

Roaches School Network PSHE and RSE Policy

PSHE is mainly concerned with preparing for life with others in society. It is relevant to all aspects of the curriculum, and taught through different subjects where appropriate. Each class has its own timetabled PSHE session when non-curricular aspects can be taught separately.

PSHE is an important matter for all of us and consists of physical, mental and spiritual well-being. It is important for all individuals to take responsibility for their own health and to maintain it. Schools have a vital role to play (along with families and other agencies) in enabling pupils to develop this sense of responsibility and to provide health education as a cross-curricular theme.

Social and Moral Responsibility

Pupils learn self-confidence and socially and morally responsible behaviour both in and beyond the classroom, towards those in authority and towards each other.

Community Involvement

Pupils learn how to become involved in the concerns of their neighbourhood and communities.

Political Literacy

Pupils learn about the institutions, issues and practices of our democracy and how citizens can be effective in local, regional and national public life.

Relationship and Sex Education is seen as the responsibility of parents and/or carers as well as school staff. It is taught as part of the PSHE programme. The importance of stable, loving relationships and moral responsibility are key.

PSHE Helps Pupils to:

- acquire knowledge and understanding of themselves, of others and of the world they live in
- develop skills for living
- understand and manage their emotions
- become morally and socially responsible
- take on a range of roles and relationships
- value themselves and respect others
- contribute to their community
- appreciate difference and diversity
- participate actively in our democracy
- safeguard the environment
- make the most of their potential.

Aims

The school aims to provide a broad PSHE curriculum suited to individual needs. In particular, the PSHE curriculum aims to help our pupils:

- to promote a positive sense of self
- to promote good relationships with others
- to promote an understanding of differences and viewpoints
- to provide opportunities to share and explore emotions, difficulties and life experiences
- to equip pupils with knowledge about the world we live in
- to equip pupils with the skills and attitudes to engage successfully in the task of learning

- to encourage reflection about beliefs, choices and values
- to promote a healthy and safe lifestyle

A combination of methods allows for planned progression and gives staff a flexible approach to PSHE, which can be adapted to take advantage of on-going activities and the needs and interests of pupils. Teaching strategies will include whole class and group activities, role-play, individual and group research and time for reflection and questions. Sources of information include books, posters, computer software, artefacts, and visits out of school. Materials and methods will be differentiated where possible, to allow for effective learning for all pupils

Curriculum Organisation

PSHE is embedded in many curriculum areas, such as Science, Literacy and PE but is also taught as a discrete subject. We encourage other valued members of the community to work with us to provide advice and support to the pupil.

We also develop PSHE and Drug Education through various other activities and whole school events.

Programme of Study

Pupils are taught how to play an active role as citizens through citizenship lessons and are encouraged to develop healthy lifestyles (for example by knowing the importance of a healthy diet and regular exercise) through PSHE . They are also taught about a range of jobs, and how they will develop skills to work in the future.

Pupils are taught PSHE through a number of different approaches including discussion, drama and role play, as well as active learning techniques.

Confidentiality Statement.

Teachers conduct PSHE lessons in a sensitive manner and in confidence.

We ensure that all pupils and staff are aware of our policy on confidentiality and ensure pupils are informed of the limits of confidentiality that if offered by teachers within lessons or if they approach a teacher for individual advice and guidance.

We ensure that pupils are informed of sources of confidential support, for example, the school nurse, GP, external listener or local young person's advice service. We encourage pupils to talk to their parents or carers and give them support to do so.

If a teacher believes a pupil is at moral or physical risk or in breach of the law, it is their duty to ensure the pupil is aware of the risks and encourage them to seek support from their parents or child support agency where appropriate. In any circumstances where child safeguarding issues arise we will always follow the school's child safeguarding procedures.

Dealing with Sensitive Information and Answering Difficult Questions

Teachers will answer pupil questions appropriately and using their professional judgement, in line with this policy. There is no expectation that any teacher delivering PSHE will automatically answer pupil questions, as this may infringe personal boundaries. However, in this instance, pupils will be advised to talk to their parents, another member of staff, or

advised as to where they may be able to access information e.g. helplines, websites, leaflets etc.

Assessment

Pupils will have an active involvement in their own learning. Pupils will be involved in discussions about how their work is assessed, so that they know and can recognise the standards to aim for. Teachers and pupils will communicate their expectations, progress and attainment. This will enable pupils to set their own targets and plan how they will achieve their learning goals. Assessing their own work and collecting evidence of their progress and achievement related to these learning goals will enable them to:

- recognise, demonstrate and celebrate their achievements
- know and understand what they have achieved and what they need to develop
- feel confident about their progress
- be rewarded for active participation in school and community life
- In summary, assessment in PSHRE will therefore actively involve pupils as partners in the assessment process
- involve discussions with pupils about learning objectives and desired outcomes
- PSHE at Key stages 1–4: guidance on assessment, recording and reporting give opportunities for pupils to give and receive feedback on their progress and achievements, helping them to identify what they should do next
- give opportunities for pupils to collect evidence of their achievements that are linked to the learning objectives and outcomes of the relevant activities.
- be ongoing, diagnostic and inform future learning and teaching

Monitoring and Review

Subject leader

The PSHE teacher at The Farm Schools Network runs the PSHE program under the guidance of the subject leader at the Roaches Independent School and is jointly responsible for improving the standards of teaching and learning in PSHE through monitoring and evaluating:

- Pupil progress
- The quality of the learning environment
- The deployment and provision of support staff
- Policy development
- Purchasing and organising resources
- Keeping up to date with recent PSHE teaching and learning developments

Equal opportunities

All pupils are provided with equal access to the PSHE curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or background.

Inclusion

All pupils should have equal opportunity to gain access to and benefit from PSHE

education. Parents/carers have the right to withdraw their children from sex and relationship education where it is not a part of the PSHE curriculum.

Health and Safety

An up-to date list of pupils taking prescribed drugs eg: for asthma, allergies and diabetes will be kept in the Care Office. Medicines should be kept in the Care Office and clearly marked with the appropriate pupil's name. Staff that administer medicines will follow the agreed Health and Safety procedures.

Rationale

The Roaches School Network recognises the entitlement of all learners to receive Relationships and Sex Education and Health Education, which is current, meaningful and relevant. The Roaches School Network promotes and embeds a respect for diversity, encourages a sense of compassion and understanding of others, and a deep respect for human worth and dignity.

We recognise and respect every member of the schools culture, religious values and sexual orientation. We also recognise that the advances of modern technology brings with it issues of safeguarding and we are committed to addressing on-line safety in its various forms.

We will ensure that relationship and sex education and health education is accessible for all pupils. Delivery and resources will be differentiated and personalised to meet the needs of those pupils with SEND, in preparation for adulthood and in line with the SEND code of practice.

Statutory Guidance and Legislation

The Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance update (July 2020) and regulations made under sections 34 and 35 of the Children and Social Work Act 2017 make it clear that as of September 2020, the Health Education and Relationships Education for primary age children and the Relationships, Sex and Health Education aspects of PSHE education for secondary age children are now compulsory in all schools.

Definition

The Sex Education Forum define relationships, sex and health education (RSE) as 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 policy and approach.

Aims

The aims of relationships education in schools will cover 'Families and People who Care for Me', 'Caring Friendships', 'Respectful Relationships', 'Online Relationships', and 'Being Safe'.

There is widespread agreement that children and young people need to be able to recognise abusive behaviour and to know how to seek help if they are worried about abuse or experience it. The new guidance states that by the end of primary school all children should know: 'how to report concerns or abuse, and the vocabulary and confidence needed to do so'.

The Roaches School Network believes that relationships education should promote equal, safe and enjoyable relationships and be taught in a way which fosters LGBT and gender equality, in line with the Equalities Act 2010. The new guidance is compatible with this.

The aims of Relationship and Sex Education:

The Roaches School Network will provide a sex education programme tailored to the age and the physical and emotional maturity of the pupils. We determine the content of sex education and believe that sex education should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.

We will deliver health education as part of our PSHE curriculum. Health education will enable learners to understand puberty, the changing adolescent body, menstrual wellbeing and the menstrual cycle.

Relationships education, health education, science and sex education work together to protect children by ensuring they have knowledge of their bodies, the human life-cycle, emotions, acceptable behaviour and right and wrong.

Delivery of the RSE Curriculum

The Roaches School Network promotes a whole school approach to the delivery of RSE.

Key Stage 2

During Key Stage 2 children are interested in the changing nature of friendships, the emotional and physical changes of growing up, similarities and differences between boys and girls, coping with strong emotions and how babies are made with eggs and sperm. How to look after our bodies and how to be safe and healthy are also important. Towards the end of Key Stage 2 children are beginning to show an interest in knowing about love and the different types of families, they will be curious about puberty and sexual feelings and changing body image. They will need more

details about contraception, how babies develop and are born and why families are important for having babies. They will be interested in knowing how people can get diseases including HIV, from sex and how they can be prevented. They will also need to know who they can talk to if they want health, advice and information about puberty and sex.

The curriculum will be delivered through the following themes:

- Relationships
- My Body
- Feelings and Attitudes
- Keeping safe and looking after myself
- People who help me/ getting health and advice
- Lifecycles and human reproduction

Key Stage 3

At Key Stage 3, we will build in the curriculum content at Key Stage 2 as above. At this age, some young people will either be sexually experimental or know friends who are. They will be interested to know what they should expect of a partner and how to talk to them. They will need more information on contraception, sexual health and how to access services. They will want to know about different types of relationships and homophobia. They may want to know about how to cope with strong feelings and how to cope with the pressures to have sex. They will start to ask questions about parenthood and may like to know how they can talk to their own parents or a trusted adult. They will also be interested in other influences on sexual decision making such as the law, different cultures and religious beliefs, pornography, the media and the effects of drugs and alcohol.

The curriculum will be developed through through the following themes:

- Relationships
- Feeling and attitudes
- My body
- Keeping safe and looking after my sexual health
- People who can help me / sources of help and advice

Key Stage 4

At this age, some young people will either be sexually experimental or know friends who are. They will be interested to know what they should expect of a partner and how to talk to them. They will need more information on contraception, sexual health and how to access services. They will want to know about different types of relationships and homophobia. They may want to know about how to cope with strong feelings and how to cope with the pressures to have sex. They will start to ask questions about parenthood and may like to know how they can talk to their own parents or a trusted adult. They will also be interested in other influences on sexual

decision making such as the law, different cultures and religious beliefs, pornography, the media and the effects of drugs and alcohol.

The curriculum will be developed through the following themes:

- Relationships
- Keeping safe and looking after my sexual health
- Feelings and attitudes
- People who can help me / sources of help and advice

Partnerships with parents and carers

We recognise that parents and carers are crucial to the success of the RSE programme and is committed to providing information about what is provided and accessible opportunities to comment on policy and practice.

Parents will retain the right to withdraw their child from sex education at primary and secondary school. A change brought in by the new guidance is that young people can opt into sex education from 3 terms before their 16th birthday. Parents will not have the option to withdraw their children from relationships education or health education. Schools are advised to keep a record of the process of dialogue with parents relating to requests to withdraw from sex education.

Confidentiality, safeguarding and child protection

Everyone involved in RSE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers will discuss confidentiality with learners through the development of a group agreement at the start of lessons, making it clear that teachers cannot offer unconditional confidentiality and will report concerns or suspicions to the Designated Safeguarding Lead as outlined in the safeguarding policy.

Assessing, recording, reporting and monitoring pupils' progress

We will ensure that assessment opportunities are built into the RSE programme and that RSE is assessed on skills and attributes as well as knowledge. Regular opportunities will be provided to enable learners to reflect on their work and learning.

We will ensure that parents and carers are provided with feedback and information about pupils' learning in RSE.

The curriculum will be quality assured in a variety of ways including learning walks, safeguarding drop ins, lesson observations, planning and work scrutinies. This will be done as part of the schools' ongoing QA cycle by the SMT and PSHE Lead.

Roles and responsibilities

Learners

Learners are expected to participate at their own level of engagement in SRE and, when discussing issues related to SRE, treat others with respect and sensitivity.

Alternative work, which focuses on values and self esteem will be given to pupils who are withdrawn from SRE.

Delivery staff are responsible for:

- Delivering RSE and health education in a sensitive way
- Differentiating and personalising delivery to the needs of the individual
- Modelling positive attitudes to RSE and health education
- Monitoring and tracking of progress
- Responding to the needs of individual pupils and issues as they arise
- Responding appropriately to pupils whose parents or carers wish them to be withdrawn from the sex education components of RSE and health education
- Take responsibility to attend regular CPD to ensure they are confident and have up to date knowledge and understanding

This policy was agreed and adopted in September 2021.
To be reviewed annually - Reviewed September 2023