



PSHE AND RSE POLICY

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Introduction

All schools must provide a curriculum that is broadly based, balanced, and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental, and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities, and experiences of later life.

The Government's PSHE education review of PSHE Education (March 2013) stated that the subject would remain non-statutory and that no new programmes of study would be published. However, Right Honourable Justine Greening, former Secretary of State for Education, announced, on March 1st, 2017, that it is her intention to make Relationships Education statutory in Primary schools and Sex and Relationship Education compulsory in Secondary Schools from September 2019 and that content guidance will be published prior to that.

We are confident that REACH Learning Provision covers all aspects of Relationships and Sex Education in an age-appropriate way. This policy will be updated in line with government guidance when published.

At REACH, we understand the importance of educating pupils about sex, relationships, and their health, for them to make responsible and well-informed decisions in their lives. The teaching of RSE and health education can help to prepare pupils for the opportunities, responsibilities, and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental, and physical development of pupils at school and in the wider society. We have an obligation to provide pupils with high-quality, evidence and age-appropriate teaching of these subjects.

This policy outlines how REACH Learning Provision RSE and health education curriculum will be organised and delivered, to ensure it meets the needs of all pupils.

This PSHE policy is informed by existing DfE guidance on Sex and Relationships Education (Sex and Relationship Education Guidance, July 2000), preventing and tackling bullying (Preventing and tackling bullying: Advice for head teachers, staff and governing bodies, July 2013), Drug and Alcohol Education (DfE and ACPO drug advice for schools: Advice for local authorities, headteachers, school staff and governing bodies, September 2012), safeguarding (Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, March 2013 and Keeping Children Safe in Education, 2019)) and equality (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised February 2013).

Related

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010 • The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Children and Social Work Act 2017
- DfE (2021) 'Keeping children safe in education (2020)'
- DfE (2021) 'Teaching about relationships, sex and health'
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2015) 'National curriculum in England: science programmes of study'

This policy operates in conjunction with the following school policies:

- Behaviour Policy
- SEND Policy
- It and E-Safety Policy
- Behaviour Policy
- Child Protection and Safeguarding Policy

Definitions

PSHE: Personal, Social, Health Education

RSE: Relationship and Sex Education

For this policy: -

- **“Relationships and sex education”** is defined as teaching pupils about developing healthy, nurturing relationships of all kinds, and helping them to understand human sexuality and to respect themselves and others.
- **“Health education”** is defined as teaching pupils about how they can make good decisions about their own health and wellbeing, and how physical health and mental wellbeing are interlinked.

Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships.

It also enables children and young people to make responsible and informed decisions about their health and well-being. RSE makes an important contribution to health and well-being by supporting children and young people's ability to learn, achieve and flourish.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

Our Vision

PSHE at REACH will enable pupils to feel positive about who they are and to enjoy healthy, safe, responsible, and fulfilled lives. Through active learning opportunities pupils will learn to recognise and manage risk, take increasing responsibility for themselves, their choices and behaviours and make positive contributions to their families, schools, and communities.

Pupils will learn to recognise, develop, and communicate their qualities, skills, and attitudes. They build knowledge, confidence and self-esteem and make the most of their abilities. Pupils will learn to identify and articulate feelings and emotions, learn to manage new or difficult situations positively and form and maintain effective relationships with a wide range of people.

Our Aims

REACH's aim is to provide pupils with:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary, challenge their own and others' values, attitudes, beliefs, rights, and responsibilities
- The skills and strategies they need to live healthy, safe, fulfilling, responsible and balanced lives.

At REACH we know that learning and undertaking activities in PSHE education contribute to achievement of the curriculum aims for all young people to become:

- successful learners who enjoy learning, make progress, and achieve
- confident individuals who can live safe, healthy, and fulfilling lives
- responsible active citizens who make a positive contribution to society.

In PSHE at REACH, we will:

- Create a comfortable classroom climate where pupils are confident and discuss their hopes, fears, and sensitive issues
- Develop a set of ground rules for the PSHE/RSE classroom/lessons
- Model good practice in the way we talk to pupils
- Provide enrichment opportunities that support and develop our pupils emotional and physical well-being
- Work with external providers to provide the best possible experience and expertise for our pupils
- Remain flexible with our Curriculum and respond to issues as and when they arise.

In years 7, 8 and 9 pupils receive one lesson per week of PSHE, delivered by our teachers. The PSHE lessons are delivered through three core themes of:

- Health and Wellbeing
- Relationships
- Living in the Wider World

Relationships and Sex Education

The aims of relationships and sex education (RSE) at our provision are to ensure pupils learn about:

- different types of relationships, including friendships, family relationships, intimate relationships, dealing with strangers
- how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries, and consent, and how to manage conflict, and how to recognise unhealthy relationships.
- how relationships may affect health and wellbeing, including mental health.
- healthy relationships and safety online; and
- factual knowledge around sex, sexual health, and sexuality, set firmly within the context of relationships.

PSHE Core Theme 1: Health and Wellbeing Overview

Pupils at REACH will be taught:

- how to manage transition
- how to maintain physical, mental, and emotional health and wellbeing including sexual health
- about parenthood and the consequences of teenage pregnancy
- how to assess and manage risks to health and to stay, and keep others, safe
- how to identify and access help, advice, and support
- how to make informed choices about health and wellbeing matters including drugs, alcohol, and tobacco, maintaining a balanced diet, physical activity, emotional health and wellbeing and sexual health
- how to respond in an emergency including administering first aid
- The role and influence of the media on lifestyle.

PSHE Core Theme 2: Relationships Overview

Pupils at REACH will be taught:

- how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills
- how to recognise and manage emotions within a range of relationships
- how to deal with risky or negative relationships, including all forms of bullying and abuse, sexual and other violence, and online encounters
- about the concept of consent in a variety of contexts (including in sexual relationships)
- about managing loss, including bereavement, separation, and divorce
- to respect equality and be a productive member of a diverse community
- how to identify and access appropriate advice and support.

PSHE Core Theme 3: Living in the Wider World

Pupils at REACH focus on: 'economic wellbeing, careers and the world of work' and be taught:

- about rights and responsibilities as members of diverse communities, as active citizens, and participants in the local and national economy
- how to make informed choices and be enterprising and ambitious
- how to develop employability, team working and leadership skills and develop flexibility and resilience
- about the economic and business environment
- how personal financial choices can affect oneself and others and about rights and responsibilities as consumers.

Parents Questions regarding PSHE/RSE lessons

If a parent has any issues or concerns regarding the teaching of PSHE/RSE in the provision, they should contact the office so we can discuss this with them.

If they want to withdraw their child from any of the sex education lessons, this can be granted but in exceptional circumstances up until three school terms before the student turns 16. At this point the child can opt to take part in the lessons if they would like to.

REACH Learning Provision will work closely with the student's home school and parent's/carers to make sure that we can resolve the issue so that it best suits the needs of the student.

Drug and Alcohol Education

The term 'Drugs' includes

- All illegal drugs
- All legal drugs including alcohol, tobacco and volatile substances which can be inhaled
- All over the counter and prescription medicines

Effective Drug and Alcohol Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their health and wellbeing.

Please refer to our Drug & Substance Misuse Policy for more detail

Safeguarding and Confidentiality

Teachers need to be aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the lesson or discussion closes. It is important to allow the time and appropriate staffing for this to happen.

If disclosures occur, the REACH safeguarding policy is followed. All pupils will be taught about keeping themselves safe, including online, as part of a broad and balanced curriculum. To meet DfE's best practice advice, the DSL will be involved in the formulation of safeguarding-related areas of the curriculum, as the knowledge and resources may help to address safeguarding issues more appropriately and effectively.

When teaching issues that are particularly sensitive for pupils of all ages, e.g., self-harm or suicide, teachers will be made aware of the risks of inadvertently encouraging, or providing instructions to, pupils. Teaching of these subjects will always prioritise preventing harm to pupils as a central goal.

Confidentiality within the classroom will be an important component of RSE and health education, and teachers will be expected to respect the confidentiality of their pupils as far as is possible, in compliance with the school's Safeguarding Policy.

Teachers will, however, understand that some aspects of RSE may lead to a pupil raising a safeguarding concern, e.g., disclosing that they are being abused, and that if a disclosure is made, the DSL will be alerted immediately. Pupils will be made aware of how to raise their concerns or make a report, and how their report will be handled – this includes the process for when they have a concern about a peer.

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political,

social, or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views.

Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence.

Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around RSE- and Drug and Alcohol Education- related issues are varied. However, while personal views are respected, all RSE and Drug and Alcohol Education issues are taught without bias.

Topics are presented using a variety of views and beliefs so that pupils can form their own, informed opinions but also respected and that others have the right to form a different opinion. Both formal and informal RSE and Drug and Alcohol Education arising from pupils' questions are answered according to the age and maturity of the pupil(s) 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 Designate Safeguarding Lead if they are concerned. REACH believes that RSE and Drug and Alcohol Education should meet the needs of all pupils, answer appropriate questions, and offer support.

Our teaching, including covering of RSE provision, should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents/carers on this issue to reassure them of the content and context.

Equal Opportunities

Children irrespective of age, faith, race, gender, sexual orientation, and disability are given full access to the PSHE programme in accordance with the recent legislation.

We promote British values set out by the Government's 2015 Prevent Strategy.

Values of:

- democracy,
- the rule of law,

- individual liberty,
- mutual respect and tolerance of different faiths and beliefs.

REACH will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against pupils because of their:

- Age
- Sex
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership
- Sexual orientation

REACH will consider the backgrounds, gender, age range and needs of its pupils and determine whether it is necessary to put in place additional support for pupils with the above protected characteristics.

Where there is a need to tailor content and teaching to meet the needs of pupils at different developmental stages, REACH will ensure the teaching remains sensitive, age appropriate, developmentally appropriate and is delivered with reference to the law.

REACH will take steps to foster healthy and respectful peer-to-peer communication and behaviour between all pupils and provide an environment which challenges perceived limits on pupils based on their gender or any other characteristic.

REACH will be actively aware of everyday issues such as sexism, misogyny, homophobia, and gender stereotypes and take positive action to build a culture within which these are not tolerated. Any occurrences of such issues will be identified and managed promptly. Sexual violence and sexual harassment are not acceptable and will not be tolerated.

Any reports of sexual violence or sexual harassment will be handled in accordance with the provision's Safeguarding Policy.

Roles and Responsibilities

The Provision Manager

The Provision Manager is responsible for ensuring that RSE and PSHE is taught consistently across the provision, and for ensuring current legislation is being adhered to. The Provision Manager is responsible for:

- The overall implementation of this policy.
- Ensuring all staff are suitably trained to deliver the subjects.

- Ensuring parent are fully informed of this policy.
- Reviewing all requests to withdraw pupils from non-statutory elements of the RSE and health education curriculum.
- Discussing withdrawal requests with parents, and the pupil if appropriate, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, including the benefits of receiving the education.
- Ensuring withdrawn pupils receive appropriate, purposeful education during the period of withdrawal.
- Encouraging parents to be involved in consultations regarding the provision's RSE and health education curriculum.
- Reviewing this policy on an annual basis.
- Reporting to the governing board on the effectiveness of this policy and the curriculum.

Teaching Staff

Staff are responsible for:

- Acting in accordance with, and promoting, this policy.
- Delivering RSE and health education in a manner that is sensitive, of high quality and appropriate for each year group.
- Ensuring they do not express personal views or beliefs when delivering the curriculum.
- Planning lessons effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content.
- Modelling positive attitudes to RSE and health education.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND. Liaising with the RSE and health education subject leader on key topics, resources, and support for individual pupils.
- Monitoring pupil progress in RSE and health education.
- Reporting any concerns regarding the teaching of RSE or health education to the RSE and health education subject leader or a member of the SLT.
- Reporting any safeguarding concerns or disclosures that pupils may make because of the subject content to the DSL.
- Responding appropriately to pupils whose parents have requested to withdraw them from the non-statutory components of RSE, by providing them with alternative education opportunities.

Staff do not have the right to opt out of teaching RSE.

Staff who have concerns about teaching RSE are encouraged to discuss this with the Provision Manager.

Pupils

Pupils are expected to engage fully in RSE and PSHE and, when discussing issues related to RSE, treat others with respect and sensitivity. This response is in line with our core values of maintaining a positive attitude, respect for others and always displaying high levels of commitment.