

Selworthy Special School

# PSHE & RSE Policy

DRAFT

**Ratified by Governors**

**Date: 2023**

This policy should be read in conjunction with:

- Curriculum policy
- Keeping safe – safeguarding policy
- Equality and respect policy
- Behaviour and physical intervention policy

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## **Safeguarding and Confidentiality**

All staff need to be aware that effective RSE, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. Any person receiving an allegation, observing evidence or identifying a suspicion of abuse is to be known as an alerter. Upon receipt of a disclosure or the raising of a concern, alerters must refer to the Designated Safeguarding Lead. A member of staff cannot promise confidentiality generally and specifically if concerns exist.

For further information on Safeguarding and Confidentiality, please refer to the Oak Partnership Trust Safeguarding Policy on the school website.

All staff delivering PHSE & RSE will:

***Give consistent messages; personal beliefs and attitudes will not influence RHSE teaching***

## The Statutory Provisions

The National Curriculum in England Framework Document (December 2014) for primary and secondary states that “All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education”.

The Department for Education have made **Relationships Education compulsory in all primary schools** in England and **Relationships and Sex Education compulsory in all secondary schools**, as well as making **Health Education compulsory in all state-funded schools**. Content must; be age appropriate, taught sensitively and inclusively, be respectful of backgrounds and beliefs, provide learners with the knowledge they need of the law (Department for Education, 2018).

## Rationale

Simply put, PSHE & RSE are curricula for life. Our learners are growing up in a rapidly changing world. PSHE & RSE prepares them to work and live in this changing world. Helping them to stay safe, healthy and boost their life chances. Selworthy School teaches a diverse cohort of learners, all who have complex special educational needs and disabilities. Our curriculum must prepare them for adulthood where they can confidently use their voice to consent, communicate and safeguard themselves. Learners need the knowledge, skills and understanding to have the best possible ability to make positive and informed choices that will keep them healthy and in positive relationships.

RSE is not about the promotion of sexual activity.

Capacity to consent and request privacy may be an issues for some SLD and PMLD learners, however, it is important that their life experiences reflect good PSHE & RSE principles.

## Aims

By ensuring that PSHE & RSE is a central aspect of each learner's learning experience, we aim to enable them to:

- Self-awareness, confidence and a positive self-image
- Ability to make choices and have control
- Emotional awareness, regulation and appropriate behaviours
- Boundaries and social rules
- Management and communication of needs, feelings and opinions
- Positive friendships and healthy relationships
- Awareness of risky or negative relationships including bullying and abuse
- Ability to use their voice to ask for help, say “No”, and respond to risky or negative relationships
- Ability to keep themselves physically safe
- Online safety
- Personal hygiene routines
- Healthy eating
- Physical activity
- Correct vocabulary for their body parts, functions and growth changes
- Management of bodily change
- Awareness of public and private actions

- Awareness of reproduction
- Awareness of intimate relationships, sexual intercourse and contraception.
- Awareness of drugs, dangers and misuse

## Curriculum: Content

Selworthy School is a member of the PSHE Association (the national body for Personal, Social, Health and Economic Education). To support the effective delivery of PSHE we use the PSHE EDUCATION PLANNING FRAMEWORK FOR LEARNERS WITH SEND – Key stages 1-4.

The framework accompanies the 2020 edition of the PSHE Association Programme of Study for PSHE education and is fully aligned with the Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education from the Department for Education (DfE).

*"We have mapped the content grids from this statutory guidance to the Planning Framework, and adapted learning outcomes appropriately in cases where statutory content may not be accessible for learners with SEND.*

*This Framework also supports schools to provide a comprehensive PSHE programme that integrates, but is not limited to, this new statutory content. 'The World I Live In' section covers aspects of PSHE relating to careers education, economic wellbeing, personal safety (including assessing and managing risk) and preparing for adulthood. Though not yet a statutory part of PSHE education, this learning is critical to support different levels of independence that learners with SEND may have, as well as helping schools to meet the Gatsby Benchmarks for careers education as part of the DfE Careers Strategy<sup>2</sup>. The Framework covers all of this while supporting you to plan, assess, monitor and evidence progress and achievement in your learners' PSHE education."*

PSHE education planning framework for learners with SEND, Pg 5, PSHE Association, 2020.

The Planning Framework is organised into six sections:

1. **Self-Awareness** (Me, who I am, my likes, dislikes, strengths and interests)
2. **Self-care, Support and Safety** (Looking after myself and keeping safe; aspects of Relationships and Sex Education.)
3. **Managing Feelings** (Understanding feelings, and that how I feel and how others feel affects choices and behaviour; aspects of Relationships and Sex Education)
4. **Changing and Growing** (How I and others are changing; new opportunities and responsibilities; aspects of Relationships and Sex Education)
5. **Healthy Lifestyles** (Being and keeping healthy, physically and mentally)
6. **The World I Live In** (Living confidently in the wider world) Each of the six sections is subdivided into topic areas, as set out below.

Each area is broken down into topics – the full framework can be seen in **Appendices**.

## **Curriculum: Teaching, learning and assessment.**

Whilst we refer to the PSHE Association SEND framework as a guide we use local and national data to help personalise the curricula to our learner's particular needs.

Over the school year the six sections of the framework are covered, one each half term. This forms a spiral programme of study which teachers use to match the needs of the learners in their particular classes. A flexible approach is taken as learners' development may not correspond to their chronological age or key stage (stage not age).

Much of the learning may need to be regularly re-visited and consolidated. The focus is on the quality of learning rather than quantity of 'topics' covered. It is not enough to simply teach learners about objectives; it is vital they have the opportunity to explore, recognise and understand the subject content. This will help to ensure learners develop the essential skills and attributes identified in the Framework, including key communication skills, vocabulary, strategies and the confidence to help manage issues when they encounter them (knowing how to seek help when necessary).

Like all children and young people, learners with SEND live in an increasingly 'connected' world. They are not always able to recognise or separate the 'offline world' from the 'online world'; therefore, all topics should be explored within the context of both.

### **Pedagogical Approach**

Teachers will further modify and adapt the curriculum to meet learners' needs by:

- ✓ Breaking down the learning outcomes into smaller steps so that they form the basis of a lesson or series of lessons.
- ✓ Re-visiting, re-enforcing, consolidating and generalising previous learning, as well as introducing new concepts, knowledge and skills.
- ✓ Focusing on one aspect or a limited number of aspects within each stage.
- ✓ Re-visiting content through cross-curricular learning and/or through other activities in school.
- ✓ Offering both explicit and implicit learning opportunities and experiences which reflect learners' increasing independence (where applicable).
- ✓ Incorporating the six stages into school assessment procedures, so that learners' progress can be monitored both within lessons as well as over a period of time.
- ✓ Using some of the baseline assessment ideas in appendices, to identify learners' starting points. The learning outcomes could then be used to give meaningful feedback as well as next steps for learners.
- ✓ Including different sensory experiences tailored to individual learners, in addition to responding to adult prompting.
- ✓ Providing opportunities both in and out of school to promote physical, social and emotional understanding as learners move from the primary phase through to the secondary phase.
- ✓ Using the learning outcomes in the planning framework to support targets and identified areas of need in a learner's Education, Health and Care plan (EHC).

### **Managing learner's needs**

Teachers will use a person-centred approach to planning and delivering the two curricula. Their starting point will be the learner's individual needs, family history and current life situations. Using the ECHP, knowledge about pastoral needs, family situations and input from multi-agency professionals and the knowledge of their own relationships with the

learner, the teachers will decide how the curriculum would best be delivered. All staff in school will ensure that the curricula are embedded and consolidated through the wider school experience. These might include:

### **Oakhill**

- 1 discreet timetabled group session per week (link to the focus of the half term)
- Well-being Wednesday session – Focus on the needs of the class as a group.
- Targeted support (individual needs). This can also be organised together with other agencies or other professionals who work within the school (Mental Health support Team, ELSA, PFSA)
- Daily EHCP target work (Cognition and Learning, Communication and Interaction, Social Emotional and Well-being, Self-help, Independence Skills and Keeping Safe).
- In conjunction with parents and carers at home/school
- Themed days and activities (e.g. WOW events, Children Mental Health Week, Anti-bullying week, external visits such as the police or firefighters)
- Cross-curricula sessions (Science, Technology (online safety), Physical Development, Communication, speech and language)
- Oakhill's PSHE and Science curricula both address areas of work which are the foundation of the Relationships and Sex Education curriculum, for example learning about ourselves and others in relation to gender, an introduction to different relationships, physical touch and what is appropriate touch (consent) and what being friends means. Much of this is taught through play eg. sharing, turn taking and modelling the appropriate behaviour during the school day.

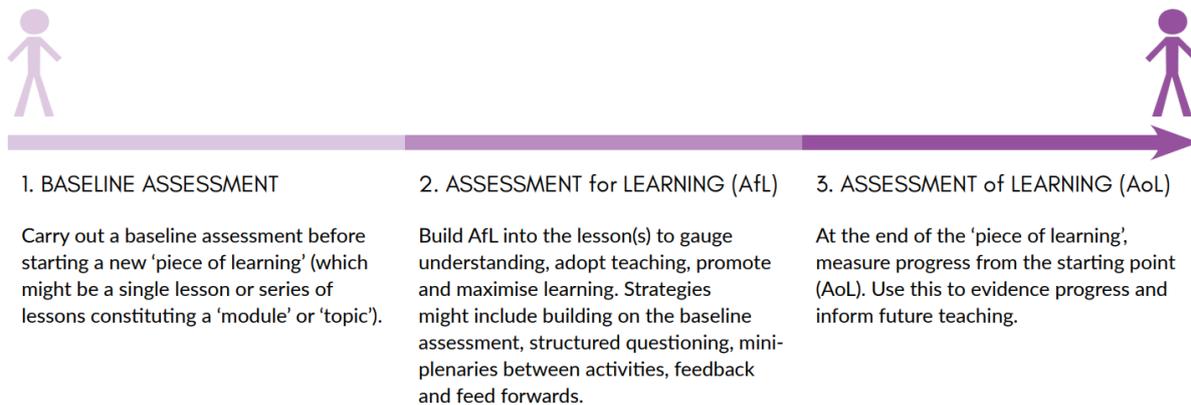
### **Hazelbrook, The Grove & The Cove**

- Group session as timetables (x4 30-minute sessions labelled as Wellbeing)
- On an individual basis
- In conjunction with parents and carer at home/school.
- In conjunction with other professionals attending school (PFSA, social workers)
- Assemblies
- Within cross-curricula session (communication, speech and language, careers, community projects, in gaining qualifications such as cooking)
- Themed days and activities
- Community projects
- Incorporated as EHCP targets at annual review if appropriate.

View **appendices** to see how the curricula are embedded within the wider school community.

## Assessment

Assessment in PSHE education is used to identify future learning needs. We use Ipsative assessment – in which a learner's own starting point is the benchmark against which progress is measured, rather than the performance of others.



*PSHE education planning framework for learners with send, Appendix 3, Pg 62, PSHE Association, 2020.*

Progress is recorded and monitored through the **Evidence for Learning** app. This will form the basis of the evidence of learners' learning and understanding. Selworthy School's 4-point Level of Support scale is used to describe the amount of adult input a learner was receiving with a particular task, skill or assessment.

## The Relationship and Sex Education Curriculum

### Definition of RSE

RSE is defined as a life-long process of acquiring information and forming attitudes, beliefs and values about sexual identity, relationships and intimacy (Primary School Workbook: Teaching Sex Education in the National Curriculum – Lenderyou 1993).

We aspire to see our learners lead full lives that incorporate loving relationships, healthy friendships, sexual intimacy if they desire it and to do so understanding the core values around respect, safety, sexual identities, consent, being healthy and their own and others boundaries. The statutory content is thoroughly embedded within the PSHE framework for SEND but in specific relation to RSE will teach them:

- To know about different types of relationships and the joy these can bring.
- Why marriage is an important choice for some couples.
- That some people may wish to have children and others may not.
- What the roles and responsibilities of parents are.
- To determine if family, friends, sources of information and services are trustworthy and to know how to seek help.
- That some types of behaviours in relationships are illegal.
- The legal rights and responsibilities regarding equality.
- To enjoy opportunities online safety.

- To understand concepts of consent, abuse, grooming, coercion and harassment and how these can affect relationships.
- How people can actively communicate and recognise consent from others and how and when consent can be withdrawn.
- To recognise an intimate relationship.
- That they have the choice to delay or to enjoy intimacy without sex.
- To know the facts about reproduction, STI's and contraception.
- To know that the use of alcohol and drugs can lead to risky behaviour.

## Roles and Responsibilities

<b>Governors</b>	Have an overall responsibility to be continually involved in writing and maintaining an up to date policy that is made available to parents and carers.
<b>Headteacher</b>	Is responsible for the implementation of the policy and liaising with the governing body, The Oak Partnership Trust, parents, carers and other appropriate agencies.
<b>PSHE lead</b>	The Co-Ordinator, together with the Headteacher, has a general responsibility to support other members of staff in the implementation of this policy and will also disseminate information relating to PSHE/RSE. They are also encouraged to contact liaise with parents regarding any queries or concerns relating to the RSE policy or provision.
<b>Teachers</b>	Responsible for the implementation of the policy as well as planning, resourcing, delivering and recording learner experience on the EFL app. Teachers are also encouraged to be involved in the development of the curriculum by suggesting topics, resources and by identifying potential issues.
<b>Parents/Carers</b>	The school recognises that the parents/carers are key figures in helping their children to cope with the emotional and physical aspects of growing up and therefore have more responsibility in preparing them for challenges and responsibilities which sexual maturity brings. Parents carers are encouraged to support the school's PHSE/RSE and have access to this policy.
<b>All Staff</b>	PSHE/RSE is a whole school issue. All staff, both teaching and non-teaching, should be aware of this policy and how it relates to them.

## Right to Withdraw

Parents carers will be notified in writing, informing them of the policy, the teaching content and materials to be used before the discrete units on Relationship and Sex Education are delivered in either PSHE or Science. Any parent carer wishing to withdraw their child is encouraged to make an appointment with the Headteacher to discuss the matter. Parents carers who wish to withdraw their child from any aspect of the school's RSE programme should notify the Headteacher in writing. Learners cannot be withdrawn from any part of RSE which falls within the Science curriculum. Any complaints about the content or delivery of RSE should be addressed to the Headteacher.

## Resources

All resources for PSHE are kept in a central resource area. They are added to over the year by all members of staff and sorted by the PSHE co-ordinator yearly. There is also a resources catalogue for each area of PSHE, which is circulated to teachers. This provides staff with detailed and up to date information about the physical resources that are available to support teaching and learning.

## **References**

Department for Education (February 2019) Relationship Education, Relationship and Sex Education (RSE) and Health Education: Guidance for governing bodies, proprietors, Headteachers, principals, senior leadership teams, teachers. Draft for consultation.

Department for Education (2014) The National Curriculum in England Framework Document.

Lenderyou, G. (1993) Primary School Workbook: Teaching Sex Education within the National Curriculum. London. Family Planning Association.

## **Appendices**