



POLICY NAME: PSHE and SRE Policy

MISSION STATEMENT/ETHOS

Achieving Success through Understanding, Respect and Endeavour'

Document Status			
Approval responsibility:	Executive Headteacher Governing Body	Signed:...	<i>Rachel Hogreaves</i>
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1. Aims

Personal, Social, Health, Citizenship and Economic (PSHCE) education at Mowbray School enables pupils to become healthy, independent, safe and responsible members of society.

Relationship and Sex Education (RSE) is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It is one of the most important ways we act on our responsibility to safeguard and protect our pupils, as set out in our Safeguarding/Child Protection Policy.

2. Statutory requirements

Mowbray Primary Department

PSHCE and RSE are non-statutory subjects for Primary schools. However, there are aspects of it we are required to teach.

- We must teach relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
- We must teach health education under the same statutory guidance
- We will teach RSE at Mowbray, and take on board [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

Mowbray Secondary Department

PSHCE is a non-statutory subject for Secondary. However, there are aspects of it we are required to teach. Under [section 3.6 of the National Curriculum](#), RSE is compulsory from year 7 onwards. Secondary schools must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

- We must teach health education under the same statutory guidance

➤ We must teach a careers programme, which we support through PSHCE teaching

3. Content and delivery

3.1 What we teach

To safeguard children effectively it is vital that opportunities are created in the curriculum to teach about healthy behaviours, caring relationships, online safety and when and how to get help. We encourage children to develop skills in these areas so that they are equipped with strategies to help themselves in preventing or reporting harm or abuse. The rationale of this policy is concordant with the Department for Education's 2010 paper that highlighted 'Children need high quality sex and relationships education so they can make wise and informed choices'.

RSE involves a combination of sharing information, and exploring issues and values. Some aspects are taught in science, and others are taught as part of personal, social, health, citizenship and economic education (PSHCE). Underpinning both RSE and PSHCE is the promotion of safe, equal, caring and enjoyable relationships. A comprehensive programme of RSE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, loving, stable, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

RSE is not about the promotion of sexual activity.

3.2 How we teach it

At Primary Level, PSHCE and RSE are taught appropriately depending on the ability and age of the child. Delivery can be through a range of different means from story-telling, use of puppets, drama, film, books, one-to-one, social stories, joint lessons with the school nurse or whole class as part of a series of lessons.

At Secondary Level, PSHCE and RSE are taught as discrete lessons. Biological aspects of RSE are taught within the science curriculum, and other aspects around puberty (KS3) and sexual health (KS4) are taught as a specialised life-skills day with the School Nurse.

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life, based on the following definition of a family: "A family is a nurture group of significant individuals who care for one another".

Answering Questions and Sensitive Issues

Staff should answer all pupils' questions relating to RSE in an open and factual way, taking into consideration the family background, culture, religious beliefs and pupils' differing experiences. The following ground rules have been established:

- Staff should not enter into discussion about personal issues or lifestyles.
- No-one (pupil or adult) has to answer a personal question.
- Nobody is forced to take part in a discussion.
- In discussion, Staff will promote the knowledge and use of 'accepted' names for external body parts.
- Meanings of words are explained in a sensible and factual way.
- An individual pupil may ask an explicit or difficult question in the classroom. Staff will use their discretion in these situations, and may use the following strategies in responding to questions:
 - Reassure the pupil.
 - Try to find out why the pupil is asking the questions, and exactly what they want to know.
 - Determine the pupil's present level of knowledge and understanding.
 - Offer a simple answer, and if appropriate back up with a relevant story or picture.
 - If the answer required is more complex, Staff will speak to the pupil's Families/carers at the end of the day to discuss the issue.
 - Occasionally, questions will be answered later on in the day instead of immediately, in order to find an appropriate time for responding.

4. Roles and responsibilities

4.1 The governing board

The governing board will approve the PSHCE and RSE policy, and hold the headteacher to account for its implementation.

4.2 The Executive Headteacher

The Executive Headteacher is responsible for ensuring that PSHCE and RSE are taught consistently across the school. They are also responsible for managing requests to withdraw pupils from non-statutory/non-science components of RSE

4.3 Staff

Staff are responsible for:

- Delivering PSHCE in a sensitive, age and developmentally appropriate way
- Delivering RSE in a sensitive, age and developmentally appropriate way
- Modelling positive attitudes to PSHCE
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils

- Responding appropriately to pupils whose Families wish them to be withdrawn from the non-statutory/non-science components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Executive Headteacher.

4.4 Pupils

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

5. Monitoring arrangements

The delivery of RSE is monitored by Tina Masterman (PSHCE Lead) through Long-Term plans; session evaluations; and learning walks by SLT

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed annually.

6. Links with other policies

This policy links to the following policies and procedures:

- Careers Policy
- Child Protection

7. Families' right to withdraw from RSE

Mowbray Primary Department

Families have the right to withdraw their children from sex education. This does not include what is taught as part of the science curriculum. Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The Executive Headteacher will discuss the request with Families and take appropriate action. Alternative work will be given to pupils who are withdrawn from RSE.

Mowbray Secondary Department

Families do not have the right to withdraw pupils from relationships education. Families have the right to withdraw their child from some aspects of sex education. This does not include what is taught as part of the science curriculum. A child can request sex education without their parent's consent from three terms before their 16th birthday. 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 Executive Headteacher will discuss the request with Families and take appropriate action. Alternative work will be given to pupils who are withdrawn from the sex education component of the subject.

