act allow the School to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of protected characteristics.
- 6.2 Parents have the right to withdraw their children from those parts of RSE *not* within the national curriculum.

7 Definition of Relationships and Sex Education (RSE)

- 7.1 Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.
- 7.2 RSE is an entitlement for all children and young people and must:
 - 7.2.1 Be accurate and factual, covering a comprehensive range of information about sex, relationships, the law and sexual health, in order to make informed choices. In schools this should be part of compulsory curriculum provision;
 - 7.2.2 Be inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experience, particularly HIV status and pregnancy;
 - 7.2.3 Include the development of skills to support healthy and safe relationships and ensure good communication about these issues;
 - 7.2.4 Promote a critical awareness of the different attitudes and views on sex and relationships within society such as peer norms and those portrayed in the media;
 - 7.2.5 Provide opportunities for reflection in order to nurture personal values based on mutual respect and care;
 - 7.2.6 Be part of lifelong learning, starting early in childhood and continuing throughout life. It should reflect the age and level of the learner;

- 7.2.7 Ensure children and young people are clearly informed of their rights such as how they can access confidential advice and health services within the boundaries of safeguarding;
- 7.2.8 Be relevant and meet the needs of children and young people, and actively involve them as participants, advocates and evaluators in developing good quality provision;
- 7.2.9 Be delivered by competent and confident educators;
- 7.2.10 Be provided within a learning environment which is safe for the children, young people and adults involved and based on the principle that prejudice, discrimination and bullying are harmful and unacceptable.

8 Responsibilities and Delivery Overview

The focus during Key Stage 1 & 2 RSE focuses on the fundamental building blocks and characteristics of positive relationships, with particular emphasis on friendships, family and relationships with other children and adults.

Unlike Relationships Education, Sex Education is not compulsory for pupils receiving primary education, although some primary schools may choose to teach it. ???

The aim of RSE at Key Stage 3 & 4 is to give pupils the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what acceptable and unacceptable behaviour in relationships is. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

RSE is also supported through science lessons. In particular, reproduction in humans (e.g. the structure and function of the male and female reproductive systems, menstrual cycles, gametes, fertilisation, gestation, birth and HIV/AIDS)

9 Parents' right to withdraw their child

- 9.1 Parents **will not** be able to withdraw their child from relationships education
- 9.2 At Key Stage 3 & 4 level, parents **will** be able to withdraw their child from sex education (other than the sex education which sits in the curriculum as part of science).

However, a child will also have a right to opt into sex education from their 15th birthday (specifically three academic terms before they turn 16) even if it is against his/her parents' wishes

- 9.2.1 Before granting such a request, the Designated Safeguarding Lead will meet with parents and, as appropriate, with the pupil to ensure their wishes are understood and to clarify the nature and purpose of the curriculum.
- 9.2.2 Avanti Hall School will respect the parents' request to withdraw the pupil up to and until 3 terms before the pupil turns 16. After that point, rather than be withdrawn, if the pupil wishes to receive sex education, the school will make the provision.
- 9.2.3 If a pupil is withdrawn from sex education, Avanti Hall School will ensure the pupil receives purposeful education during the period of withdrawal.
- 9.2.4 The School will keep a record of all such decisions.

10 Intended Outcomes

10.1 As a result of our PSHE and RSE programme, pupils will:

- 10.1.1 Develop the knowledge, skills and attributes they need to manage their lives now, and in the future
- 10.1.2 Learn to make responsible decisions e.g. about alcohol, drugs, relationships and future careers
- 10.1.3 Learn to recognise and manage risk and take increasing responsibility for themselves and their actions
- 10.1.4 Understand the importance of wellbeing and how to tackle issues that can affect their ability to learn
- 10.1.5 Focus on the importance of building healthy and positive relationships
- 10.1.6 Develop skills such as teamwork, communication and resilience
- 10.1.7 Be encouraged to make positive contributions to their families, schools and communities
- 10.1.8 Explore differences and learn to value diversity in all its forms
- 10.1.9 Reflect on their own individual values and attitudes
- 10.1.10 Identify and articulate feelings and emotions and manage difficult situations positively
- 10.1.11 Learn about the world of work
- 10.1.12 Learn to manage their money and finances effectively

I I Monitoring and Assessing

11.1 Monitoring:

11.1.1 The PSHE curriculum will be reviewed annually by the Designated Safeguarding Lead and Deputy Principal. The review is comprised of lesson observations, pupil voice interviews and a departmental report.

11.2 Areas for assessment:

11.2.1 Pupils' knowledge and understanding through classroom discussion and formative assessment activities. Teachers should collect evidence of learning to make a judgement about pupils' progress. This may include: presentations, written evidence, group work, observations.

11.2.2 Application of knowledge and skills in wider school participation, resolving conflict, making decisions and forming positive relationships. Pupil voice will be influential in adapting and amending the material for PSHE and RSE to ensure it is up to date and relevant.

I 2 Confidentiality

12.1 Pupils will be made aware that some information cannot be held confidentially and will be informed that, if certain disclosures are made, the information may be disclosed to the Safeguarding team.

I 3 Counselling Services

13.1 Pupils are made aware of counselling and information services both in and out of school and offered appropriate support.

I 4 Outside Speakers

14.1 Visiting speakers are subject the same safeguarding checks as other visitors to the school. Speakers without current DBS must be issued a red lanyard and accompanied at all times. All visiting speakers should understand that their presentation will be brought to an end if the content proves unsuitable.

I 5 EYFS

15.1 The Early Years Foundation Stage, the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 and the accompanying statutory guidance do not apply, however Personal Social and Emotional Development (PSED) is one of

the prime areas within the EYFS curriculum and age-appropriate provision is made accordingly.