



## **Integrated PSHE (Personal, Social, Health and Economic education) and RSE (Relationship and Sex Education) policy**

### Aims

The aim of this policy is to ensure that in line with statutory guidance, RGS Dodderhill has a planned programme of integrated PSHE/RSE through which students can acquire the knowledge, understanding and skills they need to manage their lives now and in the future.

As part of a whole school approach, the programme will help pupils to develop the qualities and attributes they need in order to thrive as individuals, family members and members of society.

The DfE specifies that all schools should make provision for personal, social, health and economic education and that schools must recognise it as 'an important and necessary part of all student education'. Evidence shows that well-delivered PSHE/RSE programmes have an impact on both academic and non-academic outcomes for pupils.

We aim to provide pupils at RGS Dodderhill with the knowledge, skills and attributes they need to manage many of the critical opportunities, challenges and responsibilities they will face as young people and in adulthood.

We aim to empower all pupils with the confidence, skills and knowledge to be safe and healthy, to form and maintain good relationships and feel positive about their future.

We aim to ensure every pupil develops self-confidence, social and personal responsibility, spiritual and cultural awareness and self discipline in accordance with the aims of the school. We encourage pupils to accept responsibility for their behaviour and to contribute positively to the local and wider community.

The aim of Relationships and Sex Education in our school is to equip children and young people with the information, skills and values they need to have safe, fulfilling and enjoyable relationships and take responsibility for their physical, sexual and emotional health and wellbeing. We recognise the central importance of relationships in supporting children and young people's mental health and wellbeing, academic achievement and future success.



As a school we recognise the impact of social media, the media and the digital world on our pupils. We aim to deliver a PSHE/RSE programme that recognises and addresses this to ensure that pupils know how to keep themselves and their personal information safe.

### **Statutory requirements**

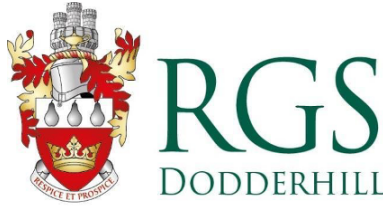
Current regulations and guidance from the Department for Education under the Children and Social Work Act 2017 state that, from September 2020, all schools must deliver Relationships Education (in primary schools) and Relationships and Sex Education RSE (in secondary schools). The parental right to request to withdraw pupils from RSE (but not Relationships or Health Education) remains in primary and secondary education, for aspects of sex education which are not part of the Science curriculum. The schools approach to this is detailed at the end of this policy.

PSHE/RSE education contributes to a schools' statutory duty, outlined in the Education Act 2002 and the Academies Act 2010. This states that schools' must provide a broad and balanced curriculum for their students.

### **Equality**

RGS Dodderhill delivers PSHE/RSE with regards to the Equality Act 2010 and observance of the protected characteristics of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership and sexual orientation. We recognise that children have varying needs regarding RSE:

- Some pupils may have learning, emotional or behavioural difficulties, or special educational needs or disabilities (SEND) that result in particular PSHE/RSE needs at times which we will support. We will ensure that PSHE/ RSE is accessible to all pupils through high quality teaching that is differentiated and personalised.
- Different ethnic cultural and religious groups may have different attitudes and beliefs with regard to PSHE/RSE. The school will take account of their views and promote respect for and understanding of the views of different ethnic, cultural and religious groups in line with safeguarding and the school's statutory duty to keep pupils safe and deliver certain elements of the statutory PSHE/RSE curriculum.
- Some of our pupils will go on to define themselves as Lesbian, Gay, Bisexual or Trans (LGBTQ). Some pupils may have LGBTQ parents/carers, brothers or sisters, other family members and/or friends. All our pupils will meet and work with LGBTQ people both now and in the future. Our approach to PSHE/RSE will reflect this and teaching will be sensitive and age appropriate both in content and



approach. This content will be integrated into the programme rather than as a stand-alone lesson or unit. We actively tackle homophobic bullying.

- We recognise that our pupils may come from a variety of family situations and home backgrounds. We will take care to ensure that there is no stigmatisation of children based on their home circumstances and deliver the curriculum sensitively and inclusively.

### **Curriculum Content**

RGS Dodderhill has adopted a whole school approach, from Year 1 to Year 11, to the integrated PSHE/RSE curriculum with the scheme of work developed from the PSHE Association program of study. Each term will focus on one of the three core themes: Health and Wellbeing, Relationships and Living in the Wider World. Relationships and Sex Education (RSE) falls within both 'Health and Wellbeing' and 'Relationships', as sexual health should always be considered as an element of health education but also taught within the context of healthy relationships.

During key stages 1 and 2, the PSHE curriculum offers both explicit and implicit learning opportunities and experiences, which reflect pupils' increasing independence and physical and social awareness, as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

During key stage 3, pupils build on the knowledge and understanding, skills, attributes and values they have acquired and developed during the primary phase. PSHE education acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life. Students learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media.

During key stage 4, pupils deepen knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during key stage 3. PSHE education reflects the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.

The full Programme of Study can be viewed [here](#).



It is school policy that PSHE/RSE is not formally assessed or reported on.

### **Delivery of PSHE/RSE Curriculum**

The learning objectives highlighted in the Programme of Study are addressed:

- Through timetabled lessons with an age-appropriate, spiral RSE programme within Personal Social and Health Education (PSHE).
- Within Science as stipulated by the national curriculum.
- Through other curriculum areas for example History, English, Religious Studies, Computing etc.
- Through assemblies.
- Through visitors to the school, for example Police, Fire Brigade and Health Professionals.
- Through pastoral support.

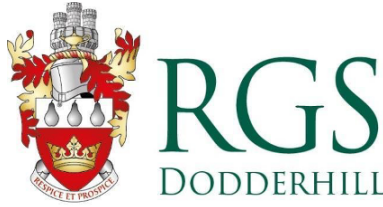
### **Learning Environment**

In order for PSHE/RSE to be conducted safely the following will be in place:

- Group agreements or ground rules are negotiated and referred to wherever appropriate. (When receiving external visitors, they will have sight of and understanding of the ground rules/group agreement.)
- No one in the classroom will be expected to answer a personal question.
- Distancing techniques such as the use of scenarios, will be used to help to keep pupils safe. There will be no need for anyone to discuss their own personal issues.
- Confidentiality will be clearly explained. Pupils will understand how disclosures will be handled.
- Pupils will be expected to engage and listen during lessons, however, it is accepted that sometimes it is inappropriate for them to be expected to take part in the discussion.
- In most cases, the correct names for body parts will be used.
- The meanings of words will be explained in a sensible and factual way. Care will be taken not to use materials or approaches that may trigger trauma or distress. Pupils at risk will be identified and arrangements made for them to access the learning in a comfortable way.
- Signposting to sources of support when dealing with sensitive issues.

### **Resources**

Teaching resources will be selected on the basis of their appropriateness to pupils and their impact. All teachers delivering PSHE/RSE have access to a range of resources



including all 'quality mark' resources available from the PSHE Association. Care will be taken not to use materials that could be 'instructional' e.g. regarding self-harm. Teachers will always assess resources appropriateness for use, taking into account the individual needs of their teaching group.

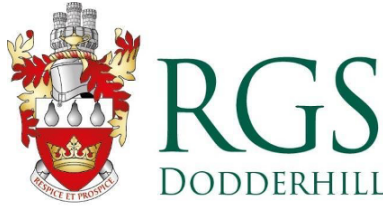
## **Safeguarding**

Teachers and other adults involved in PSHE/RSE education will sometimes hear disclosures that suggest a child may be at risk. All staff are aware of the school's safeguarding procedure and must follow this at all times. All staff have received full safeguarding training as per school policy.

- Staff are aware that views around PSHE/RSE related issues are varied. However, while personal views are respected, all PSHE/RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.
- Both formal and informal questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead or Deputy or if they are concerned.

PSHE/RSE can contribute to safeguarding by:

- Teaching pupils about healthy relationships and helping them recognise unhealthy relationships
- Helping pupils recognise inappropriate behaviour towards them or others and to access help
- Raising pupils' awareness of abuse, gender-related and gang violence
- Addressing gender stereotypes and challenging the negative attitudes which lead to violence and abuse
- Teaching the language, skills and strategies that enable pupils to tackle and mitigate risks to their (or others')
- Physical or emotional safety, including bullying, unhealthy relationships, sexual exploitation, gangs, radicalisation, drug and alcohol use and other risky behaviours
- Teaching the knowledge, understanding and skills pupils need to keep safe online
- Broadening pupils' understanding of concepts such as consent, equality, discrimination, power and exploitation as part of a broader curriculum



- Helping pupils to support and seek help for friends who are in unsafe situations
- Helping pupils to see how their own behaviour can at times put others at risk.
- Supporting the development of personal attributes such as self-esteem, resilience and self-confidence and skills such as managing risk, decision making, emergency aid

### **Right to withdraw**

Parents/carers have a legal right to withdraw their children from dedicated sex education lessons delivered outside the science curriculum. They do not have a right to withdraw their children from those aspects of RSE that are taught in national curriculum Science. They do not have a right to withdraw their children from relationships education. All parents/ carers are fully informed of the PSHE curriculum for their child at the start of the year in the Curriculum Overview provided by the school. Parents/ carers are again notified of the intention to deliver RSE education in advance of its commencement during the Lent Term.

If a parent/carer has any concerns about the RSE provision, we will take time to address their concerns and allay any fears they may have. If parents/carers decide to withdraw their child, we shall work with them and their child to explore possible alternative provision. In the event of a request to withdraw we will document this process and ensure a record is kept.

Once a pupil is three terms away from their sixteenth birthday they have a right to receive sex education rather than be withdrawn.

### **Religious Education**

Religious education is delivered through both dedicated lessons each term as part of the PSHE timetable allocation in Years seven to Nine and through assemblies and Form Time activities with the whole school.

Lessons delivered in curriculum time are age appropriate and directly relate to the government Religious Education requirements.

Through our Religious Education provision we aim to ensure that pupils:-

1. Know about and understand a range of religions and world views
2. Express ideas and insights about the nature, significance and impact of religions and world views
3. Gain and deploy the skills needed to engage seriously with religions and world views.



Religious Education is provided for all pupils, and is inclusive and broad minded. Parents do have the right to withdraw pupils from RE. The school does not support selective withdrawal from RE.

Policy sponsor: Rowena Bradley (PSHE lead)

Policy reviewed: Sept 24 (Headmaster).