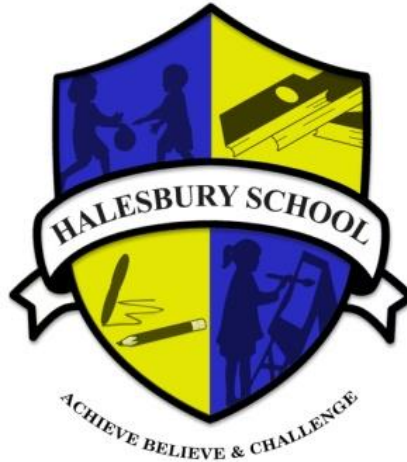


# HALESBURY SCHOOL



## PSHE AND RSE POLICY

Policy for the attention of			
Audience	Key Audience	Optional Audience	Additional/Notes
Senior Leadership Team			
Teachers			
Teaching Assistants			
Administrative Staff			
Curriculum support			
Lunchtime Supervisors			
Site Manager			
Cleaners			
Governors			
Parents			
Website			
Local Authority			

Responsibility of	
Review frequency	Yearly
This version agreed	September 2021
Next review date	September 2022



## **Halesbury School PSHE and RSE Policy 2021/2022**

### **1. Introduction**

This policy covers our approach to PSHE (Personal, Social and Health Education) and Relationships and Sex Education (RSE) at Halesbury. It specifically relates to Relationship Education, which is now a statutory component of the PSHE curriculum from September 2020. This policy aims to set out the purpose of PSHE and Relationships Education, our intended outcomes for pupils, what we cover in our curriculum, and how it is delivered.

PSHE (Personal, Social and Health Education) is the subject in which children develop the relevant skills, attributes and knowledge required to remain healthy, proactive and safe members of the community. It provides children with essential qualities and skills that allow them to be productive and contributing individuals both within, and beyond the walls of our setting. Since the announcement that aspects of PSHE will become a statutory part of the National Curriculum from 2020, the importance of the subject has finally been recognised and its' profile, raised.

At Halesbury, one of our main priorities is the wellbeing, safety and happiness of the children in our care. These are integral to our curriculum, as well as the core elements that our school vision and mission have been shaped around.

Staff are committed to nurturing our young people to become responsible individuals who can work collaboratively and demonstrate a positive mind set, by valuing each child and providing them with support at every step of their journey towards achieving their full potential.

### **2. Aims**

The aims of Relationships and Sex Education (RSE) that Halesbury provides, is intended to:

- Meet the statutory requirements of national guidance on RE/RSE (Relationships Education/Relationships and Sex Education.)
- Provide opportunities for sensitive discussions to take place
- Support our pupils through managing changes – including transition, loss and puberty
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Help pupils develop feelings of self-respect, confidence and empathy



- Help pupils understand and respect different types of relationships and recognise safe and unsafe relationships
- Create a positive culture around the issues of sexuality and relationships
- Enable pupils to make informed and responsible decisions about their relationships, health and well-being
- Have an understanding of the physical aspects of reproduction, contraception and sexual health as appropriate to age and the cognitive ability of the individual pupil
- Be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary
- Know how the law applies to a range of topics including alcohol, drugs, sex and consent
- To develop an understanding of how social networks/media portray body image and sexuality
- Prepare pupils for adult life

Relationships and Sex Education (RSE) is part of our wider PSHE curriculum, which is designed to:

- Enable children to know what a healthy lifestyle is, and how to maintain their physical, mental and emotional health and wellbeing
- Develop and raise the self- esteem of all
- Address issues of safety, offering strategies to respond to dangerous or emergency situations
- Allow pupils to identify and manage a range of emotions
- Promote respect for equality and diversity
- Provide an understanding of cause and effect; knowing that our behaviour has consequences
- Create responsible members of the school and wider community, who actively respect and protect our environment
- Help our pupils to make informed choices
- Prepare our pupils for life beyond Halesbury
- Develop skills that will help them become aware of their role as citizens

### **3 Statutory guidance**

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education, and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.



#### 4. Curriculum Content and Provision

PSHE (incorporating RE in the primary sector) is delivered throughout school as outlined below:

- A weekly timetabled teaching session
- Providing cross curricular links within other subjects where possible
- Assemblies
- Dedicated enrichment days/ school events
- Circle time
- Educational visits
- External visitors providing talks, discussions and workshops

Halesbury's PSHE curriculum has been devised from the PSHE Association's programme of study. This provides a structured approach to the delivery of the subject, which meets statutory guidance and falls in line with the National Curriculum.

Our topics focus on three key themes recommended by the PSHE Association.

In term one, all classes will learn about different elements of 'All about Me – Health and Wellbeing'. (Key Stage 1-5)

In term two, learning will be centred around Relationships (Key Stage 1 & 2) and 'Sex and Relationships' (Key Stage 3, 4 and 5), and in term three, we will focus on 'Living in the Wider World' (Key Stage 1-5).

They would then re-visit the topics again yearly, building on their knowledge and learning about more complex concepts.

#### Key Stage 3, 4 and 5

Whilst PSHE continues to permeate much of the curriculum RSE is covered as a discrete topic area.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

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

**Our full curriculum is available to view by contacting the Head teacher.**

Those areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of pupil's based on their home circumstances( families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them(for example: looked after children or young carers).



There is a strong emphasis on staying safe as many of our pupils are vulnerable. Pupils are taught to make good choices and well-informed decisions about their personal safety including online safety. They are encouraged to think about the choices they have made and accept responsibility for the choices and consequences of their actions.

We use a wide range of adapted resources and SEN schemes of work. Some are listed below. This is not a definitive list.

- Use of signs and symbols – Communication in print/Widget/Makaton
- Equals PSHE schemes
- Odd socks and anti-bullying resources
- Life support productions (You, your body, growing up, relationships and sex)
- Resources from PSHE Association
- NSPCC Pants activities
- SEN Teen issues
- [www.brook.org.uk](http://www.brook.org.uk)
- Puberty and sexuality for young people with a learning disability

## **5. Relationships Education as part of the wider curriculum**

Relationship and Sex Education is delivered as part of the school's wider PSHE curriculum as outlined above. There will also be the opportunity for cross-curricular learning in other subject areas (for example Science and PE), which we believe contribute significantly to pupil's knowledge and understanding of their own bodies, and how they are changing and developing.

All pupils should be given the opportunity to participate fully and have the chance to reflect and build upon their learning.

## **6. Links with Other Policies**

This document links to the following policies:

- Child Protection Policy
- Anti-Bullying Policy
- E-Safety Policy
- Careers Policy

## **7. Assessment and recording**

Informal teacher's assessment takes place throughout each PSHE session.

Achievements, outcomes and progress within PSHE and RSE are reported at parents/teacher consultations, and via the school's annual written report.

A record of the pupil's work will be kept throughout the academic year. The form that this takes will be dependent upon the following factors:

- The needs of the pupil's within the class group



- The content of the session
- The type of activity planned

Evidence could include photographs, written work or notes within staff planning. Due to the sensitive nature of some of the issues raised within PSHE, careful consideration should be given to the best method of recording. Staff are to use their professional judgement based on this.

## **8. Roles and Responsibilities**

Governors are responsible for ensuring that Halesbury fulfils its' statutory duty in providing RSE education in line with government guidelines.

### **8.1 Head teacher**

The Head teacher is responsible for ensuring that PSHE and RSE is taught consistently across the school, and for managing requests to withdraw pupils from the non-science components of RSE (see Section 9).

### **8.2 Staff**

Staff are responsible for:

- Delivering PSHE and RSE in a sensitive way
- Modelling positive attitudes to PSHE and RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory components of RSE

### **8.3 Pupils**

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

## **9. The role of parents/carers**

The school is well aware that the primary role in children's sex education lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents of children at our school, through mutual understanding, trust and cooperation. To promote this objective we:

- Inform parents about the school's RSE and practice;
- Answer any questions that parents may have about the sex education of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy, or about the arrangements for sex education in the school;



- Encourage parents to be involved in reviewing the school policy, and making modifications to it as necessary;
- Inform parents about the best practice known with regard to sex education, so that the teaching in school supports the key messages that parents and carers give to children at home.

### **Parents right to withdraw**

As stated by the Department for Education in statutory guidance published June 2019, parents/carers have the right to withdraw from some, or all of sex education delivered as part of statutory RSE. Parents have the right to withdraw their children from the non-science components of sex education within RSE up and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 1 of this policy 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.

Alternative work will be given to pupils withdrawn from sex education.

### **10. The role of other members of the community**

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our sex education programme. Other people that we call on include local clergy, social workers and youth workers.

### **11. Confidentiality**

Teachers conduct sex education lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate, but will immediately inform the named person for child protection issues about their concerns. The head teacher will then deal with the matter in consultation with health care professionals (see also our policy on Child Protection).

### **12. Training**

Staff are trained on the delivery of PSHE and RSE as part of their job role and it is included in the school's continuing professional development.

Visitor's from outside school, such as school nurses or sexual health professionals are invited to provide support and training to staff teaching RSE.



### **13. Monitoring and review**

The Curriculum Committee of the governing body monitors the impact of our PSHE and SRE policy on an annual basis. This committee reports its findings and recommendations to the full governing body, it recommends changes if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments. Governors require the Head teacher to keep a written record, giving details of the content and delivery of our sex education programme.

Signed:

Date: February 2021

To be reviewed:





## Halesbury School

### Appendix 3: Parent form: withdrawal from Sex Education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from Sex education within Relationships and Sex education:			