

MAYFIELD SCHOOL



PSHE & RSE Policy

PSHE (Personal, Social, Health education) and RSE (Relationships and Sex education)

Issue No	Date Written	Author / Reviewed By	Date of Review	Approved by Governors
1	September 2015	Gillian Temple		Autumn Term 2015
2		Stephen Chambers / CDS committee	Autumn Term 2017	Autumn Term 2017 <i>P.S. J. L. H.</i>
3	September 2019	Samantha Kidd	Autumn 2019	Autumn Term 2019 <i>D.N. P.</i>
4	September 2020	Chris Tweddle / Rachel Parker	Autumn Term 2020	Autumn Term 2020 <i>D.N. P.</i>
5	September 2022	Rachel Parker	September 2022	Autumn Term 2022 <i>S. M. F.</i>

The Governing Body are free to delegate approval of this document to a Committee of the Governing Body, an individual Governor or the Head teacher.

This policy will be reviewed bi-annually or sooner if legislation or best practice requires this.

INTRODUCTION

As far as is appropriate, pupils at Mayfield School will engage in and follow the PSHE curriculum which promotes children's personal, social and economic development, as well as their health and wellbeing. It helps to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Children are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and community; We provide our pupils with a comprehensive enrichment programme. They learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. It gives children an understanding of the rights and responsibilities that are part of being a good citizen and introduces them to some of the principles of prudent financial planning and understanding. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life-long learning. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or learning support assistants work with individual pupils where required, and if appropriate.

AIMS

PSHE (Personal, Social, Health education) and RSE (Relationships and Sex education) policy Aims at Mayfield School, we believe that PSHE helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives, in order to become informed, active and responsible citizens. The work we do in PSHE links directly to the Equals Curriculum which we follow in school. PSHE also flows through all other curriculum areas. Under the new guidance issued by the DfE, by September 2020, Relationships Education at primary school will be compulsory. We believe that, to be effective, RSE should always be taught within a broader PSHE education programme. RSE enhances and is enhanced by learning related to topics including anti-bullying; keeping safe on and off line; keeping physically and mentally healthy, learning about drugs, alcohol and tobacco; and the development of skills and attributes such as communication skills, managing peer pressure, risk management, resilience and decision making.

The aims of PSHE and RSE at Mayfield are to:

- Promote the spiritual, moral, cultural, mental and physical development of all pupils
- Prepare pupils for the opportunities, responsibilities and experiences of later life
- Encourage pupils to value themselves and others
- Allow pupils to acknowledge and appreciate difference and diversity
- Teach pupils how to make informed choices
- Prepare pupils to be positive and active members of a democratic society
- Teach pupils to understand what constitutes a safe and healthy lifestyle
- Provide a framework in which sensitive discussions can take place
- Promote safety in forming and maintaining relationships
- Provide pupils with a toolkit for understanding and managing their emotions

- Provide pupils with the opportunities to consider issues which may affect their own lives and/or the lives of others
- Help pupils to identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships

OVERVIEW

Relationships Education for primary pupils and Relationships and Sex Education (RSE) for secondary pupils along with Health Education is now compulsory for all schools. Through these subjects, 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. At Mayfield, we have committed to retain our current choice to continue to teach age-appropriate sex education alongside relationships education. In doing so, we have regard to guidance issued by the Secretary of State as outlined in Section 403 of the Education Act 1996.

DEFINITION

RSE is part of lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. RSE, within PSHE, aims to give children and young people essential skills for building positive, enjoyable, respectful and non-exploitive relationships and the skills to stay safe both on and off line. It enables pupils to explore their own and other's attitudes and values and builds their self-esteem and confidence to view their own sexuality positively. RSE is not about the promotion of sexual activity. Delivery of PSHE and RSE is taught within the personal, social and health (PSHE) education curriculum. Some biological aspects of sex education are taught within the science curriculum. At Mayfield, we have developed our own PSHE scheme of work, which incorporates the Equals curriculum which we follow.

KEY CONCEPTS & CURRICULUM CONTENT There are a number of key concepts that underpin the 3 strands of PSHE.

Lessons are based around a theme which changes half-termly within the $\frac{1}{2}$ term the school will hold a themed week for each key stage in order to meet the needs of the children. At Mayfield, we believe that pupils should be taught about the society in which they are growing up. These subjects are designed to foster respect for others and for difference, and educate pupils about healthy relationships. We believe that RSE should meet the needs of all pupils, whatever their developing sexuality or identity - this should include age-appropriate teaching about different types of relationships in the context of the law. Pupils should receive teaching on LGBT relationships, which is delivered at Mayfield, for example, through teaching about different types of family, including those with same sex parents. The range of topics are chosen to ensure wide coverage of PSHE and to address topics significant to the needs of our Mayfield students. The three main strands covered are:

Relationships (to provide students with the knowledge & skills to develop safe, healthy, happy relationships)

Understanding the feelings & emotions of others and interacting appropriately. Positive friendships & anti-bullying Sex & relationships education (contraception, STI's, PANTS rule, consent, relationship development, pregnancy) Equality & diversity. Managing change and transition. Growing up & Puberty. Family relationships

Health & wellbeing (to provide students with the knowledge and skills to be mentally, physically & emotionally healthy)

Hygiene. Drugs & Alcohol, Healthy Eating, Physical Activity, Sleep, Mental Health (resilience, understanding our own feeling and emotions, Expressing & managing our feelings and emotions appropriately, Resilience and managing challenges, Growth mind-set and being a positive learner, First Aid and coping with a medical emergency, Addiction

Living in the wider world (to provide pupils with the knowledge and skills to stay safe, engage with society, carry out daily tasks independently and prepare them for the working world)

Managing money, managing time, Internet safety, Water safety, Sun Safety, Electrical safety, identifying risk, Road safety, Fire safety, Stranger danger, Being British, Multimedia influences, Democracy

We have used these key strands in developing our curriculum to cover PSHE and the statutory Sex and relationships Education

1. Self-awareness (Me, who I am, my likes, dislikes, talents and interests)
2. Self-care, support and safety (Looking after myself and keeping safe) includes aspects of Relationships and sex education
3. Relationships: Managing Feelings (Understanding feelings and that how I feel and how others feel affects choices and behaviour) includes aspects of Relationships and sex education
4. Relationships: Changing and Growing (How I and others are changing; new opportunities and responsibilities) includes aspects of Relationships and sex education
5. Healthy lifestyles (Being and keeping healthy on the 'outside' and on the 'inside')
6. The world I live in (Living confidently in the wider world).

SAFEGUARDING

PSHE follows the school policy for safeguarding. In all areas of school life safeguarding is a high priority. PSHE provides students with the knowledge and skills they need to keep themselves safe. Children are taught how to recognise inappropriate behaviour, danger and abuse and report it or seek help from an appropriate adult. Students also participate in a variety of activities that develop their ability to be resilient, communicate and express their emotions and find coping strategies for distressing events. If a safeguarding issue is known, then steps should be taken to adapt the lessons and ensure that the students' dignity is protected and distress is reduced whilst also ensuring that the pupil is still provided with the education they need. At times it may be necessary to teach the pupil one to one as part of an intervention. All visitors are made aware of and agree to Mayfield School safeguarding procedures. This ensures the best outcomes for Mayfield pupils and ensures

everybody stays safe. For more information, please refer to the school's safeguarding policy which is available on the school website.

EQUAL OPPORTUNITIES

PSHE at Mayfield follows the school policy for equality & diversity. In accordance with our vision and the values that underpin our ethos and behaviour policy. Equal opportunity ensures the right of every pupil to take part in all aspects of the curriculum, regardless of age, ethnicity, gender, social circumstances, ability/disability and sexuality.'

Within PSHE teachers set high expectations. Each individual is ensured access to a full and varied programme of activities with opportunities for all pupils to participate fully and effectively, including all genders, all sexualities, all learning needs, all physical need, all ethnicities and students from all social and cultural backgrounds. Pupils are equally respected for who they are and for the contributions they make. This helps to foster an understanding of respect for gender, sexuality, beliefs, faiths and cultures of others. Knowledge, skills and understanding are taught in ways that suit pupils' abilities and on occasions, content is taken from earlier key stages so that pupils can make progress and show what they can achieve. As a consequence of this flexible approach there may not be time to teach all aspects of the age-related programmes of study, the content of which may at times therefore be used as a resource or to provide context.

In order to provide access to learning and meet pupils' diverse needs, specific action will be taken by staff to: Create effective learning environments, providing for pupils who need help with communication, language and literacy Secure motivation and concentration through the use of all available senses and experiences, including a variety of media in order to present issues and planning appropriate amounts of time to allow for satisfactory completion of tasks, Provide equal opportunity through teaching approaches and differentiation of tasks and materials as appropriate, recognising the different ways in which students learn and taking into account different learning styles, Use and monitor targets set in the students' EHCP within PSHE lessons, Be up to date with safeguarding information on the pupils they teach and adapt lessons appropriately.

LINKED POLICIES Non-Curriculum Policies linked to the PSHE policy include:

Behaviour, anti-bullying, Equality & diversity policy, Online safety policy, Safeguarding policy, Health & safety policy

