

NEWMAN SCHOOL

POLICIES

PHSE/RSE POLICY

Renewal Date: 01/07/2023



PSHE/RSE Education Policy

December 2020 Review July 2022

Introduction:

- RSE and PSHE education became statutory for all schools from September 2020. This includes Relationships Education at key stages 1 and 2, Relationships and Sex Education (RSE) at key stages 3 and 4, and Health Education in both primary and secondary phases. We have updated the Programme of Study for PSHE education to support schools to integrate this new statutory content, by key stage, into their broader PSHE programmes.
- The Department for Education's statutory Relationships Education, RSE and Health Education guidance sets out what schools must cover. This edition of the Programme of Study (updated January 2020) will support you to provide a comprehensive programme that integrates, but is not limited to, this statutory content.
- The statutory guidance is comprehensively covered by learning opportunities for each key stage across the Programme's three core themes: 'Health and Wellbeing', 'Relationships', and 'Living in the Wider World',
- Even though much of 'Living in the Wider World' is not included in statutory requirements, this core theme is equally important. A high quality PSHE programme will also cover economic wellbeing, careers and enterprise education, as well as education for personal safety, including assessing and managing risk.

Aims and Objectives Of PSHE/RSE

At Newman School we aim to provide a broad and balanced curriculum that;

- Prepares and equips all pupils with the knowledge they need to safely and effectively navigate the opportunities, responsibilities, risks and life experiences that they may encounter as Global Citizens, and to make informed decisions about wellbeing, health and relationships as well as to build self-efficacy.
- Recognises that children and young people are growing up in an increasingly complex world, living their lives seamlessly on and offline.
- Considers and addresses mental health and wellbeing as a priority.
- Meets our statutory duties to provide compulsory Health Education to all pupils.
- Meets our statutory duties to provide compulsory Relationships Education to all primary aged pupils.
- Meets our statutory duties to provide compulsory Relationships and Sex Education to all secondary aged pupils.
- Promotes the spiritual, moral, social and cultural development of all pupils.
- Promotes the Preparation for Adulthood framework.
- To promote good outcomes support achieving EHCP targets.
- Embodies the spirit of British values to develop the pupils holistically.
- To develop and increase a pupil's self-esteem.

We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help their sense of self-worth. We teach how society is organised and governed. We ensure they experience the process of democracy in school through the school council. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society. We support them in understanding and managing their own emotions and mental health.

The purpose and school context for PSHE/RSE education

PSHE is central to the development of the pupils in our school. The planned programme is designed to help pupils to deal with the difficult moral, social and health-related issues that arise in their lives and in society. It helps pupils to develop the knowledge, skills and understanding they need to live confident, healthy,

independent lives as individuals, parents, workers and members of society. Our Preparation for Adulthood curriculum supports this.

PSHE/RSE lessons respond to incidents that may occur in school. We use teacher's expertise and resources to tackle difficult issues. It is the planned provision through which we promote all aspects of PFA, independence, careers and employment, friends and relationships and health.

The PSHE/RSE education programme is embedded within other efforts to ensure children and young people have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported.

The school provides opportunities for children and young people to make real decisions about their lives, to take part in activities that simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.

Definition of Relationship and Sex Education

The PSHE Association and Sex Education Forum define Sex and relationships education as 'learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE). A comprehensive programme of RSE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.' SRE for the 21st Century (2014)

The key principles that underpin our PSHE/RSE provision

- Our education programme recognises that young people will bring prior learning and real life experiences to the classroom. Our programme respects and builds on these, providing a programme that reflects the universal and unique needs of our students. We liaise with local professional agencies to enable us to prioritise learning within our programme and to ensure its relevance.
- The PSHE/RSE education programme is taught within a safe and supportive learning environment where children and young people can develop the confidence to ask questions, challenge the information they are offered, contribute their own experience, views and opinions and put what they have learned into practice in their own lives.
- The PSHE/RSE education programme is just one part of what the school does to help young people develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. The learning provided by the PSHE/RSE education programme supports and is supported by other curriculum areas; cross-curricular learning opportunities; the schools commitment to providing a 'healthy school's' climate and culture; and the pastoral system.
- The school is committed to providing a setting where the responsible choice becomes the easy choice. The personal and social development of young people is the responsibility of all staff supported in partnership with families and the wider community. Where appropriate the school encourages their involvement in the programme.
- The purpose of each lesson is made clear and learning experiences meet the needs of all the young people in the class. The programme offers a wide variety of teaching and learning styles within PSHE/RSE education, with an emphasis on interactive learning and the teacher as facilitator.
- Where information is provided it is realistic and relevant and reinforces positive social norms. Learning takes a positive approach which does not attempt to induce shock or guilt but focuses on what children and young people can do to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic wellbeing.

- PSHE/RSE education encourages young people to reflect on their learning and the progress they have made, and to transfer what they have learned to say and to do from one school subject to another, and from school to their lives in the wider community.

The use of visitors to the classroom

Visitors to the classroom enrich the PSHE education programme by providing expert knowledge or accounts of personal experiences. These inputs are always part of a planned developmental programme and the teacher is always present to manage the learning. Visitors are resources to enable learning and not a substitute for a planned developmental programme. Within the programme there is both learning prior to the visit and as follow-up to the visit.

Equal Opportunities

We promote the needs and interest of all pupils irrespective of gender, culture, ability or aptitude. Teaching strategies will take into account the ability, age, readiness and cultural backgrounds of the students to ensure that all can access the full PSHE education provision.

We promote social learning and expect our pupils to show a high regard for the needs of others. PSHE is a good vehicle for addressing both multi-cultural and gender issues and ensuring equal opportunities for all.

Pupils with complex needs

As far as is appropriate, pupils with special educational needs follow the same PSHE programme as all other pupils. Careful consideration is given concerning the level of differentiation needed and in some cases the content or delivery will be adapted. As a school PSHE provision **RESPONDS** to the needs of our students.

Student ability to understand dictates the level of learning.

Professional Development

Staff need to feel confident to deliver PSHE; support will be offered through in-service training via accessing good quality CPD opportunities on specific issues (e.g. RSHE, drugs), regular updates to staff from the co-ordinator and with networking opportunities with other schools and co-ordinators

Confidentiality

Due to the nature of the topics covered in the PSHE programme, all teachers are made aware of the school's guidelines on confidentiality and disclosure. The boundaries around confidentiality are made explicit to learners.

Parental consent:

The Department for Education (DfE) recognises the key role of parents and carers in talking to their children about RSE guidance. Parents/carers have the right to request that their child be withdrawn from some or all of sex education delivered by Newman School. Before granting any such request the head teacher will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Once those discussions have taken place, 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, Newman school will make arrangements to provide the child with sex education during one of those terms. However there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making their decision. If a pupil is excused from sex education, it is Newman's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. Before a series of RSE lessons begin, a letter will be sent home to parents/carers informing them of their right to withdraw a child. This letter will outline the content of the RSE to be taught. Parents/carers who opt to withdraw their child from the RSE lessons will be invited to discuss any concerns with a member of the senior leadership team, and offered support to help them discuss the RSE content with their child themselves if they wish. Any complaints about the content or delivery of RSE should be submitted via the school's complaints procedure.

Assessment, recording and reporting

- Pupils have opportunities to reflect on their learning and its implications for their lives.
- Teachers know that learning has taken place recording against their own lesson success criteria and individual students EHCP targets
- Teachers can demonstrate progress and identify future learning needs from these assessments
- Teachers record individual progress using progression planners
- Teachers have half termly progress meetings to record progress against progression planners
- Progress is reported to parents & carers in annual reviews
- Teachers will also be using evidence as a way of reporting and documenting pupil's progress.
- The DfE also states in the statutory guidance for Relationships, Sex and Health education that "schools should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas" — therefore assessment for and of learning should be central to any PSHE education provision.
- Outcomes, such as Ofsted judgements on personal development, safeguarding, spiritual, moral, social and cultural (SMSC) development and the promotion of fundamental British values. Without assessment, all a school can do is describe its PSHE provision, not show its impact.

Content:

We cover the Programme of Study using three key themes:

CORE THEME 1: HEALTH AND WELLBEING

CORE THEME 2: RELATIONSHIPS

CORE THEME 3: LIVING IN THE WIDER WORLD

Key stage 1-2:



Key stage 3-5 programme of study is based on a three year rolling programme covering all key themes:

