



**Saxon Hill Academy
PSHE and RSE Policy**

Intent

At Saxon Hill, our PSHE and RSE Programme aims to promote the children'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. They promote the physical, social, mental, spiritual, and aesthetic well-being of the individual, of groups and the community in partnership with parents.

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. This will help pupils to understand the positive effects that good relationships have on their mental wellbeing, with recognition when relationships are not right and understand how such situations can be managed. Preparation for Adulthood (PFA) ensure students have the opportunity to take part in work experience and life skills preparation, ensuring essential skills for life post Saxon Hill.

The main intent of our curriculum is to enable students:

- to stay as healthy as possible.
- to recognise similarities and differences between themselves and others and to respect these differences.
- to develop self-confidence and self-esteem, and to make informed choices regarding personal and social issues.
- to develop good relationships with those in school and the wider community.
- to learn to keep themselves and others safe, including recognising signs of bullying and abuse, knowing where to turn to for help.
- to learn how to use the internet, including social media, safely and responsibly.
- to develop effective, satisfying, and safe relationships.
- to be an independent and responsible member of the school community.
- to be positive and active members of a democratic society.

- Saxon Hill Academy's intent is to provide a balanced and broad-based curriculum that:
 1. Promotes the spiritual, moral, cultural, mental, and physical development of students at our school.
 2. Prepares children at school for the opportunities, responsibilities and experiences of adult life and will consider relationships and difference.

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 pupils'

personal development, behaviour and welfare; and pupils' spiritual, moral, social and cultural development. The relationships and health aspects of PSHE education [will be compulsory in all schools from 2020](#).

With the introduction of compulsory relationships and sex education (RSE) in schools from September 2020, our Primary students will be taught only relationships education, and our secondary students are required to be taught RSE. Secondary students will build upon the foundation blocks taught to primary students, offering best possible outcomes for all students.

Monitoring arrangements and Impact

Impacts will measure Pupils' understanding, knowledge and skills are assessed through observation, discussion, questioning and participation in groups. Formal progress is recorded through EFL, Rainbow, Jewels and OCN accreditation.

The delivery of PSHE/RSE is overseen by Wendy Arnfield, through:

- Learning Conference Weeks, with recorded focus work and liaising with; Joanne Baker (Wellbeing lead Lower school), Isobel Jellyman (Wellbeing lead Upper school) and Wendy Arnfield (post 19 transitions).

Peer Observations

Peer observation of teachers by teachers with the specific focus on observing interactions with children, questioning and communication. The aim is to

provide opportunities for reflection and sharing of good practice. The observation will be carried out during PSHE and RSE lessons.

Work Scrutiny

Scrutiny will be through data, EFL evidence and OCN recording. 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.

Subject Policy

Ensure that PSHE and RSE policy, review, and gain authorisation to deliver through governors, is current and up to date.

Ensuring that the Intent is evident when teaching PSHE and RSE to pupils in all the pathways. To ensure Implementation of PSHE and RSE is taught across the pathways, and how Impact reflects pupils are better equipped for the next stage of their lives as a result of PSHE and RSE.

PFA ensures essential skills are ongoing, as students progress into the next stage of their lives and leaving the nurturing environment of Saxon Hill.

Curriculum overview of the three-year, six terms programme

To establish ongoing questionnaires to all staff, ensuring that they are confident with PSHE and SRE, the delivery, their student engagement and have appropriate resources in place.

This evidence will inform next steps and sharing of best practice and what went well.

Subject Evaluation and Development Plan

Identify the strengths and the areas that need to be developed within PSHE and RSE across the school, looking at PSHE and RSE in classes, gaining a snapshot (through Learning Conference walks, Peer Observations and sharing at staff meetings) gaining snapshots of what is working well and what isn't working well.

To move towards using progress data through EFL.

Data Scrutiny

To use EFL to check a sample of pupils' scores in their subject. With the support of teaching SLT to enable the coordinator to see other pupil's data.

Content and delivery through Implementation

At Saxon Hill Academy, we will achieve implementation through sensitive whole school engagement, along with directed lessons through PSHE & RSE. Assemblies which include one that is the directed topic area, as well as whole school celebration days.

Early Years Foundation Stage Curriculum (EYFS) follow the 7 areas of learning and PSED (Personal, Social and Emotional Development) is one of them; this is broken down into self-confidence and self-awareness, making relationships and managing feelings and behaviour. These areas are assessed against the Rainbow Profile.

Our PSHE & RSE curriculum for both primary and secondary is based on a three year, six term rolling programme, ensuring all students have opportunities to develop and build upon their prior learning.

These key session heading will be delivered appropriately with consideration given to age and developmental understanding, giving depth to include Sensory, Emerging, Developing and Deepening learners.

Primary topic coverage:

- Families and People who care for ME.
- Respectful Relationships.
- Caring Friendships
- Our Bodies
- Being Safe
- Online Relationships

Secondary topic coverage:

- Health & Fitness
- Physical Health
- Mental Wellbeing
- Social & Cultural Diversity
- Understanding Relationships
- The Law

Beyond timetabled PSHE & RSE lessons, pupils are supported in applying skills that they are learning in real life situations as they arise e.g. resolving conflict, dealing with emotions or working together as part of a group, community engagement and through work experience and independence work.

Skills and knowledge build upon pupils' prior learning and experiences and lessons are differentiated according to physical, emotional, and cognitive development of individual pupils.

All students have equal access to the curriculum, 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.

Roles and responsibilities

Governors will approve the PSHE/ RSE policy.

The headteacher is responsible for ensuring that PSHE and RSE is taught consistently across the school.

The Curriculum lead, Wendy Arnfield, will liaise with the Headteacher, Governors and staff in the delivery of PSHE and RSE.

Teacher and TAs are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE and RSE
- Monitoring progress
- Responding to the needs of individual pupils.

All staff will take part in an annual questionnaire ensuring they feel confident in delivery and their role in our whole school holistic approach.

All staff will receive guidance on appropriate terminology throughout school.

Key staff will be encouraged to attend local and national courses as appropriate.

PSHE and RSE Policy Links

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)

- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance)
Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).
- National Citizen Service guidance for schools

Health & healthy eating - healthy lifestyles through physical education, food technology, science, sport and extra-curricular activity will support supports physical wellbeing.

Confidentiality - children will be taught about safeguarding, including how to stay safe online.

Safeguarding - Keeping Children Safe in Education (KCSIE) sets out that all schools should ensure children are taught about safeguarding, including how to stay safe online.

Behaviour – appropriate behaviour, inclusion, respect for equality, diversity and own wellbeing.

Equal Opportunities – opportunities awareness to include race, socio-economic class, gender, religion and sexuality.

Drugs Education - includes an emphasis on developing students' life skills and protective behaviours.

Sex and relationships - Education 2019 - will be mandatory from September 2020

Parents' right to withdraw

Head teachers will automatically grant a request to withdraw a pupil from any sex education delivered in the primary areas of school, other than as part of the science curriculum.

Due to all students at Saxon Hill being SEND students, there may be exceptional circumstances where the Headteacher and coordinator may want to take a pupil's specific needs arising from their SEND into account when making this decision. This is reflected in the school's policy on RSE.

Parents have the right to request that their child be withdrawn from some or all of sex education, delivered as part of statutory RSE. Primarily as best practice, the Headteacher and coordinator of RSE should discuss the request with parents with the effects that withdrawal might have on the child and where possible alleviate any concerns, clarifying the nature and purpose of the curriculum. Following discussion having taken place, except in exceptional circumstances, the school should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms. Action will be recorded on student records.

If a pupil is excused from sex education, the schools will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.