

Elmhurst School for Boys

Relationship and Sex Education and PSHE Policy

This policy applies to all pupils in the school, including in the EYFS

Created: July 2020

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by

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Scope of this policy

1 Policy Context and Rationale

1.1 This policy covers all pupils and year groups within the school, including the EYFS and sets out the School’s approach to Personal, Social, Health and Economic Education (PSHE) and Relationships Education delivery.

1.2 It was produced through consultation with staff, pupils and parents through (but not limited to) the following channels:

1.2.1 departmental review and feedback,

1.2.2 departmental training via the PSHE Association

1.2.3 parent focus group,

1.2.4 student voice,

1.2.5 wellbeing surveys

1.2.6 ongoing feedback from pastoral teams.

1.3 PSHE education provides a significant contribution to the schools' responsibility to:

1.3.1 promote children and young people's wellbeing

1.3.2 achieve the whole curriculum aims

1.3.3 promote community cohesion

1.3.4 provide relationships and sex education

1.4 The policy is informed and underpinned by the School's values of Nurture, Inspire and Celebrate.. The PSHE and RSE programme aims to develop:

1.4.1 Successful learners who enjoy learning, making progress and achieving

1.4.2 Confident individuals who are able to live safe, healthy and fulfilling lives

1.4.3 Responsible citizens who make a positive contribution to society

1.5 To ensure that pupils develop an understanding of fundamental British Values and uphold these throughout the curriculum, pupils are also taught explicitly about British Values which are defined as:

1.5.1 Democracy & the rule of law

1.5.2 Individual liberty

1.5.3 Mutual respect

1.5.4 Tolerance of those of different faiths and beliefs.

These values are taught explicitly through Personal, Social, Health and Emotional Education (PSHE) as well as through citizenship, 'The Elmhurst All Rounder' and the School's broad and balanced curriculum.

1.6 Parents will be informed about the policy via email and the policy will be made available through the school website.

2 Legislation (Statutory Regulations and Guidelines)

2.1 Under the Education Act 2002, all schools must provide a balanced broadly-based curriculum which:

2.1.1 Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of

society

2.1.2 Prepares pupils at the school for opportunities, responsibilities and experiences of later life

2.2 The 2006 Education and Inspections Act placed a duty on Governing Bodies to:

2.2.1 Promote the wellbeing of pupils at the school

2.3 Revised Department for Education statutory guidance will state that from September 2020 all schools must deliver:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

2.3.1 Relationships Education (Primary)

3 Roles and Responsibilities

3.1 From September 2020 PSHE and RSE delivery across the School will be monitored by the Head of Pastoral Care who takes on the role of Head of PSHE across the school. She will be responsible for liaising with other curriculum leads so that curriculum design in different areas complements the RSE program, rather than repeating what is already taught.

3.2 Governance will oversee that the discharge of this policy ensures:

3.2.1 all pupils make progress in achieving the expected educational outcomes;

3.2.2 the subjects are well led, effectively managed and well planned;

3.2.3 the quality of provision is subject to regular and effective self-evaluation;

3.2.4 teaching is delivered in ways that are accessible to all pupils with SEND;

3.2.5 clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,

3.2.6 the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

4 Curriculum Design

4.1 The curriculum is designed around active engagement in learning, rather than passively receiving information. Pupils will be given opportunities to consider and clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills.

This table sets out who oversees the delivery of the PSHE and RE/RSE curriculum and how it is implemented in practice across the school:

Head of Pastoral Care including PSHE, RE and RSE : Mrs T. Mawanda

Supported by Pastoral Team: Miss S. Cole (SEN); Mme J. Hargreaves (Mental Health and Well Being); Mr T. Rhimes (Behaviour)

Humanities Co-ordinator: Mrs F. Dale

Science Co-ordinator: Mr T. Rhimes

- Curriculum time delivered by form tutors and other staff
- Use of 'Elmhurst PSHE with EAR and Assemblies Scheme of Work' as a source of PSHE and RSE content and scope
- PSHE is taught through other subjects/curriculum areas e.g RE
- PSHE delivered through whole school and extended timetable activities e.g. Assemblies, Well-Being Time and The Elmhurst All Rounder (EAR)
- PSHE enabled through specific projects e.g Safer Internet Day; Elmhurst All Rounder Missions in Citizenship
- Through involvement in the life of the school and wider community eg Joshua Orphanage and Community Care, Malawi and Croydon Refugee Day Centre
- PSHE through pastoral care and guidance: 'Weekly Pastoral Notes'

Best Practice in PSHE Education:

Any new topic in PSHE will be introduced taking into account pupils' prior knowledge and will complement, not replicate learning in other subjects

Research shows that attempts to scare or shock young people into making healthy choices rarely works and often backfire.

Pupils will be reassured that the majority of young people make positive healthy lifestyle choices

Pupils are helped to make connections between PSHE education and their 'real life' experiences, including online contexts.

Curriculum design around online presence and social media will link to our e-safety and safeguarding policy.

5 Safe and Effective Practice

5.1 PSHE and RSE often draw on pupils' real-life experiences. A safe and supportive learning environment will be created by establishing ground rules in each context for the delivery of subject material. Staff delivering PSHE and RSE will ensure the pupils, who indicate they may be at risk, get appropriate support by liaising with the appropriate pastoral team and adhering to the School's Child Protection and Safeguarding Policy.

6 Equality of Opportunity

6.1 Classroom practice and pedagogy will take into account pupils' development, age, ability, readiness and cultural background and pupils with SEND and will be adjusted accordingly to enable all students to access the learning. We will use PSHE and RSE education as a way to address diversity issues and to ensure equality for all by addressing contextual issues identified through our pastoral management system and wellbeing surveys. PSHE and RSE delivery is designed to comply with the Equality Act 2010. Provisions within the Equality Act allow the School to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of protected characteristics.

6.2 Relationships Education takes account of the faith of individual pupils as well as the nature of the faith of the school whilst helping pupils from all backgrounds build positive and safe relationships and to thrive in modern Britain. When planning for teaching the religious background of pupils will be observed so that topics are appropriately handled.

6.3 Parents have the right to withdraw their children from those parts of RSE not within the national curriculum. Further details of this can be found in Paragraph 10.

7 Definition of Relationships and Sex Education (RSE)

7.1 Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

7.2 RSE is an entitlement for all children and young people and must:

7.2.1 Be accurate and factual, covering a comprehensive range of information about sex, relationships, the law and sexual health, in order to make informed choices. In schools this should be part of compulsory curriculum provision;

7.2.2 Be inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experience particularly HIV status and pregnancy;

7.2.3 Include the development of skills to support healthy and safe relationships and ensure good communication about these issues;

7.2.4 Promote a critical awareness of the different attitudes and views on sex and relationships within society such as peer norms and those portrayed in the media;

7.2.5 Seeks to break down stereotypes, tackle negative behaviours and build a culture of positive tolerance and understanding consistently role modeled by all staff at the school.

7.2.6 Provide opportunities for reflection in order to nurture personal values based on mutual respect and care;

7.2.7 Be part of lifelong learning, starting early in childhood and continuing throughout life. It should reflect the age and level of the learner;

7.2.8 Ensure children and young people are clearly informed of their rights such as how they can access confidential advice and health services within the boundaries of safeguarding;

7.2.9 Be relevant and meet the needs of children and young people, and actively involve them as participants, advocates and evaluators in developing good quality provision;

7.2.10 Be delivered by competent and confident educators;

7.2.11 Be provided within a learning environment which is safe for the children, young people and adults involved and based on the principle that prejudice, discrimination and bullying are harmful and unacceptable.

8 Responsibilities and Delivery Overview

Head of Pastoral Care and Pastoral Team
RE Co-ordinator
Science Co-ordinator

The focus during Relationship Education at Elmhurst focuses on:

- the fundamental building blocks and characteristics of positive relationships, with particular emphasis on friendships, family and relationships with other children and adults;
- differences in families and their structure and respect for the individual circumstances of families

It addresses the relationships between:

- physical health and mental well being
- the balance of online and other activities
- emotion and the ability to express emotions

Unlike Relationships Education, Sex Education is not compulsory for pupils receiving primary education, although some primary schools may choose to teach it. In Year 6 at Elmhurst, in consultation with parents Sex Education is included in the RSE curriculum. Parents have the right to withdraw their son from the Sex Education lessons during the Summer Term of Year 6.

9 Managing difficult questions:

9.1 Pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. To ensure that pupils are given the opportunity to address difficult questions there will be opportunities for 'no hands-up lessons'. Pupils are given post-it notes to write their own questions which are addressed individually by the classteacher. Where questions openly arise verbally in a whole class setting teachers will refer the pupil's question to a later time that day when it can be addressed on a 1:1.

10 Parents' right to withdraw their child

10.1 Parents will not be able to withdraw their child from relationships education in primary school.

11 Intended Outcomes

11.1 As a result of our PSHE and RSE programme, pupils will:

11.1.1 Develop the knowledge, skills and personal attributes they need to manage their lives now and in the future

11.1.2 Learn to make responsible decisions e.g. about alcohol, drugs, relationships and future careers

11.1.3 Learn to recognise and manage risk and take increasing responsibility for themselves and their actions both online and in their daily lives

11.1.4 Understand the importance of wellbeing and how to tackle issues that can affect their ability to learn and their mental health

11.1.5 Understand the characteristics of and the importance of building healthy and positive relationships both online and in their daily lives

11.1.6 Develop skills such as teamwork, communication and resilience

11.1.7 Be encouraged to make positive contributions to their families, schools and communities

11.1.8 Explore differences and learn to value diversity in all its forms

11.1.9 Reflect on their own individual values and attitudes

11.1.10 Identify and articulate feelings and emotions and manage difficult situations positively

12 Monitoring and Assessing

12.1 Monitoring:

12.1.1 The effectiveness of the PSHE and Relationship Education (Prep - upto Y6) a provision will be evaluated through: annual governance (Spring) + curriculum and policy review (Summer)

12.2 Areas for assessment:

12.2.1 Pupils' knowledge and understanding through classroom discussion and formative assessment activities. Teachers collect evidence of learning to make a judgement about pupils' progress. This may include: presentations, written evidence, group work, observations. EAR Mission evidence.

12.2.2 Application of knowledge and skills in wider school participation, resolving conflict, making decisions and forming positive relationships. Pupil voice will be influential in adapting and amending the material for PSHE and RSE to ensure it is up to date and relevant.

13 Confidentiality

13.1 Pupils will be made aware that some information cannot be held confidentially and will be informed that, if certain disclosures are made, the information may be disclosed to the Safeguarding team.

14 Counselling Services

14.1 Pupils are made aware of counselling and information services both in and out of school and offered appropriate support.

15 OutsideSpeakers

15.1 Please refer to Appendix 6 of the Child Protection and Safeguarding policy for details of procedures for Visiting Speakers.

16 EYFS

16.1 In the Early Years Foundation Stage, the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 and the accompanying statutory guidance do not apply; however Personal Social and Emotional Development (PSED) is one of the prime areas within the EYFS curriculum and age-appropriate provision is made accordingly. This is outlined in 'Elmhurst PSHE with EAR and Assemblies Scheme of Work'.

17 Appendix 1 : PSHE and RSE Programme for Elmhurst - please see Website

18 Appendix 2: Resources

1. Statutory Guidance : Relationships Education, Relationships and Sex Education (RSE) and Health Education
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education.pdf
2. PSHE Association <https://www.pshe-association.org.uk/>
3. Young Citizens Go Givers <https://www.gogivers.org/>
4. Programme of Study
<https://www.pshe-association.org.uk/system/files/PSHE%20Association%20Programme%20of%20Study%20for%20PSHE%20Education%20%28Key%20stages%201%E2%80%935%29%2C%20Jan%202020.pdf>