



PSHE (Personal, Social, Health Education) Policy
(including Relationships, Sex Education (RSE) and Health Education)

This policy has undergone an Equalities Impact Assessment in line with the requirements of the Public Sector Equality Duty

Committee:	Achievement
Policy Ratified:	October 2021
Review Date:	October 2024

Additional School Procedure – N/A	
Committee:	
Procedure Adopted:	
Review Date:	

Broadening Horizons Together

Context

Coastal Learning Partnership's values are to serve, inspire and empower. It is within the spirit of these values that all schools within the Partnership embrace the requirement to provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Through its curriculum design and delivery, CLP seeks to provide every pupil with an inspiring educational experience which will leave them empowered for their lives ahead. PSHE is an essential component of the overall curriculum and seeks to equip children with the ability to understand themselves, their bodies and their relationships in such a way that they are empowered for their futures.

Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The Department for Education published guidance in June 2019 setting out the statutory requirements for RSE which states that:

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools."

"In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy."

"These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others' wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society."

"Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons."

Principles

The Trust Board requires that all schools within the Partnership will:

- Fully adopt and implement the statutory guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education, first published 25th June 2019 and including all

subsequent updates; those schools with a distinctive Christian character will also take account of guidance from their respective diocese.¹

- Comply with the relevant requirements of the Equality Act.
- Develop and publish a local policy for PHSE/RSE that includes their scheme of work and takes account of the school's community, context, values and ethos.
- Fully implement the new requirements from September 2021.²
- Carefully consider and offer an age appropriate Sex education within RSHE/PSHE or through the Science curriculum. Infant schools will not teach distinct Sex education but ensure coverage of statutory curriculum standards that support teaching of Sex education in the junior phase.
- Sex education will be defined as 'understanding human reproduction' unless stated differently in a school's selected scheme.
- Ensure that parents and carers are aware of the content of the Relationships and Health Education and where relevant, their right to withdraw their child from sex education.
- Consult with parents on curriculum content especially in relation to Relationship and Sex education. This can be carried out online in advance of September 2021.
- Ensure that their RSHE and wider PSHE curriculum reinforces their respective school values and distinctive Christian character.
- Ensure that RSHE is predominately taught within the wider PSHE curriculum. Schools may decide that some content is delivered through other subject teaching.
- Consider this policy alongside the Partnership's Safeguarding and Child Protection Policy and Procedures.
- Deliver the full statutory RSHE curriculum as laid out in 'Relationships Education, Relationships and Sex Education (RSE) and Health Education - Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers updated 13/09/21' as this is part of the CLP approach to the safeguarding of children.
- Take every opportunity to teach children about safeguarding, as referenced in paragraphs 121-124 in KCSIE 2021.

The Trust Board has the statutory responsibility for PHSE and RSE in all schools and will accordingly direct the CEO and Head of Learning and Achievement to:

- Nominate a key individual within the central team to act as a focal point for PHSE and RSE across the Trust
- Develop, and ensure that all CLP schools have access to, comprehensive training as required
- Develop, and ensure that all have access to, a CLP RSHE 'Tool Kit'
- Develop and rollout a self-evaluation and audit process to assess the implementation of this policy in each school
- Report as required and at least in line with the review of this policy to the Board on PHSE and RSE provision in all CLP schools.

¹ As well as DfE and legal requirements, schools with a distinctively Christian character should take guidance from the following documents in relation to teaching and learning in RSE: [The Church of England Vision for Education](#) – 'Deeply Christian, Serving the Common Good'; Autumn 2016 which states that church schools are committed to being welcoming and inclusive communities where all feel included, can learn and flourish, living out Jesus's promise of 'life in all its fullness' (John 10:10), regardless of their family arrangements, beliefs or sexual or gender orientation. [Valuing All God's Children](#) (VAGC) published by the Church of England's education Office; Summer 2019 (2nd Edition). This document seeks to offer guidance and support in tackling homophobic, biphobic and transphobic bullying in schools. [Pastoral Principles for Living Well Together](#); Church of England; April 2019. These principles can be used as a resource to inform and shape the way that we all relate to one another and the care we offer to LGBTI+ people and others who find themselves excluded from our communities:-

² All schools will offer at least some teaching from the start of summer 2021. This teaching should focus on the immediate needs of the children, such as Health Education.

Responsibilities

The Trust Board

- Approval and periodic review (at least every three years) of this Trust policy
- Receive an annual review of the implementation and impact of the policy across all CLP schools

The CEO and Head of Learning and Achievement

- Ensure that schools have access to appropriate training, toolkits, audit framework and guidance as required by this policy;
- Designate a member of staff with responsibility for cross Trust coordination of PSHE and RSE
- Ensure that trustees and LGBs have sufficient understanding of the status of PSHE and RSE and statutory requirements including the relevant requirements of the Equality Act 2010.
- Assess the policies, practices and outcomes for PSHE and RSE in each CLP school, at least annually, and report on key conclusions to the Trust Board.
- Ensure that schools are supported in their approach to consultation, school policy development and implementation of the PSHE curriculum.

The Local Governing Body

- Ensure that the school has an up-to-date PSHE/RSE policy that fulfils the principles set out in this policy and review the same regularly (at least every three years).
- Receive, at least annually, a review of the implementation and impact of the school PSHE/RSE policy.
- Ensure that the broader community, including parents and where relevant the diocese are consulted on the policy.

The Executive/ Headteacher

- Designate a member of staff with responsibility for PSHE and RSE.
- Ensure that staff, including the designated member of staff with responsibility for PSHE and RSE, have received appropriate training.
- Consult with families on PSHE policy development and the content of any sex education that sits outside of the science curriculum.
- Ensure that the policy sets out subject content, how it is taught, who is responsible for teaching it and how it will be monitored and evaluated.
- Ensure that parents are aware of content of a sex education programme and know how to exercise right to withdraw.
- Oversee any request from a family wishing to exercise their right to withdraw.

Monitoring and Review

The policy will be reviewed whenever guidance changes or every three years (whichever is sooner).