

POLICY TITLE	Relationship and Health Education: Relationship and Sex Education: and Personal, Social, Health and Economic Education (PSHE) Policy
Policy Area	Safeguarding
Author	DS
Relevant Statutory Regulations	<p>Keeping Children Safe in Education (2021), Working Together to Safeguard Children (March 2015), Prevent Duty Guidance for England and Wales (2015) and primary legislation such as the Equality Act 2010.</p> <p>PSHE Education (2013), Improving the Spiritual, Moral, Social and Cultural (SMSC) Development of Pupils (2013), Information sharing (March 2015), What to do if you are worried a child is being abused (2015)</p> <p>The use of social media for online radicalisation (July 2015).</p>
Senior Team Lead	Head of School
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Reviewed by	Zoe Everett
Ratified by	Sarah Thorne

Aims and Statutory Guidance

This policy has statutory guidance such as Keeping Children Safe in Education (2021), Working Together to Safeguard Children (March 2015), the Prevent Duty Guidance for England and Wales (2015) and primary legislation such as the Equality Act 2010. This policy also has regard to Departmental advice such as: PSHE Education (2013), Improving the Spiritual, Moral, Social and Cultural (SMSC) Development of Pupils (2013), Information sharing (March 2015), What to do if you are worried a child is being abused (2015) – Advice for practitioners, protecting children from radicalisation: the Prevent Duty (July 2015), The use of social media for online radicalisation (July 2015).

The PSHE Association programme, which encompasses SMSC and Citizenship is wide and varied. It recognises that a pupil's physical and emotional wellbeing is crucial in helping them to enjoy their education and to enable their progression to work or further learning. It recognises the equality of treatment which must be accorded to all people with Protected Characteristics.

At The London Acorn School, PSHE is not only taught through distinct lessons, but is embedded throughout the school curriculum and culture of the school. As an independent primary school we must provide Relationships Education to all pupils as per the Children and Social Work Act (2017). At The London Acorn School, we teach RHE, RSE and PHSE as set out in this policy.

The aims are, to teach the curriculum at the appropriate age, so that skills, capabilities, knowledge and understanding are built upon, year by year (see 'Appendix A: Kindergarten Relationship Health Education' and 'Appendix B: Lower School PSHE Curriculum'). Essentially the aims are:

- To provide knowledge that promotes an understanding of how to live well and confidently, and how to lead a healthy and happy life.
- To develop the individual's capacity to assume responsibility for herself and the society in which she lives.
- To actively promote the fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- To enable pupils to develop their self-knowledge, self-esteem and self-confidence.
- To enable pupils to distinguish right from wrong and to respect the civil and criminal law of England.
- To encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality of our school and to wider society, and to understand the equality of all those with protected characteristics.
- To enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England.
- To promote further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures.
- To encourage respect for other people, paying particular regard to the protected characteristics as set out in the Equality Act (2010).
- To encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which law is made and applied in England.

Definitions

RHE stands for Relationship and Health Education. RHE gives children essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

RSE stands for Relationship and Sex Education. RSE aims to give pupils knowledge and understanding of sexual health, sexuality, healthy lifestyles, diversity and personal identity. It involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity. RSE takes account of and respects the nine protected characteristics.

PSHE stands for Personal, Social, Health and Economic Education. PSHE aims to give pupils the knowledge, skills and understanding to lead confident, healthy and independent lives. It aims to develop social and cultural understanding in pupils, and involves learning about equal and supportive relationships. At The London Acorn School, PSHE is delivered through distinct lessons as well as being embedded throughout the school curriculum and ethos of the school.

Protected Characteristics stands for the nine Protected Characteristics as defined by The Equality Act (2010) as: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

RHE (Kindergarten) and RSE and PHSE (Lower School) Curriculum

Please see 'Appendix A: Kindergarten Relationships Health Education' and 'Appendix B: Lower School PSHE Curriculum'.

Roles and responsibilities

a. The Governors

The governors will approve the RHE, RSE and PHSE policy, and hold the Head Teacher to account for its implementation. The governors have delegated the approval of this policy to the Head Teacher, Deborah Speakman. The governors may wish to make further revisions to this policy in due course, as part of its first implementation or as part of a regular review process.

b. The Head Teacher

The Head Teacher is responsible for ensuring that RHE, RSE and PHSE is taught consistently across the school, and for managing requests to withdraw pupils from the sex education component of the RSE curriculum.

c. Staff

Staff are responsible for:

- Delivering RHE, RSE and PHSE in a sensitive way
- Modelling positive attitudes to RHE, RSE and PHSE
- Monitoring progress
- Updating curriculum according to legislation
- Responding to the needs of individual pupils

- Responding appropriately to pupils whose parents wish them to be withdrawn from the sex education component of the RSE curriculum.

Staff do not have the right to opt out of teaching RHE, RSE and PHSE. Staff who have concerns about teaching RHE, RSE and PHSE or any part of the curriculum are encouraged to discuss this with the Head Teacher.

d. Pupils

Pupils are expected to engage fully in RHE, RSE and PHSE and, when discussing issues related to RHE, RSE and PHSE to treat others, including all those with, and all lessons about, protected characteristics, with respect and sensitivity.

Parents' right to withdraw

- Parents have the right to withdraw their children from the sex education component of the RSE curriculum.
- Requests for withdrawal should be put in writing using the Parent Form (see 'Appendix C: Parent Form: Withdrawal from Sex Education within RSE') and addressed to the Head Teacher.
- Alternative work will be given to pupils who are withdrawn from the sex education component of the RSE curriculum.
- Parents have the right to withdraw their children from the sex education component of the RSE curriculum up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive the sex education component of the RSE curriculum rather than being withdrawn from it, the school will arrange this.
- A copy of the withdrawal request will be placed in the pupil's educational record. The Head Teacher will discuss the request with parents and take appropriate action, noting the decision taken on the Parent Form, in the 'agreed actions and discussion' section.
- Alternative work will be given to pupils who are withdrawn from sex education

Training

Staff will be encouraged to visit other schools and share good practise and attend courses locally to develop confidence and skill levels in the delivery of this curriculum area.

Teachers will be mindful of protected characteristics when teaching RHE, RSE and PHSE. The Head Teacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RHE, RSE and PHSE.

Monitoring arrangements

The delivery of this curriculum is monitored by the Head Teacher.

Pupils' development in RHE, RSE and PHSE is monitored by Kindergarten and Class Teachers as part of our internal monitoring and work scrutiny.

This policy will be reviewed by the Head Teacher and the Chair of Governors, every two years. At every review, the policy will be approved by the governors and the Head Teacher.