

**Alexandra Park Junior School**  
**PSHE/RSHE Policy 2021**

**The Importance of PSHE / RSHE**

Our personal, social and health education (PSHE) programme alongside our relationships, sex and health education (RSHE) programme promote children's personal, social and economic development, as well as their health and wellbeing. It helps to give children the knowledge and understanding they need to lead confident, healthy and independent lives and to become informed responsible citizens. We believe it is the duty of our school to give our young people the learning that will enable them to live safe, fulfilled and health lives. This includes giving them all the skills they will need to survive in the modern world. This policy covers our school's approach and attitude towards PSHE and RSHE. It is available on our school website and in printed form on request.

Under the umbrella of PSHE, we cover RSHE (Relationships, Sex and Health Education), SMSC (Social, Moral, Spiritual, Cultural), British Values, equalities and careers education.

At Alexandra Park, children's wellbeing, happiness and safety are our first priority, and PSHE is the key vehicle through which we share this with children. We regard PSHE as an important, integral component of the whole curriculum, central to our approach and at the core of our ethos. In accordance with government guidance, the PSHE & RSHE curriculum focus on developing personal attributes including kindness, integrity, generosity and honesty.

As part of our PSHE curriculum, we include RSHE, making sure all of our children are prepared for the changes which will happen to their bodies, along with how to deal with transitions in their lives. According to government guidance, many schools are choosing to deliver RSHE as part of timetabled PSHE programme, with good outcomes. The RSHE programme is the final piece of our curriculum, intended to create fully rounded human beings.

Our curriculum is broad and balanced, ensuring that it:

- Promotes the spiritual, moral, cultural, mental and physical development of our children (see Expectations for Learning policy for more details)
- Prepares our children for the opportunities, responsibilities, and experience they will face in life
- Provides information about being healthy and safe: both emotionally and physically (See Safeguarding policy for details of how disclosures would be dealt with)
- Encourages our children to understand how all actions have consequences and how they can make informed choices to help themselves, others and the environment

The curriculum is also planned in accordance with all relevant government guidance as references in appendix 5. We aim to meet the learning objectives as set out in the Relationships & Sex Education and Health Education (England) Regulations 2019. The curriculum has also been shared with parents, and discussed with a parent steering group during its creation. This is referenced later in the policy. The overall aims of our curriculum are detailed in appendix 7.

**Organisation/Provision**

PSHE is delivered within a whole school approach which includes:

- Dedicated curriculum time / lessons guided by our school scheme and other appropriate resources
- Teaching PSHE through other curriculum areas e.g. RE, Computing
- Circle Time sessions
- Assembly program
- PSHE themed weeks & school events
- Pastoral care team
- Visiting speakers (both in class and assemblies) – See Engaging with external agencies for more detail
- Access to intervention where appropriate

The curriculum is delivered by a variety of school staff including by not limited to class teachers, the pastoral team, senior leadership team and HLTAs. Where lessons are taught these are done in line with the professional standards for those staff (see professional conduct policy.) When appropriate opportunities are available, the curriculum will be supplemented by visitors and other external agencies to give children the highest quality provision available. It is important that visitors and external agencies do not take over this provision, and that a classroom teacher delivers as much content as possible, to highlight that PSHE and RSHE are things we can talk about at school. Furthermore, class teachers know their children, and will be best placed to support additional needs, or scaffold difficult and sensitive topics which may make a child feel vulnerable. Where possible, a class teacher should be the lead provider of PSHE and RSHE lessons. At our school, we take a whole school health and wellbeing approach to scaffold our PSHE and RSHE learning. This is supplemented with up to date resources for more difficult issues e.g. PREVENT, bullying, racism, homophobia, islamophobia. This list is not exhaustive of the issues which will be covered in the curriculum. Within lessons, we also ensure that we incorporate and respect all social, moral, spiritual and cultural issues, encouraging our children to think about their place within Britain as citizens. We include the five British Values (democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths/beliefs) within all of our teachings to establish an effective and safe school environment. See our school British Values policy for more detail. We also cover all nine protected characteristics as listed in the Equality Act 2010. See our Equality Policy for more detail on this. For a full list of how the current school scheme covers the British Values, see Appendix 4. Appendix 9 also lists more specifically how Alexandra Park incorporate British Values across school.

Our curriculum provides structured lessons for each year group. The curriculum is adapted by teachers to suit their class needs and to ensure age appropriateness. The curriculum is progressive throughout school, showing the development in knowledge from Year 3 to Year 6. It also meets the needs set out in the RSHE government guidance. A full list of what is expected by the end of primary school is provided in Appendix 1,2 and 6. Our school skill progressions is also available in Appendix 3.

PSHE is taught on a cycle with RE. Lower Keystage 2 (Year 3/4) will cover four units per year. Upper Keystage 2 (Years 5/6) will cover five units per year. The units available are Healthy Me, Being Me In My World, Dreams and Goals, Celebrating Difference, Changing Me and Relationships. Across the year groups, all the units are covered. The additional units in year 5/6 allow for the coverage of more difficult and sensitive material which is not always appropriate for children in years 3 and 4. Coverage is listed in appendix 8.

In order to establish good routines and an effective learning environment, during transition and the first weeks of September every year group completes Being Me In My World, to establish the classroom rules, a class charter, and how they fit within the wider school society. After this, the units are chosen to link as closely as possible with the wider curriculum and needs of pupils. Some units are taught in isolation of the wider curriculum, due to their content.

Each unit is planned with age appropriate materials which have been approved by the school and consulted on with parents. This means lessons are differentiated for all pupils including those with EAL and SEND needs, to create an accessible curriculum for all. Activities are planned taking into consideration the needs of each individual class. All pupils regardless of their needs must be a part of PSHE & RSHE lessons, as it is an important part of developing healthy relationships with peers. It is expected that all children will take part in PSHE and RSHE lessons during the year, unless a parent has requested their child be withdrawn in line with the guidance provided. See Right to Withdraw in the policy. No child should consistently miss / be withdrawn from PSHE / RSHE lessons which are part of the statutory national curriculum.

### **OFSTED**

PSHE is looked at by OFSTED under the wider banner of personal development. When inspected, OFSTED will ensure that we are meeting out statutory obligations. These including teaching the following areas:

- RE
- PSHE
- RSE
- SMSC
- Safety
- Equality

They will also consider how we apply broad elements to our curriculum such as:

- Cultural capital
- British Values
- Creativity & enrichment
- Pastoral care
- Character (Personal traits, dispositions, virtues, motivational guides, conduct, confidence and resilience)
- Ethos
- Awareness of Risk
- Mental health
- Physical health
- Relationships (online, in school and outside school)

When OFSTED visit a school they will look at particular aspects of personal development. They may look for evidence of and ask pupils about the following areas of our curriculum:

- How we develop responsible, respectful and active citizens who are able to become actively involved in public life
- How we develop and depend pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance
- How we promote equality of opportunity so that all pupils can thrive together, understanding that difference is a positive not a negative
- How we promote an inclusive environment that meets the needs of all pupils, irrespective of equality status
- How we develop pupils' character, giving them the qualities they need to flourish in our society
- How we develop pupils' confidence, resilience and knowledge so they can keep themselves mentally health
- How we enable pupils to recognise online and offline risks to their wellbeing
- How we enable pupils to recognise the dangers of inappropriate use of mobile technology and social media
- How we develop pupils' understanding of how to keep physically health, eat healthily and maintain an active lifestyle
- How we develop pupils' age-appropriate understanding of healthy relationships
- How we support a readiness for the future e.g. future education, training or employment
- How we provide an effective careers programme in line with the government's statutory guidance

Evidence may include by not be limited to:

- the range, quality and take up extra-curricular activities offered by the school
- how curriculum subjects contribute to pupils' personal development
- how well leaders promote British values through the curriculum, assemblies, wider opportunities, visits, discussions and literature
- how well leaders develop pupils' character through the education they provide
- the quality of discussions and debates that pupil have
- pupils' understanding of the protected characteristics and how equality and diversity are promoted
- the quality of careers information, education, advice and guidance and how well it benefits pupils in choosing and deciding on their next steps.

## **Relationships In School**

Relationships at Alexandra Park are based on an atmosphere of trust, care and respect for everyone. This attitude is reflected amongst our students, staff and is also expected of visitors. The ethos of our school reflects this. Children are encouraged to develop good relationships with their peers and all staff. Everyone is responsible for their own behaviour. All staff provide good role models for children and work hard to promote a safe, happy environment. The school have an active CLT (Children's Leadership Team) comprising of one child from each class, elected to represent the class views. They are also supported by a variety of their peers, selected for their behaviour and attitude within school to support with events. Children are also encouraged to take part in Circle Time sessions in class, further developing their relationship with their peers and class teachers. Circle Time is a safe, conversational space where any concerns can be discussed openly. Circle Time is also a safe space for children to ask questions.

## **Assemblies & Whole School Celebrations**

Throughout the school year, we incorporate our PSHE & RSHE into our assemblies. There are three assemblies a week in school: a celebration assembly (Monday), a PSHE / British Values assembly (Wednesday), and a themed assembly (Fridays.) Our Friday assemblies are shared between pupils and teachers on a rota, with some weeks being child led, and others adult led. All assemblies aim to tackle and cover issues which are important to the children. We also make an effort to instil British Values through taking part in a variety of celebrations e.g. Children In Need, Red Nose Day, Armistice Day etc. Our assemblies are non-denominational, celebrating all religions at appropriate times of year. This includes inviting a variety of religious leaders into our assemblies, to meet the needs of the wider RE curriculum and to expose our children to a variety of religions. Our assemblies are also mapped to the RSHE curriculum, to ensure full coverage of the statutory objectives. We also have themed weeks within school, encouraging children to bring our PSHE & RSHE out of the classroom and into the wider world e.g. Peace Week, Anti-Bullying Week, Anti-Hate week, Enterprise Week etc. We also include visitors from the wider community to reinforce our messages e.g. local religious leaders, charity organisations, local businessmen, politicians and other professionals. To link with this, trips are arranged where possible to further reinforce our PSHE & RSHE messages. A section of our website is used to promote the community organisations who we invite into school, and sharing their message.

Within our assemblies we also include the Pocketbook of Peace, as time to reflect and think about the week ahead in a peaceful manner, through messages such as Smile, Be Thankful and Be Calm.

## **The Curriculum & Equalities Education**

During PSHE & RSHE lessons, a variety of topics are covered. These include cross curricular themes such as healthy bodies (Science), E-Safety (Computing), tolerance and respect (RE), the effect of activity on our bodies (PE), money awareness (Maths) and many others. Where possible PSHE & RSHE Education is made cross curricular, tapping into other areas of the National Curriculum to develop a child's wider understanding (see Curriculum policy for more details).

We also cover more sensitive worldwide issues such as terrorism (See Prevent policy), mental health (see Mental Health policy), staying safe and personal well being. During these types of topics, disclosures are possible and staff are trained on the process they must follow in school (see safeguarding policy).

When planning the curriculum, a good understanding of the backgrounds of pupils will be taken into account e.g. faith backgrounds. Positive relationships between school and local communities will help to shape and evolve teaching, and create a constructive context for teaching within PSHE & RSHE. When teaching all these subjects, the topics that are included in core content will need to be appropriately handled, whilst still ensuring that school complies with the relevant provision of the Equality Act 2010. At Alexandra Park Junior School, as a community school, we choose not to teach RSHE/PSHE in line with one religion/faith, but will include it in appropriate lessons. We follow the Oldham syllabus for RE, covering a wide variety of questions separate to PSHE/RSHE (See RE policy). Discussion within RSHE/PSHE is always encouraged, and children will be asked to consider their own beliefs when discussing topics. Religious teachings are also covered separately in RE lessons taught in line with the Oldham syllabus. Teaching in PSHE/ RSHE will reflect British Values and the law, to allow young people to clearly

understand what the law allows and does not allow, and the wider legal implications of the decisions they make. It is an expectations of OFSTED that children will have learnt about all aspects covered in the equality act, and children may be questioned by inspectors on their learning. Teaching will also cover all statutory elements as listed in the National Curriculum, and other relevant guidance. Lessons will be taught by adults observing professional behaviour at all times (see professional conduct policy).

While RE is taught separately to PSHE, there are cross curricular elements within both subjects. Both do have a foundation in supporting children's personal development. Children will be encouraged to consider their views in both subjects, while showing mutual tolerance and respect to those around them.

All school have a duty to comply with the Equality Act 2010. As part of the PSHE & RSHE we have a duty to discuss all nine protected characteristics in this act. These are age, disability, chosen gender, marriage/civil partnership, race, religion/belief, biological sex, sexual orientation and pregnancy/maternity. Under this provision, schools can not discriminate against pupils, staff or visitors due to these characteristics. Legally, schools also can not allow discrimination by anyone on school premises to happen without consequence. This is detailed within the school Equality policy. Schools are encouraged to take positive actions, to deal with particular issues within the school environment, including ways to foster healthy relationships between peers. We weave these discussions into our PSHE/RSHE lessons, teaching them as part of our wider curriculum rather than as discrete lessons. We also cover topics such as anti-bullying, racism, terrorism, discrimination, online safety and safeguarding, as detailed in their own individual policies. These are also covered using the Equality Act to ensure everyone is included in the discussions.

Teaching within these areas such be integrated into the wider curriculum and not just taught as stand alone aspects. As a school we will look to use lesson plans and resources which are age appropriate from a variety of sources including but not exclusively from external agencies, charities, the council, the government and those of our own creation. Teachers will use their professional judgement when using resources not created by school, and seek advice where they are unsure. Teaching will focus around mutual respect and acceptance of other people's choices, lifestyles and challenges. Pupils will be encouraged to use the correct language when referring to different types of people when the topics are discussed. (See appendix 11). Pupils will also be encouraged to take part in whole school events linked to the equality strands as part of the wider assembly program e.g. LGBT+ History month, Black History Month, Anti-Hate Week, Schools Diversity Week, Disability Awareness days. It is expected that all children will have a cohesive, consistent and clear education linked to the nine equalities strands.

### **Mental Wellbeing**

At Alexandra Park, we acknowledge that physical health and mental wellbeing are interlinked, and aim to teach pupils the importance of looking after both their physical health and mental wellbeing. Pupils are encouraged to look after themselves and self regulate their behaviours. They are taught strategies to do this and given time to apply these strategies (e.g. Relax Kids). Where children are struggling to do this, interventions are in place which school staff can refer pupils to. Mental health and wellbeing is overseen by the pastoral team and the member of staff in charge of wellbeing.

As part of looking after mental wellbeing, school events take place on a regular basis around wellbeing, including celebrating national and world wide events e.g. Children's Mental Health Week. Staff are aware of the policies specific to mental health in school, and include these in planning their RSHE lessons and PSHE lessons. Assemblies will also work towards promoting positive mental health. Effective teaching within school across all avenues, aims to reduce the stigma attached to health issues including mental wellbeing. They should also encourage pupils to seek support and advice as they need it. Mental wellbeing should also be a consideration when teaching about puberty, due to increase emotional strain. Both male and female pupils should be prepared and supported through the changes they will experience.

### **Assessment and Recording**

Children are formally assessed by staff throughout their PSHE/RSHE learning. After each topic, assessment data is inputted into Target Tracker, allowing for a child's progress to be monitored throughout school. During sessions, a variety of assessment methods will be used to create the widest picture of each child's understanding. The children are encouraged to reflect on their ideas and work, to become more

independent and reflective learners. Recording of work in lessons will be in a form appropriate to the planned focus and will be shown in teacher planning. Evidence of PSHE will be in a variety of forms e.g. photographs as well as written work. Wherever possible, PSHE & RSHE Education should be a discussion based, practical and interactive lesson, encouraging children to develop their own views of the wider world through games, discussions, practical activities and songs. Where individual work is not done, the class book should be used to show an overview of the whole class' understanding and achievement. Skills are progressive throughout school, showing the development in knowledge from Year 3 to Year 6. (Appendix 3) Staff will record and monitor children's progress using target tracker, placing children within their year group banding. Children will be assessed against the statements provided to class teachers for each unit, with an overall judgement being made each half term for where the child should be put. Staff may also ask the children to use self assessment 'traffic light' sheets to assess their own progress, which can inform the teachers judgement, giving individual evidence for each child.

When pupils are assessed in lessons, feedback will focus on the outcomes of the lesson and not other areas e.g. presentation, spelling etc. The aim of feedback is to encourage the children to consider their views alongside those of others, rather than to focus on what is right or wrong. We aim to develop critical thinkers, as well as pupils who are open minded, tolerant to others and respectful of differences.

A full overview of what is expected of children by the end of Primary School, is included at the end of this document (Appendix 1, 2 and 6).

### **Engaging with External Agencies**

At Alexandra Park, we engage with a variety of external agencies and visitors to support and further enhance our curriculum. They are a valuable resource to further expand our children's knowledge, and expose them to a variety of topics which staff may not be the experts in. Visitors and external agencies form a key part of our assembly program, with important issues and topics discussed throughout the year. External agencies should never replace a class teacher, and all content should be introduced or followed up with class teachers / school staff. Similarly, assemblies are led by school staff as well as external agencies and visitors, to reinforce that children can talk to staff in school about anything. All external agencies and visitors are thoroughly screened before they are invited into school, to ensure the safety and safeguarding of pupils while they are in school. No visitor or external agency, is left alone with a class or group of pupils, to ensure the children are safeguarded. They are also required to wear an ID badge when on site. For further information on Safeguarding, see the Safeguarding policy. Where possible and practical, parents will be consulted before external agencies are invited in. Parents are always informed when an external agency is visiting school via the newsletter.

### **Parental Engagement**

At Alexandra Park, we encourage parental engagement in a variety of ways. Linked to PSHE & RSHE, parents are involved into assemblies on a regular basis, so they can share in the celebrations we have in school, and also expand their own knowledge so they can answer questions asked by their children at home. We also regularly invite parents to join in workshops within school, to enable them to have a full picture of our broad, balanced and cohesive curriculum. This is to provide parents with peace of mind that what their child is accessing is age appropriate. It also allows them to answer further questions at home.

Parents are kept informed of the curriculum in each year group with a half termly newsletter. Our curriculum is also published on our school website. This includes the children's PSHE learning for that half term. If parents have any concerns, they can request to meet with the class teacher to answer any questions or queries they have. There is also a parent steering group involved in all major curriculum and policy changes. Parents kept informed of changes to the curriculum as they arise via letter, newsletter and parent feedback groups.

Throughout school, there topics may be more sensitive, teachers may decide to hold specific parental meetings, to share lessons with them ahead of time and answer questions linked to that. From September 2020, RSHE is compulsory in all primary schools. In Primary, we focus specifically, and a statutorily obligated to cover relationships and health education. Sex education within primary school is optional. While parents will be invited to share their views, and their views will be listened to, Alexandra Park can not

amend/edit lessons based on individual views whereby the content of that lesson falls into the statutory national curriculum.

### **Relationships, Sex and Health Education (RSHE)**

Alexandra Park recognise that as a school, we have a legal responsibility under the Relationships and Sex Education and Health Education (England) Regulations 2019, to provide comprehensive and inclusive relationships, sex and health education to pupils.

Relationships education is defined as education to teach pupils the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults. It should include also include learning about the emotional, social and physical aspects of growing up, enabling pupils to become fully functioning well rounded young adults. It is important that as part of this education, children know the correct names for the parts of their bodies, as well as the different functions of their bodies, and feel reassured that it is natural to be curious about their bodies. The knowledge they will gain as part of this education will support their wellbeing and attainment in the future, and prepare them for the RSHE curriculum at secondary school.

The aim of RSHE is to prepare children for the wider world, allowing them to discuss in a safe environment a variety of sensitive topics including puberty, attraction, bereavement, sickness, personal safety and life transitions. For Primary children, the focuses of the curriculum are relationships and health education, rather than sex education.

At Alexandra Park, lessons are planned using a variety of resources, ensuring that they cover the aspects required in the RSE Government Guidance 2019. We consider RSHE to be part of the wider school curriculum, which should be taught to all year groups in an age appropriate manner. RSHE teaching should complement other National Curriculum subjects, and not be taught in isolation. It should also be taught as cross curricular, linking appropriate topics to appropriate subjects e.g. Computing, PSHE, PE, RE and Science.

As part of RSHE, children may ask difficult questions. It is imperative that children feel safe to ask these questions. It is important that all questions are handled respectfully, to avoid children accessing alternative sources for answers e.g. the internet, which may leave them uninformed or open to inappropriate sources of information. Avoiding questions also build unnecessary barriers between learners and teacher. It can sometimes also give the children the impression they have done something wrong by asking a question. Questions should be seen as a positive thing during PSHE & RSHE lessons. Adults will exercise their professional judgement when answering questions, seeking advice where they are unsure, and directing any potential safeguarding concerns which may arise due to difficult questions to the correct individuals (the safeguarding lead). Adults will also exercise their judgement as to whether a question is appropriate to answer as a whole year group, or on a one to one basis. If a question is asked which isn't necessarily suitable for the entire class, the question will still be acknowledged, but answered privately. Where questions raise concerns, these will be logged onto CPOMs and the relevant safeguarding lead informed. If appropriate, parents will also be informed. Please see the Safeguarding policy for more information on how disclosures and safeguarding concerns will be dealt with. We aim to, through tackling questions which may be particularly difficult for children to ask, remove the stigma surrounding some areas of PSHE & RSHE. All questions will be answered honestly, openly, scientifically and factually, avoiding personal beliefs. If a member of staff feels a personal belief would help explain a situation, they should frame their answer making it clear it is a belief, not a fact. For more information on how questions may be answered, see Appendix 10.

### **Parental Involvement in RSHE**

Parents will be given every opportunity to understand the purpose and content of RSHE. Parents will be welcome to come observe RSHE lessons if they wish and it is appropriate. It is important for parents to understand the importance of RSHE on their child's wellbeing, and the role it plays in keeping them safe. As part of our RSHE curriculum, some year groups take part in RSHE sessions run by external visitors, supported by their teachers. These may include sessions where they learn about the changes that will affect their bodies during puberty as well as how to look after their bodies. These are organised by class

teachers with their class dynamic in mind. Some sessions will be run mixed gendered, and others single gendered at the discretion of the class teacher.

Parents are always kept informed prior to these sessions via letter and reminder text messages. They are also invited to come in and ask questions ahead of talks to help ease any concerns. Parents will be supported by school in talking to their children about what is being taught if they request it. Parent surveys / parent voice is also conducted on a regular basis, to canvas and collect the views of parents, to ensure that as a school we are aware of any concerns or questions from our school community.

As part of the RSHE curriculum, lessons are planned covering emotional and physical development, tailored to their age and physical / emotional maturity. These will ensure both boys and girls are prepared for the changes that adolescence will bring, drawing on all statutory knowledge which has been taught prior. Girls should specifically be taught about menstruation, to help them through a potentially confusing and alarming time. It is important to recognise that menstruation is happening to younger and younger pupils. Pupils should be taught the key facts about the menstrual cycle, including the average length, range of products available and the implications for emotional and physical health. Menstruation supplies are also available in school to girls, and this will be highlighted when appropriate in lessons. While menstruation education is important for girls, boys must also be taught the facts surrounding menstruation, to continue to remove the stigma attached to a healthy biological function.

### **Right to Withdraw**

Under the RSE and Health Education guidance 2020, RSHE education is statutory, meaning that in primary school, children can not be withdrawn from any aspect of relationship or health education, as this is seen as vital to developing them as well rounded human beings. A full and comprehensive list of the topics which are covered as part of RSHE are detailed in Appendix 1, 2 and 6.

Children can not be withdrawn from any aspect of the RSHE which falls within the statutory National Curriculum. This includes any topic which falls in both the RSHE Curriculum as well as the Science curriculum e.g. puberty, changes to human bodies as you age., the biological naming of body parts and reproduction. Children also can not be withdrawn from any aspect of the RSHE which falls within other statutory National Curriculum subjects e.g. E-Safety. Parents do not have the right to withdraw their children from equalities education, as under the Equality Act schools have a duty to ensure they are eliminating unlawful discrimination, harassment and victimisation. They also have a duty to ensure the advancement equality of opportunity. Finally, they should be fostering good relationships between all communities.

Parents do have a right to withdraw their children from RSHE taught outside of these parameters e.g. Sex Education. At Alexandra Park Junior, none of the content planned at present falls outside of the parameters of compulsory relationships and health education within primary. Puberty education, including correctly naming the parts of the body, falls into the statutory Health Education curriculum as well as the Science curriculum. Equalities teachings e.g. LGBT+, discrimination, sexism, are part of statutory Relationships Education. Under statutory Relationships Education, all schools are required to ensure that they are promoting equality and diversity through teaching children about what a stereotype is, and what if harmful to personal identity. Schools should challenge any comments or issues surrounding stigma linked to equalities e.g. homophobia, sexism, Islamaphobia.

If a withdrawal is requested, consultation with the head teacher would be required, whereby the nature and purpose of the curriculum would be clarified. Parents also have the responsibility to provide an alternative RSHE curriculum if they do withdraw their child from lessons which fall outside of the statutory RSHE curriculum.

### **Policy Review**

This policy was written in the academic year 2019/2020 by the PSHE co-ordinator and approved governors. It will be reviewed in the academic year 2020/2021. This is to ensure the policy accurately reflects the attitudes and beliefs of the school, and remains up to date with current guidance from the Government and DFE.



Any major policy changes will involve parental and staff consultation.