



Prospect House
PRIMARY SPECIALIST SUPPORT SCHOOL

PSHE & SRE POLICIES



Personal, Social & Health Education Policy

Introduction

The Aims of PSHE:

- to raise pupils' self-esteem and confidence, especially in their relationships with others
- to develop skills in language, decision-making and assertiveness
- to help young people gain access to information and services
- to enable children and young people to participate in society and to value themselves and others.

Organisation and Planning

Whilst PSHE is covered throughout the school day in all lessons and times of the day, this curriculum is designed for PSHE lessons and focuses on teaching the specific aspects of health education. The PSHE programme is divided into modules: Safety, Relationships, Healthy Lifestyles, Life stages, Sex and Relationships, and Drug Education where appropriate.

Our Approach to teaching PSHE

There is a comprehensive curriculum for PSHE which covers all of the National Curriculum areas, including the new RSE and Health Education statutory guidance (September 2020). However, it is recognised that students require a differentiated approach to the subject in order to ensure that their personalised health and social needs are met at an appropriate level. Students will have individual targets and work will be modified to meet individual need.

Furthermore, it is acknowledged that, with the nature of our students, there will be a requirement to deliver individual PSHE programmes to students for example on issues of personal hygiene.

Resources

There are a wide range of PSHE resources available to staff which cover all aspects of the curriculum. Furthermore, there are online resources which are available on the intranet specifically for SRE.

Policy Information and Review

Policy review dates (frequency of review: every year)

Date	Changes made	By whom
June 2020	Policy adopted by Prospect	Headteacher



SRE Policy

Introduction

This policy has been developed through consultation with:

- Headteacher
- Parents
- Governing body

The policy reflects the Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, 2019) and guidance from the PSHE Association.

All school staff, parents and carers have been made aware of this policy, which is available to view via the schools' website, paper copies are also be available at the school office.

Setting

Prospect House is a Primary Specialist provision in Blackley, North Manchester. In Manchester the rate of teenage pregnancy is worse than England as a whole. The infant mortality rate and the percentage of mothers who smoke whilst pregnant is also worse than the data for England. Breastfeeding rates and children who have had the MMR immunisation is also lower. Prospect House caters for a variety of student's needs, including those with PMLD and SLD. The cohort of students at Prospect House covers a diverse mix of genders, religions, cultures, family structures and ethnicities. Prospect House is actively involved with Manchester Healthy Schools and this policy has been drawn up with support from Manchester Healthy Schools. This RSE policy works in line with the statutory RSE guidance from the DfE, guidance from the PSHE association as well as the Equalities Act 2010. Our RSE policy can be read in conjunction with our Safeguarding, Child Protection, Equality and Anti- Bullying policies.

Prospect House commits, in partnership with parents/carers, to providing Relationship and Sex Education (RSE) to ensure that our students will be able to make responsible and well informed decisions about their lives. We believe in a whole academy approach to RSE, with contributions being made by different curricular areas, reinforced through mutual respect between staff and students and by the general ethos of the Academy in creating a supportive and caring environment for all students.

Relationship and Sex Education (RSE) involves learning about emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health in an appropriate way. RSE forms part of the PSHE curriculum which helps support essential skills for building positive, respectful, non-exploitative relationships and staying safe both on and offline.

In addition, through our SMSC work in tutor times, we celebrate the achievements and work of groups who have face discrimination, overcome diversity and communities from different cultures and religions. Our RSE curriculum is differentiated and accessible to all students, irrespective of the level of need.

Principles

In the latest DfE guidance *'To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy'* (Relationships Education, Relationships and Sex Education (RSE) and Health Education, 2019).

Our approach to RSE will be as natural part of the overall teaching programme integrated into our students' learning experience. Teaching will be conducted with clear morals and values framework based on the following principles:

- In the context of family life and a loving, safe relationship
- Respect, understanding and empathy towards others who may have different backgrounds, cultures, sexuality, feelings and views;
- The development of relationships, including sexual relationships, based on mutual consent, rather than coercion;
- The right not to be abused by other people or to be taken advantage of;
- The right of people to follow their own sexuality, within legal parameters.

We also believe that students have an entitlement to:

- Age and developmental stage appropriate RSE
- Access to help from trusted adults and helping services

RSE involves consideration of a number of sensitive issues about which different people may hold strong and varying views. Prospect House's approach to RSE will be balanced and take account of, and be sensitive to, different viewpoints but will not be based on personal bias.

Parents have the right to withdraw their children from RSE lessons which fall outside aspects covered in the National Curriculum Science Order and Health the option to opt their child out of being shown visual resources.

Aims and Objectives

The aims for RSE within Prospect House are:

- To develop well informed, and well-adjusted young people, prepared for their adult roles;
- To enable our students to develop a mature set of values about personal relationships, together with an appreciation of sexual relationships, that will guide their decisions, judgements and behaviour;
- To help our students develop an understanding of the pressures but value personal relationships and family life;
- For our students to have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationships they want.
- For students to have their views listened to and staff to respond appropriately to the views of young people which will strengthen their confidence and self-esteem

Teaching and Learning

It is essential that the PSHE Curriculum will help students develop confidence in talking, listening and thinking about sex and relationships. Staff may need to overcome their own anxieties and embarrassment to do this effectively. A partnership between the academy and parents is the key to success.

Teaching and learning resources will be differentiated, as appropriate to address the needs of all of our students in order for them to have full access to the content of RSE. Prospect House understands that RSE should help all students understand the physical and emotional development and enable them to make positive decisions in their lives. RSE is taught in mixed sex groupings unless single sex groupings are judged to be more appropriate.

There are a number of teaching strategies that can help this, including:

- Establishing ground rules with your students
- Knowing how to deal with unexpected questions or comments from students
- Using discussion and project learning methods and appropriate materials
- Encouraging reflection
- Using 'distancing' techniques (role play, case studies, invented characters and appropriate films and dramas)

External Visitors

External agencies and visitors can be invited to support the delivery of RSE, including, but not limited to, Brook and the School Nurse, where the area of expertise or contribution they will make will be beneficial to the RSE for students. When this occurs, they are invited to

make themselves familiar with and understand the school's RSE policy, confidentiality, Child Protection Policy and work within these policies.

All input to RSE lessons is part of a planned programme and negotiated and agreed with staff in advance. All visitors are supervised/supported by a member of staff at all times. The input of visitors is monitored and evaluated by staff. This evaluation informs future planning.

The three elements of RSE

Knowledge and understanding

- Learning and understanding physical development at appropriate stages
- Understanding human sexuality, sexual health, emotions and relationships
- Learning about contraception and a range of local and national sexual health advice, contraception and support services
- Learning the reasons for delaying sexual activity and the benefits to be gained from such delay
- The avoidance of unplanned pregnancy

Attitudes and Values

- Learning the importance of values and individual conscience and moral considerations
- Learning the value of family life, marriage and stable and loving relationships for the nurture of children
- Learning the value of respect, love and care
- Exploring, considering and understanding moral dilemmas
- Developing critical thinking as part of decision making

Personal and Social Skills

- Learning to manage emotions and relationships confidently and sensitively
- Developing self-respect and empathy for others
- Learning to make choices based on understanding of differences and with an absence of prejudice
- Developing an appreciation of the consequences of choices made
- Managing conflict
- Learning how to recognise and avoid exploitation and abuse

Confidentiality

Within teaching RSE staff must be absolutely clear about their legal and professional roles and responsibilities. We ensure good practice throughout the school which all staff, students and parents understand. **Staff cannot offer or guarantee absolute confidentiality.** Students have the right to expect us to provide a safe and secure environment.

Staff need to be aware that effective Relationships and Sex Education, which brings an understanding of what is and is not acceptable in a relationship, can lead to a disclosure. ALL STAFF MUST REFER TO OUR SAFEGUARDING POLICY AND GUIDELINES.

To ensure the effective teaching of Relationships and Sex, please follow these guidelines:

- Please make sure, students, parents and carers are aware of our confidentiality practices and how they work;
- Reassure students that their best interests will be maintained;
- Encourage students to talk to their parents or carers and give them support to do so;
- Ensure that students know that staff cannot offer unconditional confidentiality;
- Reassure students that, if confidentiality has to be broken, they will be informed first and then supported as appropriate
- Make sure that students are informed of sources of confidential help for example local young person's advice service or councillors
- Using ground rules in lessons

Monitoring and evaluating SRE

It is the responsibility of the Senior Leadership team and Curriculum Co-ordinator to oversee and organise the monitoring and evaluation of RSE through PSHE and the Fantastic Futures programme in the context of the overall Academy plans for monitoring the quality of teaching and learning. Teachers assess the progress of students through both formative and summative assessment, including, where relevant, links to our Classroom Monitor PSHE descriptors.

The Governors are responsible for overseeing, reviewing and organising the revision of the RSE policy.

The Prospect House Approach

Our students have varying needs regarding RSE depending on their circumstances, background and learning and teaching strategies. At Prospect House we strongly believe all students should have access to RSE that is relevant. To achieve this, the Academy's approach to RSE will take account of:

- **The needs of boys as well as girls:** Girls tend to have greater access to RSE than boys, both throughout the media (particularly teenage magazines and the home). We will consider the particular needs of boys, as well as girls, and approaches that will actively engage them. We shall also be combating sexism and sexist bullying

- **Ethnic and Cultural diversity:** Different ethnic and cultural groups may have different attitudes to RSE. The school takes account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups. The overview of the PSHE curriculum is available to parents.
- **Varying home backgrounds:** We recognise that our students may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of students based on their home circumstances.
- **Sexuality:** Our approach to RSE will include sensitive, honest and balanced considerations of sexuality and take into account the needs of LGBTQ+ students and their families. We shall also actively tackle homophobic bullying. We engage with, where appropriate work on projects, developing tolerance and promoting respect of all sexualities. This supported by our anti-bullying policy and projects.

Engaging Stakeholders

Prospect House fully supports the DFE guidance which states *'parents and carers are the prime educators for children ...Schools complement and reinforce this role and have told us that they see building on what pupils learn at home as an important part of delivering a good education'* (Relationships Education, Relationships and Sex Education (RSE) and Health Education, 2019). Prospect House's views parents and carers as partners in the delivery of RSE and our RSE policy is available online and parents are encouraged to share ideas and queries about RSE education by contacting the school directly or through PTFA events.

As part of the change in statutory guidance in 2019, parents and carers cannot withdraw students from RSE exclusively, only the parts dealing with Sex Education: "Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE". If a parent or carer wishes to withdraw their child from Sex Education, they must do so in writing to the Headteacher. When the Headteacher receives such a letter, she will invite parents/carers to a meeting, at which it will be explained what the Academy's policy is and seek to accommodate the wishes and/or concerns. If that is not possible, the students will be withdrawn from Sex Education lessons and placed in another class where suitable work and supervision will be provided for that session, returning to complete the Relationship Education sessions as part of our RSE offer. Parents and Carers will also be given the DFE support pack.

Menstruation and Period Poverty

Period poverty is estimated to affect around 1 in 10 women in the UK. With over 50 food banks in Greater Manchester it is an issue we take seriously as a school.

Pupils who are menstruating can obtain sanitary products from the sanitary bag in Laundry as part of the DfE free period products campaign (2020) and our PSHE offer. Sanitary bins are provided in all female toilets and disabled toilets which are available for any menstruating student who identifies as non-binary to use.

Links to Other Policies

This policy links to the following Academy policies:

- **Behaviour for Learning Policy**
- **Equality Policy**
- **Confidentiality Policy**
- **Transgender Policy**
- **Anti-bullying policy**
- **Child protection and Safeguarding Policy**

This policy is available publicly either on the Academy website or by other means. Parents/Carers are made aware of this policy and their entitlement to have a copy.

Policy Information and Review

Policy review dates (frequency of review: every 3 years)

Date	Changes made	By whom
June 2020	Policy Adopted	SLT