

TRINITY ACADEMY NEWCASTLE TRUST

PHSE/RSE POLICY

**Approved by the Committee – December 2021
On behalf of the Board**

Next Review Date – December 2022

Introduction

A fundamental aspect of the parenting ethos is to develop the knowledge, skills and attributes of our students, helping them maintain their own healthy and safety whilst preparing them for a range of opportunities, responsibilities and experiences which adult life may present.

It recognise the importance of looking at the whole child, understanding the effect history and experiences have had on their development, whilst helping them embrace the challenges of creating happy and successful adult lives, gaining the knowledge they will need to enable them to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy.

This aims to impact both academic and non-academic outcomes for our students, improving their social engagement, resilience and understanding of self-worth.

To ensure the intent of this element of the Parenting agenda is implemented effectively and the impact is clearly evident the Trust applies a structured, sequential and all-inclusive approach.

This policy covers Trinity Academy Newcastle Multi Academy Trust; here on named: 'The Trust' approach to Personal, Social, Health and Economic Education (PSHE) and Relationships and Sex Education (RSE).

The policy is informed and underpinned by the Trust's values of being kind, calm and honest, whilst changing lives daily and preparing the parents of the future.

The Trusts personal development curriculum aims to create:

- Successful learners who enjoy learning, making progress and achieving
- Resilient and empathetic learners both within the Trust and in wider society
- Confident individuals who can live safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society
- Strong interpersonal relationships based on healthy values

Students are also taught explicitly about British Values which are defined as:

- Democracy & the rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs.

Parents will be informed about the policy through the school website.

Legislation (Statutory Regulations and Guidelines)

Under the Education Act 2002, all schools must provide a balanced broadly-based curriculum which:

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

The 2006 Education and Inspections Act placed a duty on Governing Bodies to:

- Promote the wellbeing of pupils at the school

Revised Department for Education statutory guidance state from September 2020 all schools must deliver:

- Relationships Education (Primary) and Relationships and Sex Education (Secondary).

Links with other policies

This policy works in conjunction with the following policies:

Anti-Bullying Policy
Behaviour Policy
Mental health for student policy
Bullying and harassment policy
Equality and diversity policy
Online staff policy
Peer on peer abuse policy
Safeguarding policy
Young carers policy

Personal development

Personal development is taught holistically throughout the trust embedded in all subjects and reinforced through all interactions at part of the belief “ Make every moment matter” and through set lessons.

- PHSE/RSE lessons

These encompasses all areas of your student's personal development, taking into account the DfE's 'Relationships Education, Relationships and Sex Education (RSE) and Health Education (June 2019)', 'Teaching Online Safety in School (June 2019)' and 'Parental Engagement on Relationships Education (October 2019)'. From September 2020, Relationships Education and Health Education was deemed compulsory in all schools, however, due to the COVID 19 pandemic, the allowance was made for schools to delay this until Summer 2021 if deemed necessary.

The Trust has in place set schemes of work for each key stage for personal development developed ready for the September 2020 start. However, as part of the recovery curriculum,

the first term of the 20-21 school year was dedicated to elements of recovery from adverse experiences from COVID 19, covered by our recovery scheme of work.

PHSE/RSE sessions are delivered by teachers in weekly timetabled lessons.

Additional key information delivered by external speakers and supported by the PHSE/RSElead (KS 3 and 4)

Additional key information will be delivered via weekly tutor periods addressing local and topical issues affecting young people (Key stage 3 and 4)

Enrichment and drop-down days will deliver targeted sessions around key topics to address cultural or social issues.

Embedded in the curriculum

The professional development is embedded in all subjects/curriculum areas taught as part of the partings ethos "Golden thread".

Through this process, students can be supported in transferring skills into different areas and develop stronger brain connections to achieve developmental milestones. This is monitored via learning walks and workbook scrutiny.

All interactions

The Parenting ethos uses all interactions for students as an opportunity to strengthen healthy development, whilst working to correct behavioural choices that are unhealthy. This is conducted using a PACE approach to interactions and using discipline as a restorative, not a punitive measure. (See Mental health for students policy)

Guidelines for delivery

- Any new topic in PHSE/RSE will be introduced taking into account pupils' prior knowledge
- Teachers will establish clear parameters about what is appropriate and inappropriate in a whole-class setting
- No one is forced to take part in a discussion
- No one, teacher or learner, will be expected to answer a personal question
- Research shows that attempts to scare or shock young people into making healthy choices rarely work and often backfire. The student will be reassured that the majority of young people make positive healthy lifestyle choices
- Students are helped to make connections in PHSE/RSE to help understand and inform their 'real-life' experiences.

Safe and Effective Practice:

The trust approach to personal development 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 will ensure the pupils, who indicate they may be at risk, get appropriate support by liaising with the appropriate pastoral team and adhering to the Trust's Child Protection and Safeguarding Policy. Any learners needing support for their wellbeing and mental health to be referred to a Mental Health First Aider.

Equality of Opportunity:

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. The Trust uses its personal development curriculum 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. It's 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.

Parents have the right to withdraw their children from those parts of RSE *not* within the national curriculum.

Definition of Relationships and Sex Education (RSE)

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.

RSE is an entitlement for all children and young people and must:

- Be accurate and factual, covering a comprehensive range of information about sex, relationships, the law and sexual health, to make informed choices. In schools this should be part of compulsory curriculum provision;
- Be inclusive in terms of sex, gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experience particularly HIV status and pregnancy;
- Include the development of skills to support healthy and safe relationships and ensure good communication about these issues;
- 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;
- Provide opportunities for reflection to nurture personal values based on mutual respect and care;
- Be part of lifelong learning, starting early in childhood and continuing throughout life. It should reflect the age and level of the learner;

- 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;
- 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;
- Be delivered by competent and confident educators;
- 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.

KEY stage delivery:

The focus during Primary 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. The sex education content included in the science curriculum for Key Stage 2 will be taught at the lower site of TAN.

The aim of RSE at Key Stages 3, 4 and 5 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 successful marriage or other types 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 is acceptable and unacceptable behaviour in relationships. 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).

Working with Parent/Carers

The PHSE/RSE curriculum provides opportunities for parents and carers to work with the trust to support their children's personal development. The trust through a range of methods will supply parents/ carers with information advice and guidance, opportunities to discuss the content and delivery, to reinforce their development at home and fully understand their right for withdrawal from aspects of the program.

Parents and carer, will have a right to withdraw their child from some or all parts of the RSE aspect of until three terms before they turn 16. This can be requested from the head teacher once the parents/carers have full understanding of the nature and purpose of the curriculum. This process will be documented by the Trust and record kept securely.

Three terms before the child turns 16, if the child wishes to receive this education, arrangements will be made for this.

Intended Outcomes:

The aim of our personal development curriculum is:

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

Confidentiality:

Students 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 lead.

Signed on behalf of the Board:



Peter Carter (Chairperson of the Board)

Date: December 2021