



**Shaw
Education
Trust**

**Personal, Social, Health and Economic
education (PSHE) and Relationships and Sex
Education (RSE) Policy**

Introduction

Personal, social, health and economic education

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice.

Relationships and sex education

Relationships and sex education (RSE) is an important part of the PSHE education. Relationships education is compulsory for all primary school pupils, and relationships and sex education (RSE) is compulsory for all secondary school pupils.

Statutory requirements

The National Curriculum states that 'all schools should make provision for personal, social, health and economic education (PSHE), drawing on best practice'. PSHE education contributes to schools' statutory duties outlined in the Education Act 2002 and the Academies Act 2010 to provide a balanced and broadly-based curriculum and is essential to Ofsted judgements in relation to all pupils' personal development, behaviour and welfare; and pupils' spiritual, moral, social and cultural development.

In line with Statutory guidance our primary pupils are taught relationship education and our secondary pupils are taught both relationship and sex education.

Definition - What is RSE?

RSE involves a combination of sharing information and exploring issues and values. Through these areas of learning, we want to support all young people to be happy, healthy and safe; we want to equip them for adult life and to make a positive contribution to society.

Pupils are encouraged to recognise their individual needs, to respect the needs and wants of others, and to develop the skills and self-esteem to become confident adolescents.

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE is not about the promotion of sexual activity. The areas of learning are taught within the context of family life and we take care to ensure that there is no stigmatisation of children based on their home circumstances. We understand and celebrate that families can include single parents, LGBTQIA+ parents, families headed by grandparents, adoptive parents, foster parents/carers, amongst other structures. We provide opportunities for pupils to reflect sensitively on each topic, so that they understand too that others will have a different structure of support around them (e.g. Looked After Children).

Our Primary RSE curriculum focuses on the following areas:

Primary

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being Safe

Our Secondary RSE curriculum focuses on the following areas:

Secondary

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

RSE is delivered as appropriate to the needs of the pupils through individualised programmes of support linked to their EHCPs, as well as through the PSHE Framework.

Intent

At Ivy House, our PSHE and RSE Programme aims to promote the pupil's personal and social development including health and well-being. It is accessible to all pupils regardless of culture, gender, or disability, in ways appropriate to meet individual abilities.

PSHE (Personal, Social and Health Education) and RSE (Relationship, Sex Education) are frameworks through which a foundation of knowledge, skills and attitudes are developed which build positive, healthy adult lifestyles. We aim to promote the physical, social, mental and spiritual, well-being of our pupils.

Our three-year, six-term program for PSHE & RSE gives pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens and promote mental health and emotional wellbeing.

Our intent is to provide a balanced and broad-based curriculum that:

1. Promotes the spiritual, moral, cultural, mental, and physical development of all our pupils.
2. Prepares our pupils for the opportunities, responsibilities and upcoming experiences of adult life

The main intent of our PSHE curriculum is to

- Enable our pupils to be as independent as possible and be a responsible member of the school community.
- To help pupils develop feelings of self-respect, confidence, self-esteem and empathy
- To develop skills of personal care and independence
- To enhance pupils' overall health and well-being
- To teach about personal care, healthy eating and safer lifestyle choices
- To prepare pupils for puberty and help them to understand sexual development and the importance of health and hygiene
- To extend social and community skills that are essential for everyday life
- To develop good relationships with those in school and the wider community.
- To recognise similarities and differences between themselves and others, and to respect these differences.
- To learn to keep themselves and others safe, including recognising signs of bullying and abuse and knowing where to turn to for help.
- To learn how to use the internet, including social media safely and responsibly.

Implementation

At Ivy House:

The Early Years Curriculum (PSED) is divided into three Areas of Learning:

- Self-Regulation
- Managing Self
- Building Relationships

The Early Years PSED Framework has a six-term rolling programme ensuring all the pupils have opportunities to develop and build upon prior learning. The programme will also have thematic topic links where possible.

In Primary and Secondary we have adapted the [PSHE Association Planning Framework for Pupils with SEND](#). This planning framework is fully aligned with the Statutory Guidance for Relationships Education (RE), Relationships and Sex Education (RSE) and Health Education from the DFE.

We have developed a three year, six term rolling programme, ensuring all students have opportunities to develop and build upon their prior learning. The framework is linked with the half termly topics/themes where possible so that PSHE and RE/RSE is embedded into our thematic learning at Ivy House. Each session will be delivered appropriately with consideration given to the pupil's developmental understanding.

The PSHE Planning Framework is divided into six sections.

1. Self – Awareness (Me, who I am, my likes, dislikes, strengths and interests)
2. Self -Care, Support and Safety (Looking after myself and keeping safe, aspects of RSE)
3. Managing Feelings (Understanding feelings, and that how I feel and how others feel affects choices and behaviour, aspects of RSE)
4. Changing and Growing (How I and others are changing, new opportunities and responsibilities, aspects of RSE)
5. Healthy Lifestyles (Being and keeping healthy, physically and mentally)
6. The World I Live in (Living confidently in the wider world)

The 14-19 Department have developed 'The Branch Curriculum' that is divided into four Areas of Learning;

Health and Wellbeing
Communication, Community and Friendships
Skills for Life
Creativity, Choices and Contributions

The pupils in this department also participate in a weekly structured PSHE lesson that is planned by using the Secondary PSHE Framework. In addition to this, the whole Branch curriculum places a strong emphasis on PSHE. Shared experiences with others, engaging in health and wellbeing, transferring skills to new and different environments and contributing to different community focused activities are just a few examples of how PSHE is embedded into the Branch curriculum.

Beyond weekly timetabled PSHE & RSE lessons, pupils also participate in theme days and celebration days linked to our SMSC and BFV calendar of events.

Daily personal care routines also provide our pupils with opportunities to develop skills of personal care and independence. Achievement in any area of self-help will also help maintain dignity, allow children to develop a positive self-concept and a sense of worth

Place in the curriculum:

The main RSE and PSHE programme will be delivered through a weekly structured lesson in every class group. In addition, certain biological aspects may be delivered through science and PE topics if suitable for certain pupils.

Methodology and resources

All pupils have equal access to the curriculum and developmentally appropriate materials and resources. Delivery will be differentiated appropriately according to need. Resources are sensitive to the needs and backgrounds of the children and integral teaching ensure appropriateness. We employ a wide range of teaching methods and strategies throughout our curriculum delivery, which enable pupils to actively participate in their own learning. Staff are expected to ensure that their planning is reflective of the resources needed for delivery and to liaise with the RSE /PSHE Co-Ordinator where this may need updating.

Impact

The delivery of PSHE/RSE is overseen by the PSHE/RSE Co-ordinator through Curriculum Review Weeks at least twice a year.

Formal pupil progress is recorded through EFL, The Rainbow Profile, RARPA, and also the pupil's Personal Learning Goals (PLG) which are their short term targets based on their EHCP targets. This data is accessible to the Co-ordinator at all times.

Scrutiny will be through data and EFL evidence. The moderation of learning during a Work Scrutiny gives an oversight of curriculum coverage, ensuring that class teams are capturing evidence, setting aspirational targets with next steps where appropriate and that progress can be seen over time.

Ultimately, we aim to provide the foundations for developing independence, self-esteem, social and community skills. The ability to exert one's independence is a basic human right, so it is placed centrally within our curriculum. We are striving for all our pupils to be empowered to communicate their choices and desires as they progress into adulthood.

A Whole School Approach:

A whole school approach is adopted for PSHE and RSE and this actively involves the whole school community. All groups who make up the school community have rights and responsibilities regarding PSHE and RSE. In particular:

The Headteacher is responsible for ensuring that PSHE and RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE.

The Senior Leadership Team (SLT) will endeavour to support the provision and development of RSE in line with this policy, by providing leadership and adequate resourcing and training.

The designated PSHE/RSE Co-ordinator will maintain an overview of PSHE/RSE provision and have overall responsibility for its development. This will include keeping up to date with developments and good practice, accessing training, developing the provision to meet pupils' needs, providing support and resources for staff, arranging staff training, liaison with outside agencies and monitoring and evaluation.

Staff are responsible for:

- Delivering PSHE/RSE in an appropriate way for their pupils
- Modelling positive attitudes to PSHE/RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE

All teaching staff, including teaching assistants, are involved in the school's PSHE/RSE provision. Some will teach RSE through PSHE and others through science modules and other curriculum areas.

All teaching staff play an important pastoral role by offering support to pupils. Any member of staff can be approached by a pupil who experiences a difficulty regarding relationship and sex issues.

Staff will be consulted about the school's approach to PSHE/RSE and aided in their work by provision of resources, background information, support and advice from experienced members of staff and access to appropriate training.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

Academy Councillors have responsibilities for school policies. They will be consulted about the PSHE/RSE provision and policy and read regular reports at Academy Councillor's meetings, as well as opportunities to access appropriate training through the Trust and Local Authority. The Academy Council will approve and ratify the RSE policy, and hold the Head Teacher to account for its implementation.

Families have a legal right to view this policy and to have access to information about the school's PSHE/RSE provision. Families do not have the right to withdraw their child from 'relationships' education. However, families do have the right to withdraw their child from the non-statutory and non-science components of sex education within RSE, up to and until 3 terms before the child turns 16. After this point, if the young person wishes to receive sex education, rather than being withdrawn, the school will arrange this. Requests for withdrawal should be put in writing and addressed to the Head Teacher. A copy of withdrawal requests will be placed in the pupil's

educational record. The Head Teacher will discuss the request with parents and take appropriate action.

The school nursing service can play a key role in supporting the teaching of PSHE/RSE both in terms of advice, input into lessons, provision of pastoral support for pupils and resources. The school will work in ongoing consultation and partnership with the [school nursing service](#). However, the class teacher will still take the lead within PSHE/RSE sessions and planning.

Outside agencies and speakers may be used to complement our work in school, which could include partnerships and local providers. We will ensure that suitable checks are carried out before delivery and engagement with each professional.

Pupils have an entitlement to age and circumstance appropriate PSHE/RSE and to pastoral support. They will be actively consulted about their PSHE/RSE needs and their views will be central to developing the provision. Pupils are expected to engage fully in PSHE/RSE and, when discussing issues related to RSE, treat others with respect and sensitivity as appropriate.

Ground rules and distancing techniques

Teaching is conducted in a safe learning environment, using ground rules and distancing techniques. This will help to ensure that neither the pupils nor the teachers are put 'on the spot' or expected to discuss their own personal issues in class. Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of PSHE/RSE and this is supported through adhering to the Teacher Standards and Trust's Code of Conduct policy.

Pastoral Support for Pupils:

The nature of support available to pupils

The school takes its role in the promotion of pupil welfare seriously. Staff endeavour to make themselves approachable and to provide caring and sensitive pastoral support for pupils in several ways. Staff may be approached for help on an individual basis and through their class sessions, or through the roles provided by the teaching assistants. They offer a listening ear and, where appropriate, information and advice. Pupils are referred to the school nurse, or the Pastoral Lead and/or outside helping agencies. The school will keep up to date about the development of local and national services for young people and endeavour to form working relationships with local agencies that are relevant to pupils' needs.

Confidentiality and informing parents/carers

We are aware that some families can find it hard to deal with their child's sexual development and are happy to work alongside the school to identify support and further referrals to agencies. We will take every opportunity to inform and involve families:

- by making our commitment clear through regular discussions and information sharing sessions

- by inviting them to discuss RSE when their child enters the school and at key transition points during their time in school
- by discussing and agreeing a consistent approach to be used both at home and school
- by inviting families to a meeting where resources are available, and their use explained

School staff cannot promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to pupils. Safeguarding procedures must be followed when any disclosures about abuse are made.

Dealing with Bullying

Bullying commonly includes inappropriate and hurtful comments and behaviours concerning sexism, homophobia, appearance and other sex/relationship issues. The school takes the issue of bullying very seriously and this is reflected in the school's anti-bullying policy. Staff will challenge and deal sensitively with any evidence of bullying. Pupils will be encouraged to report any incidents. Staff will investigate any incidents of bullying as soon as possible and give feedback to pupils who complain of bullying. The RSE and PSHE programmes will consider bullying and aim to discourage bullying based on sexism, homophobia, appearance and other relationship and sex issues.

All schools are required to report and log all known incidents of bullying on school premises and to provide regular summative reports to the Academy Council and Trust Board. It is important that any form of harassment or hurtful comments of a sexual nature are seen within the context of the schools anti-bullying policy.

Training

Staff are trained on the delivery of PSHE/RSE as part of their induction and it is included in our continuing professional development and learning calendar. The CPDL Co-Ordinator in school will invite external visitors, such as nurses or sexual health professionals, to provide support and training to staff who are teaching RSE.