



# The Ryleys

Girls & Boys Preparatory School

## PSHE (Personal, Social, Health Education) Policy

Monitoring: Headteacher

Named Person Responsible: J Langford

Reviewed: September 2022

Policy Review Date: September 2024

## 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.

Our PSHE curriculum 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.

The DfE specified as part of its National Curriculum guidance that 'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. The review also detailed:

"PSHE remains an important and necessary part of all pupils' education. We believe that all schools should teach PSHE, drawing on good practice, and have outlined this expectation in the introduction to the new National Curriculum" (Written Ministerial Statement: Review of Personal, Social, Health and Economic education, March 2013).

Our school 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, updated 2017), 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 interagency working to safeguard and promote the welfare of children, March 2013 and Keeping Children Safe in Education, 2018)) and equality (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised June 2014.)

Our PSHE curriculum meets all the outcomes in the PSHE Association Programmes of Study, 2017. We also use the MyHappyMind curriculum and SCARF to deliver our PSHE and RHE education.

### AIMS AND OBJECTIVES:

- To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.
- Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.
- They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

- In our school we choose to deliver Personal, Social, Health Education using the SCARF and PSHE Association framework.

Our PSHE curriculum supports the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

#### PSHE Curriculum Content

Our PSHE curriculum covers all areas of PSHE for the primary phase, as detailed below:

##### Health and Wellbeing:

- Healthy Lifestyles
- Growing and Changing
- Keeping Safe

##### Relationships:

- Feelings and Emotions
- Healthy Relationships
- Valuing Difference

##### Living in the Wider World:

- Rights and Responsibilities
- Environment
- Money

### **Relationship and Sex Education (RSE)**

#### **Definition of Relationship and Sex Education**

Since the then Right Honourable Justine Greening, Secretary of State for Education, announced, on March 1st 2017, that it is her intention to make Relationships Education statutory in Primary schools from September 2019, Sex and Relationship Education has now become better known as RSE – Relationship and Sex Education – to reflect the changes that are to come. However, much of the guidance still refers to it as SRE. Both are used here interchangeably for ease until RSE becomes statutory.

‘Sex and Relationship Education (SRE) is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings’ (Sex Education Forum, 1999).

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.

"The right to education includes the right to sexual education, which is both a human right in itself and an indispensable means of realising other human rights, such as the right to health, the right to information and sexual and reproductive rights."

Report to the UN General Assembly - July 2010 | Item 69, paragraph 18

### **Current RSE requirements**

Maintained primary and secondary schools are legally obliged to have an up-to-date RSE policy that describes the content and organisation of RSE taught outside science in the National Curriculum. This includes special schools. In primary schools if the decision is taken not to teach RSE beyond the National Curriculum this should also be documented in the policy. The policy should be made available to parents/carers on request. It is the school governors' responsibility to ensure that the policy is developed and implemented. School governors are in law expected to give 'due regard' to the SRE 2000 guidance and to maintain an up to date RSE policy which must be made available to parents/carers. (Learning and Skills Act, 2000).

It is good practice for academies, free schools, colleges and independent schools to have a policy on PSHE and RSE. All state-funded schools must publish information in relation to each academic year, about the content of the school's curriculum for each subject, and this includes any teaching in personal, social, health and economic (PSHE) education and SRE (see 2.5 in the National Curriculum framework (DfE 2013a) and Statutory Instrument 2012 No. 1124).

There is a useful guide to understanding sex and relationships education from the Sex Education Forum.

### **As our school teaches pupils of primary school age, our curriculum is known as Relationships and Health Education (RHE).**

#### **Compulsory aspects of RSE**

The sex education contained in National Curriculum science (Key Stages 1–4) is compulsory in maintained schools. In maintained secondary schools it is also compulsory for pupils to have sex education that includes HIV and AIDS and other sexually-transmitted infections. All state-funded schools must have 'due regard' to the Secretary of State's guidance on SRE (DfEE, 2000). This states that:

- 'All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes' (1.13)
- Children should learn 'how a baby is conceived and born' before they leave primary school(1.16)

## **RSE and statutory duties in school**

RSE plays a very important part in fulfilling the statutory duties all schools have to meet. RSE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. State-funded schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).

- Sex and Relationships Education (SRE) is an important part of PSHE Education (DfE, 2014).
- When any school provides RSE they must have regard to the Secretary of State's guidance; this is a statutory duty. Academies do not have to provide RSE but must also have regard to Secretary of State's guidance when they do (DfE, 2013). Ofsted will evaluate how schools help to ensure a healthy lifestyle for their children (Ofsted, 2013, Subsidiary Guidance Para 64).
- It is compulsory for all maintained schools to teach the parts of sex education that fall under National Curriculum Science which must be taught to all pupils of primary and secondary age e.g. the biological aspects of puberty and reproduction (Education Act 1996, National Curriculum 2014).
- The 2018 SIAMS schedule for inspection also states in the section on 'Dignity and Respect' that from 2019, schools should offer "appropriate and coherent relationships and sex education that reflects the school's Christian vision and supports pupils to form healthy relationships" (SIAMS 2018). The Relationships part of the PSHE curriculum clearly puts the health of all relationships as the most important factor, particularly the relationships with, and respect for, yourself.

Updated government safeguarding guidance is now available (Keeping Children Safe in Education, 2018) and includes a section about being alert to signs that young girls may be at risk of female genital mutilation (FGM). School summer holiday especially during the transition from primary to secondary schools is thought to be a key risk time for FGM. See also the government Multi-agency practice guidelines: Female Genital Mutilation (2016) which includes a section for schools.

RHE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

- Anti-Bullying Policy
- Behaviour Management Policy
- Confidentiality Policy
- Drug and Alcohol Education Policy
- Equal Opportunities Policy
- Health and Safety Policy
- ICT Policy and Safe Internet Use Policy
- Inclusion Policy
- Beliefs and Values Policy
- Safeguarding/Child Protection Policy
- SMSC Policy
- Special Educational Needs Policy

## **The role of the Headteacher**

It is the responsibility of the Headteacher to ensure that staff and parents are informed about the RHE policy, and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The Headteacher liaises with external agencies regarding the school RHE programme and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework. The Headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

The Headteacher has the overall responsibility for the leadership of the curriculum and the monitoring of its provision.

The Headteacher in consultation with staff are responsible for:

- determining the ways in which the curriculum should be taught in school
- deciding the provision and allocation of resources
- deciding ways in which developments can be assessed and records maintained
- ensuring that the curriculum matches and achieves the aims and objectives of the school
- ensuring all curricular policies are fully implemented and reflect practice at The Ryleys School
- ensures that high standards are maintained
- providing and organising training to keep staff skills and knowledge up to date
- raising standards within each phase

## **Monitoring and Review**

The Education Committee of the governing body monitors the sex education policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Education Committee gives serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments. Governors require the Headteacher to keep a written record, giving details of the content and delivery of the RHE programme that is taught in your school. Governors should scrutinise materials to check they are in accordance with the school's ethos.

The Headteacher has the responsibility for developing and updating the curriculum and ensuring that the curriculum has progression and appropriate coverage and is consistently monitored.

Throughout the academic year, lesson observations are carried out by the Headteacher and others as appropriate. Work scrutiny takes place on a termly basis.

## **Equalities**

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and

promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b).

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states “Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.”

### **Withdrawal from RSE lessons**

Parents/carers have the right to withdraw their children from part of the Relationship and Sex Education provided at school except for those parts included in statutory National Curriculum Science. Those parents/carers wishing to exercise this right are invited in to see the Headteacher who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the RSE programme until the request for withdrawal has been removed. Materials are available to parents/carers who wish to supplement the school RSE programme or who wish to deliver RSE to their children at home.

### **Working with parents and carers**

The government guidance on SRE (DfE 2000) emphasises the importance of schools working in partnership with parents and carers. Under current legislation schools should enable parents/carers to exercise their right to withdraw their children (until the age of 19) from any school RSE taught outside National Curriculum Science (Education Act 1996). This applies to maintained primary and secondary schools and includes pupils attending a sixth form that is part of a school. It does not apply to sixth form colleges and further education colleges. Parents/carers have a legal right to see the school RSE policy and to be given a copy of it (Education Act 1996).

Parents/carers should also be aware that schools are legally required to provide a broad and balanced curriculum. Sex and relationships topics can arise incidentally in other subjects, such as Science, and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

### **Drug and Alcohol Education**

Definition of ‘Drugs’:

This policy uses the definition that a drug is: ‘A substance people take to change the way they feel, think or behave’ (United Nations Office on Drugs and Crime). 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 well-being.

### **Moral and Values Framework**

The Drug and Alcohol Education programme at our school reflects the school ethos and demonstrates and encourages the following values. For example:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, schools and wider community

### **How is the PSHE curriculum organised in school?**

The PSHE curriculum brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. The PSHE curriculum is designed as a whole school approach, with all year groups working on the same theme at the same time

### **Pupil Consultation:**

For example:

- It is useful for pupils to be consulted on their own personal, social and citizenship development. Ask pupils either in individual classes or through the school council what sort of person they would like to be by the time they leave this school; what qualities, skills, attitudes, values are important to them as people?
- Develop this further by asking pupils how they feel the school could support them with this, what initiatives the school could implement to support this e.g. friendship benches, peer mentoring systems.

### **Dissemination**

This policy is available on our school website where it can be accessed by the community. Training is regularly delivered to staff on the policy content. Copies are available from the school office on request from parents/carers.

- All needs of particular pupils will be met, for example pupils with special educational needs and disabilities – see Special Educational Needs policy.
- Provision is inclusive of all pupils and consistent with the equalities duties – see Equality Act Policy.
- Progression is ensured between Pre-Prep and Prep through regular phase leader meetings, monitoring of planning, journals and observations.
- The governor with responsibility for Education is Dr J Limond.

### **Differentiation/SEN**

The PSHE curriculum is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will need, as always, to tailor each lesson to meet the needs of the children in their classes. To support this differentiation, many lessons suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential.

### **Safeguarding**

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 circle closes. It is important to allow the time

and appropriate staffing for this to happen. If disclosures occur, the school's disclosure policy is followed.

### **Assessment**

PSHE work is marked within the context of the learning objectives set for the lesson or activity. This is in line with our schools' Marking Policy. Teachers make formative assessments on the pupils' progress and achievements in PSHE through their weekly evaluations. Written work is kept in the pupil's personal development folder.

### **External contributors**

For example:

External contributors from the community, e.g. health promotion specialists, school nurses, social workers, and community police and fire officers, make a valuable contribution to the PSHE curriculum. Their input should be carefully planned and monitored so as to fit into and complement the programme.

Teachers **MUST** always be present during these sessions and remain responsible for the delivery of the PSHE curriculum. The school follows the policy for visitors in school.

### **The Learning Environment**

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every lesson – by using The PSHE Curriculum Charter. (Ideally, teachers and children will devise their own PSHE Curriculum Charter at the beginning of the year so that they have ownership of it.) It needs to include the aspects below:

The PSHE Curriculum Charter

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

### **Links to other policies and curriculum areas**

PSHE comes under the umbrella of Personal Development which underpins all aspects of the curriculum in school.

We recognise the clear link between the PSHE Curriculum and the following policies and staff are aware of the need to refer to these policies when appropriate.

- Science Policy
- Teaching and Learning Policy
- Equal Opportunities Policy
- Child Protection Policy
- Safeguarding Policy
- Special Educational Needs Policy

### **Training and support for staff**

All staff benefit from PSHE curriculum training in order to enhance their PSHE delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided.

In addition to this, support for teaching and understanding PSHE issues is incorporated in our staff INSET programme, drawing on staff expertise and/or a range of external agencies.

### **Confidentiality and Child Protection Issues**

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named Designated Safeguarding Lead who takes action as laid down in the Child Protection Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

This policy was written and reviewed by Julia Langford in consultation with the Deputy Head.

Its implementation is the responsibility of all members of the teaching staff

It will be monitored for its effectiveness by the Headteacher on behalf of the Governors.

This policy is scheduled for review every three years, or before if deemed necessary.

## Appendix 1

### Staff Guidance

#### Teaching Sensitive and Controversial Issues

For example:

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 through the PSHE curriculum. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to 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 Designated Safeguarding Lead if they are concerned.

Our school believes that RSE and Drug and Alcohol Education should meet the needs of all pupils, answer appropriate questions and offer support. In lessons that cover RSE provision, this 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.