

# Rutlish School



## PSHEE and RSE Policy

(Personal, Social, Health and Economic Education)  
(Relationships and Sex Education)

|   |                       |
|---|-----------------------|
| <b>Committee ownership for this policy:</b><br>F&P, Curr, Incl, Prem, RR6, FGB  | Curriculum            |
| <b>Must be approved by FGB:</b> Y / N   | N                     |
| <b>Required by:</b>   | Statutory             |
| <b>Frequency of review:</b>   | Every 3 years         |
| <b>Date last reviewed:</b>  | Spring 2023           |
| <b>Date of next review:</b>   | Spring 2026           |
| <b>Display on website:</b> Y / N  | Y                     |
| <b>Responsible</b>  | Assistant Headteacher |
| <b>This policy will be subject to ongoing review and may be amended prior to the scheduled date of next review in order to reflect changes in legislation, where appropriate.</b> |                       |

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The PSHEE co-ordinator is responsible for the development, review and implementation of PSHEE, including RSE, in the school. The Governors' Curriculum Committee will monitor and evaluate this policy and the school provision.

The policy can be found in the staff handbook, on the school website and is referred to in the school prospectus. It is also referred to in relevant areas of the curriculum and is freely available to the entire school community.

This policy is in line with statutory guidance from: the DfE including citizenship, RSE, the National Curriculum; the Qualifications and Curriculum Development Authority; and Teachernet.

## **POLICY STATEMENT**

PSHEE is related to all other areas of school activities, in particular to the following:

- Relationships and Sex Education Policy (included in this document)
- Equality Policy
- Safeguarding and Child Protection
- E-safety Policy
- Behaviour for Learning Policy
- Curriculum Policy

PSHEE is fundamental to the aims and objectives of Rutlish School and underpins the school's values of providing a safe, supportive, disciplined and stimulating environment where all members of the school community are valued and respected as individuals. It is significant in that PSHEE promotes the spiritual, moral, social, cultural, mental and physical development of students at the school and help prepares them for the opportunities, responsibilities and experiences in adult life.

In the challenging times we live in, PSHEE is essential in educating students about the dangers of extremism and grooming, especially through social media. We do this by instilling the fundamental British Values into our curriculum, and PREVENT training for staff and students to have knowledge of the vulnerable and to recognise the signs of extremist behaviour.

It also develops students well being and self-esteem, encouraging belief in their ability to succeed and enabling them to take responsibility for their learning and future choices of courses and careers.

Our PSHEE programme is designed to:

- Meet statutory requirements and non statutory guidance (an audit is carried out annually)
- Allow delivering staff and students to take ownership
- Be accessible to all our students
- Show progression through key stages and year groups
- Teach challenging issues such as extremism in a thoughtful and sensitive manner with all staff having received annual safeguarding training updates
- Allow for a variety of teaching and learning styles to be adopted
- Use a wide range of suitable, up to date and varied resources
- Have links with outside agencies and service providers
- Include links with the local community or voluntary groups
- Be integrated with the school's charity and fundraising activities
- Embed British Values

## **AIMS AND OBJECTIVES**

PSHEE is a basic entitlement for all students. It is embedded within the ethos of the school and is reflected in the general aims and values of the school.

PSHEE supports the holistic, personal development of pupils. Fundamentally, this is concerned with the exploration of values and attitudes, with the development of skills, and with the acquisition of relevant knowledge and

understanding. This should enable students to lead confident, healthy, responsible lives as individuals and members of society. The PSHEE curriculum provides a wide range of activities within and beyond the classroom where students gain practical knowledge and skills to help them live healthily and deal with the social, moral and cultural issues they face as they approach adulthood. It helps them to understand and responsibly manage a wider range of relationships as they mature, and to show respect for cultural diversity.

In school, students are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school and the wider community. It aims to enable students to:

- value others and feel valued
- respect others and be respected
- be independent and interdependent
- behave responsibly
- have a concern for justice and uphold the rights of others
- understand the consequences of their actions
- treat others with compassion and empathy

### **EQUAL OPPORTUNITIES**

Rutlish School promotes the needs and interests of all students irrespective of culture, ability or aptitude. Working to the best of their ability is the target for everyone. Students' varying needs are provided for within PSHEE lessons and throughout the school.

We promote social learning and expect our students to show a high regard for the needs of others. PSHEE is a vehicle for both multicultural understanding and ensuring equal opportunities for all.

### **PSHEE in the CURRICULUM**

PSHEE is delivered to KS3 and KS4 students by a team of specialist staff in one timetabled hour per fortnight, and is supplemented by tutor time activities and RE. The curriculum is also enriched by external organisations that provide workshops on different elements of the curriculum for example, Daniel Spargo-Mabbs. PSHEE is also delivered through:

- Curriculum subjects: PE, science, history, IT
- Assemblies
- Literacy and numeracy
- Cross-curricular projects
- School Council / Head Boy Team / Student Mentor work
- Student Leadership Award
- Resilient Rutlishian values
- Invited visitors
- Tutorials
- Mentoring
- Educational visits and trips
- Sports teams
- School publications
- Enterprise schemes
- Work related learning activities
- Community projects
- Social Action initiatives
- Place2Be counselling service
- The First Give Project

### **Sixth Form Provision**

At KS5, PSHEE is taught by tutors once a fortnight in timetabled slot and covers the broad areas of study skills, careers, current affairs, first aid, diversity, and relationships.

In addition there are a number of enrichment days/sessions set aside for external speakers. Over the two years, these talks cover issues such as employment, gap years, UCAS application, personal finance and taxation,

employment law, sexual health, first aid, mental health, drugs and alcohol awareness, driver safety and political awareness.

Work shadowing in the summer term of Year 12 provides a valuable opportunity to sample a career which students are interested, and is now seen as a requirement for those considering 'people professions' such as teaching, medicine and healthcare.

## **IMPLEMENTATION**

To facilitate students' learning in PSHEE:

- ✓ The intent of each lesson is made clear
- ✓ Appropriate learning experiences are planned and meet the needs of all the students in the class
- ✓ Learning experiences draw on students' own experiences or existing knowledge, and provide a range of opportunities for students to learn, practise and demonstrate skills, attitudes, and knowledge and understanding
- ✓ Time is given for students to reflect, consolidate and apply their learning
- ✓ Students are encouraged to take responsibility for their own learning and to record their own progress
- ✓ Attention is given to developing a safe and secure classroom climate
- ✓ A broad range of teaching and learning strategies and resources are used e.g. role-play, quizzes, circle time and debates

The PSHEE co-ordinator provides and organises relevant training for staff.

A variety of visitors contribute to the PSHEE programme. For example

- Merton Health Advisors
- School Nurse
- Police Community Safety Officers which includes Safer Schools Police Officer
- Specialised companies / agencies

Visiting speakers are invited into school because of the particular expertise or contribution they are able to make. All visitors are familiar with and understand the school's PSHEE and RSE policy and work within it. All input to PSHEE lessons are 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 and students. This evaluation informs future planning.

The PSHEE programme may inevitably lead to disclosures to staff or other adults. As with all such matters school based staff cannot offer confidentiality. As a student is about to make a disclosure staff must alert them to the fact that they cannot promise to keep confidentiality and may need to take action depending upon what they are told. All staff must follow safeguarding procedures should a disclosure be made.

## **QUALITY ASSURANCE**

The PSHEE co-ordinator will monitor the planning, teaching and learning of PSHEE regularly. Planning will be reviewed termly whenever possible and observations of teaching will take place in accordance with the school's quality assurance cycle. Feedback will be given to teachers. The scheme of work and policy will also be reviewed according to this cycle. Students will be given an opportunity in lessons to evaluate their learning and contribute their thoughts on the planned programme. The students will be encouraged to apply what they have learnt in lessons to everyday scenarios. The students will have the opportunity to ask what they would like to learn in PSHEE through student voice activities.

## **ASSESSMENT, RECORDING AND REPORTING**

As with any learning process, assessment of students' personal, social and emotional development is important. It provides information, which indicates students' progress and achievement, and informs the development of the programme. Students skills will be continuously assessed.

Students are not graded in this subject, but have the opportunity to reflect on their own learning and personal experiences, and to set personal goals and agree strategies to reach them. The process of assessment has a positive impact on students' self-awareness and self esteem. This will be achieved by various methods that include:

- Student self-assessment during lessons within specific units of PSHEE
- Regular observations of sessions being delivered
- Peer assessment
- Student feedback

Staff have a responsibility to record assessments and use them to inform students of their progress, to set appropriate targets and to inform report writing.

### **DISSEMINATION**

The PSHEE policy will be made available upon request to all parent/carers of students at Rutlish School. In addition, the information gathered through the various recording and reporting processes will be used to inform and develop the review process.

### **RELATIONSHIPS AND SEX EDUCATION AT RUTLISH SCHOOL**

The Children and Social Work Act 2017 introduces new legislation on relationships and sex education in schools. As of September 2020, the delivery of relationships and sex education is a statutory part of the curriculum in secondary schools. Relationships Education should promote equal, safe and enjoyable relationships and be taught in a way which fosters LGBTQ (lesbian, gay, bisexual, transgender, questioning) and gender equality which is in line with the Equalities Act 2010.

Our aim is that all students are provided with relationships and sex education to help and support them through their life long learning about physical, emotional and moral development. We seek to ensure students gain an understanding of the importance of stable and loving relationships, respect, communication and care for others.

RSE is lifelong learning about physical, moral and emotional development. It is about teaching sex, sexuality and sexual health in a way that is fully understood and effectively retained by pupils in our care. It is also about teaching what it is to be in a caring, stable and mutually supportive relationship with another person, and how to control and understand feelings that come with being in a relationship.

As a school we emphasise that by providing comprehensive RSE, we are not encouraging pupils to become sexually active at a young age. The aim of this policy is to ensure that the right provision is in place so that pupils may have all the knowledge they need to make informed decisions and responsible choices as they progress into adulthood.

The Department of Health set out its ambition for all children and young people to receive high quality relationships and sex education in the *Sexual Health Improvement Framework* (2013), while the Department for Education's paper *The Importance of Teaching* (2010) highlighted that 'Children need high quality sex and relationships education so they can make wise and informed choices'. The Department for Education's *Guidance on Statutory Relationships and Sex Education* (2019) requires that all pupils are taught safety in forming and maintaining relationships, characteristics of a healthy relationship and how relationships may affect mental and physical health.

The law requires that Relationships and Sex Education (RSE) is to be taught in all secondary schools in England, and that Relationships Education is to be taught in all primary schools in England. Health Education will also be mandatory in all Government funded schools, which includes content on puberty.

The law in relation to RSE states:

- The governing bodies of schools are required to keep an up-to-date RSE policy that describes content and the organisation of RSE provided outside the national curriculum.
- Parents/carers have the right to withdraw their children from sex education within RSE (beyond the national curriculum)
- The RSE programme must include (as a minimum) information about mental wellbeing; internet safety and harms; physical health and fitness; healthy eating; drugs alcohol and tobacco; health and prevention; basic first aid; changing adolescent body; families; respectful relationships including friendships; online and media; being safe; and intimate and sexual relationships including sexual health.

## **RSE CURRICULUM PURPOSE**

### **Concepts which are to be achieved in Relationships and Sex Education:**

'Relationships and sex education should contribute to promoting the spiritual, moral, cultural, mental and physical development of students at school and of society preparing students for the opportunities, responsibilities and experiences of adult life' *Relationships and Sex Education Guidance*. It should meet the needs of all young people. The role of RSE within Rutlish is to place an emphasis on qualities within relationships and to reframe sexuality in a positive light.

### **Skills which are to be achieved in Relationships and Sex Education:**

- Recognise their own and others' feelings
- Recognise that actions have consequences for themselves and others
- Develop skills needed for relationships, e.g. listening, supporting and showing care
- Develop problem solving and decision making skills
- Recognise and challenge stereotypes
- Demonstrate tolerance and respect for each other and for difference
- Respond appropriately to teasing and bullying
- Make new friends and learn how to cope with losing friends
- Show respect by listening to what other people say

### **Knowledge which is to be achieved in Relationships and Sex Education:**

- Know that different types of family have common features and functions including same sex families
- Know that there are similarities between people: gender, appearance, abilities, families cultural background
- Know what we do that makes each other happy, sad and angry and what helps and hinders relationships
- Know how to access support from local mental health and sexual health services, and carryout basic first aid
- Know how to protect yourself from exploitation, recognising signs and knowing where to get help
- Understand about the changes that take place in human life: physical health, exercise and sleep, puberty including the mechanics of sex / fertility and reproduction / contraception and STI's, parenthood, bereavement, making new relationships
- Develop understanding of leading a healthy lifestyle and different types of relationships including marriage and know that there are many different patterns of friendship
- Know the risks of associated with social media and develop an understanding of online safety
- Develop awareness, prevention strategies and risks of addiction: drugs, alcohol, tobacco/vaping

### **Attitudes which are to be achieved in Relationships and Sex Education:**

- Respect other peoples' feelings, decisions, rights and bodies
- Value diversity of identity, lifestyles and the choices made within them
- Consider why honesty, loyalty, understanding and respect are important in relationships
- Appreciate different ways of loving and the importance of love in relationships
- Consider their responsibilities within school, with friends and within the family

## **TEACHING ABOUT SEXUAL ORIENTATION**

Sexual orientation is explicitly explored in KS3, 4 and 5. We fully accept that some people have different sexual orientations and gender identities. Lessons should focus on their shared qualities and the skills of building relationships, maintaining relationships and how sex is part of a loving and committed relationship regardless of sexual orientation.

Wherever possible we will use inclusive imagery, language and terminology such as the word partner instead of boyfriend/girlfriend or husband/wife.

## **RIGHTS TO WITHDRAW**

Parents/carers have the right to request their child be withdrawn from sex education delivered as part of RSE, but not from sex education within the national curriculum which includes elements such as puberty and reproduction. Parents/carers do not have a right to withdraw their child from Health education, Relationships or any other aspect of PSHEE education. Sex education within RSE at Rutlish School includes: contraception, STIs and pornography.

Request to withdraw must be made in writing and submitted to the headteacher for consideration. The headteacher retains the right to grant parents'/carers' request until three terms before their child is 16 years old. Three terms before a student's 16<sup>th</sup> birthday, the student can opt back into sex education against their parent wishes. Should this occur, the school will provide sex education during one of the three remaining terms.

Those parents/carers wishing to exercise this right are invited to discuss their objections and concerns and reflect on the impact withdrawal may have on their child.

### **COMPLAINTS**

Parents or carers who have complaints or concerns regarding the RSE curriculum should follow the school's Complaints Policy.