



Home Tree School

Home Tree School PSHE and RSE Policy

Legal framework

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 2021'
- 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:

- Behavioural Policy
- Inclusion Policy
- SEND Policy
- Online Safety Policy
- Equal Opportunities Policy
- Equality, Equity, Diversity and Inclusion Policy
- Anti-Bullying Policy
- Child Protection and Safeguarding Policy
- Peer-on-peer Abuse Policy
- Pupil Confidentiality Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Records Management Policy
- Technology Acceptable Terms of Use Agreement

Roles and responsibilities

The governing board is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the RSE and health education curriculum is well-led, effectively managed and well-planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring that teaching is delivered in ways that are accessible to all pupils with SEND.



Home Tree School

- Providing clear information to parents/careers on the subject content and the right to request that their child is withdrawn.
- Ensuring RSE and health education is resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Creating and keeping up-to-date a separate written statement of this policy and ensuring the statement is published on the school's website and provided free of charge to anyone who requests it.

The headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring all staff are suitably trained to deliver the subjects.
- Ensuring parent/careers 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/careers, 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/careers to be involved in consultations regarding the school'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.

The RSE and health education subject leader and teacher are responsible for:

- Overseeing the delivery of RSE and health education.
- Working closely with colleagues in related curriculum areas to ensure the RSE and health education curriculum compliments, and does not duplicate, the content covered in other curriculum subjects.
- Ensuring the curriculum is age-appropriate and of high quality.
- Reviewing changes to the RSE and health education curriculum and advising on their implementation.
- Monitoring the learning and teaching of RSE and health education, providing support to staff where necessary.
- Ensuring the continuity and progression between each year group.
- Helping to develop colleagues' expertise in the subject.
- Ensuring teachers are provided with adequate resources to support teaching of the curriculum.



Home Tree School

- Ensuring the school meets its statutory requirements in relation to RSE and health education.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring the correct standards are met for recording and assessing pupil performance.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.
- 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 as a result 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.

The DSL is responsible for:

- Offering advice and consultation for safeguarding-related subjects in the RSE and health education curriculum.
- Promoting knowledge and awareness of safeguarding issues amongst staff.
- Being an appropriate point of contact for staff who have concerns about the welfare of a pupil that have arisen through the teaching of RSE and health education.

The SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.

Context

Cambian Home Tree School is an independent, co-educational, DfE registered day school for up to 25 pupils aged 12 – 18 years, who have social, emotional and mental health needs, often presenting



Home Tree School

with behavioural issues. Large percentage of students have disassociated from learning having suffered trauma and/or bad experiences within education. Many have had significant periods out of the education systems due to hospitalisation and ill health.

Pupil profile:

- All students have a diagnosis of mental health needs and other emotional neurological requirements.
- All students have had several educational placements before coming to us. As a result, they are likely to have gaps in learning and to be working below age related expectations (ARE).
- For the vast majority of our students, their previous experiences of school, learning and the curriculum have all been quite negative. They are often disengaged or exhibit poor learning behaviours as a result.
- The vast majority of our students (80%) have an Education Health Care Plan/Statement of Educational Needs with Trauma and mental health difficulties as their main presenting area of special needs.
- Our students often have issues with subjects being taught in a traditional manner. The curriculum is therefore adapted to reflect a bespoke approach to students' needs.
- In-year referrals mean that the size and dynamics of every teaching group change during the year.
- Our students need dependable, trusting and appropriate relationships in a nurturing environment that guide, reward, motivate and inspire them. They require fair and consistent boundaries to help them engage appropriately with staff and peers and to make positive choices and become responsible citizens in the future.

Intent

At **Home Tree School** we have designed our PSHE and RSE curriculum with students' learning at the centre. We recognise that the PSHE and RSE curriculum needs to be broad, balanced and offer students opportunities to grow as individuals as well as learners. We recognise that it is our responsibility to optimise learning opportunities throughout the school day – our students are learning all the time. Through a combination of learning techniques, we aim to ensure students enjoy learning and feel prepared for life after school. We also offer our students new and exciting experiences through a range of classroom based and therapeutic activities, that are designed to build resilience, confidence and self-esteem.

We recognise that students should be challenged in their education - learning from failures and celebrating successes. We have designed our curriculum to be empowering, enabling students to develop their interpersonal skills, creativity, independence and emotional literacy.

At Home Tree School, 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.



Home Tree School

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 the school's RSE and health education curriculum will be organised and delivered, to ensure it meets the needs of all pupils.

At Cambian Home Tree school, we provide an engaging, relevant, exciting and challenging PSHE and RSE curriculum which inspires curiosity and is appropriate for preparing our pupils for adult life in today's modern world. We believe that our PSHE and RSE curriculum:

Helps our pupils to understand;

- the complexity of their own life as well as other people's,
- The diversity of societies and relationships between different groups,
- What is meant by healthy lifestyle,
- Understanding how puberty plays a part in their emotional health and wellbeing, age appropriate sexual education
- How to be a productive member of society in the context of the wider world.
- Develops skills of critical thinking which means making reasoned judgements that are logical and well thought out.
- Supports our pupils to challenge and question through asking perceptive questions, weighing evidence, sifting arguments and developing perspective and judgement;
- Builds a sense of identity and belonging on a personal, cultural, national and global level as learners come to appreciate the diversity of human experience and consequently understand more about themselves and as members of society
- Enables our pupils to understand core concepts and most notably cause and consequence, similarity and difference, continuity and change, change and progress/regression, which have broad relevance and significance in the modern world.

Programmes of study

Home Tree School will determine an age-appropriate, developmental curriculum which meets the needs of young people and includes the statutory content outlined in this policy. Due to the nature of the students on role, the programme of study has been adapted to be taught across 2 years. Many of our students only stay with us for a short period of time, therefore to ensure students are fully benefitting from the programme all topics have been adapted to fit across 2 years. Furthermore, students are supported through extra coverage of topics in emotional literacy, reflection, food technology, physical education, assembly, social skills sessions and the SLIP programme.

Year 1 of 2

- Learning skills
- Choices and pathways



Home Tree School

- Work and careers
- Puberty and sexual health
- Sexual health and fertility
- Contraception and parenthood
- Managing risk and personal safety
- Media literacy and digital resilience
- Healthy lifestyles
- Health-related decisions
- Drugs, alcohol and tobacco
- Self-concept
- Mental health and emotional wellbeing
- Bullying, abuse and discrimination
- Social influences

Year 2 of 2

- Positive relationships and social skills
- Relationship values
- Puberty and sexual health
- Sexual health and fertility
- Contraception and parenthood
- Forming and maintaining respectful relationships
- Consent
- Learning skills
- Choices and pathways
- Work and careers
- Bullying, abuse and discrimination
- Social influences
- Employment and responsibilities
- Financial choices

RSE subject overview

RSE will continue to develop pupils' knowledge on the topics taught at a primary level, in addition to the content outlined in this section.

Families

By the end of secondary school, pupils will know:

- That there are different types of committed, stable relationships.



Home Tree School

- How these relationships might contribute to human happiness and their importance for bringing up children.
- What marriage is, including their legal status, e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.
- Why marriage is an important relationship choice for many couples and why it must be freely entered into.
- About the characteristics and legal status of other types of long-term relationships.
- About the roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting.

Pupils will also know how to:

- Determine whether other children, adults or sources of information are trustworthy.
- Judge when a family, friend, intimate or other relationship is unsafe, and recognise this in others' relationships.
- Seek help or advice if needed, including reporting concerns about others.

Respectful relationships, including friendships

By the end of secondary school, pupils will know:

- About the characteristics of positive and healthy friendships in all contexts (including online), including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationships.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- How stereotypes, particularly those based on sex, gender, race, religion, sexual orientation or disability, can cause damage, e.g. how they might normalise non-consensual behaviour.
- That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to seek help.
- About the types of behaviour in relationships that can be criminal, including violent behaviour and coercive control.
- What constitutes sexual harassment and violence and why these are always unacceptable.
- About the legal rights and responsibilities regarding equality, with reference to the protected characteristics defined in the Equality Act 2010, and that everyone is unique and equal.

Online and media



Home Tree School

By the end of secondary school, pupils will know:

- Their rights, responsibilities and opportunities online, and that the same expectations of behaviour apply in all contexts.
- About online risks, including that material shared with another person has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
- Not to provide material to others that they would not want shared further and not to share personal material which they receive.
- What to do and where to get support to report material or manage issues online.
- The impact of viewing harmful content.
- That specifically sexually explicit material, e.g. pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
- That sharing and viewing indecent images of children is a criminal offence which carries severe penalties, including jail.
- How information and data is generated, collected, shared and used online.

Being safe

By the end of secondary school, pupils will know:

- About the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.
- How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn – this includes online.

Intimate and sexual relationships, including sexual health

- By the end of secondary school, pupils will know:
- How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.
- That all aspects of health can be affected by choices they make in sex and relationships, positively and negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.
- The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for both men and women.
- The range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- That they have a choice to delay sex or enjoy intimacy without sex.
- The facts about the full range of contraceptive choices, their effectiveness and options available.



Home Tree School

- The facts around pregnancy including miscarriage.
- That there are choices in relation to pregnancy, with legally and medically accurate, impartial information on all options including keeping the baby, adoption, abortion and where to get further help.
- How the different sexually transmitted infections (STIs) are transmitted, how risk can be reduced through safer sex and the importance of facts about testing.
- About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
- How the use of alcohol and drugs can lead to risky sexual behaviour.
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

Health education subject overview

The physical health and mental wellbeing curriculum will continue to develop pupils' knowledge on the topics taught at a primary level, in addition to the content outlined in this section.

Mental wellbeing

By the end of secondary school, pupils will know:

- How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
- That happiness is linked to being connected to others.
- How to recognise the early signs of mental wellbeing concerns.
- About common types of mental ill health, e.g. anxiety and depression.
- How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.
- About the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

Internet safety and harms

By the end of secondary school, pupils will know:

- About the similarities and differences between the online world and the physical world, including the impact of unhealthy or obsessive comparison with others online, over-reliance on online relationships, the risks related to online gambling, how information is targeted at them and how to be a discerning consumer of information online.
- How to identify harmful behaviours online, including bullying, abuse or harassment, and how to report, or find support, if they have been affected by those behaviours.

Physical health and fitness

By the end of secondary school, pupils will know about:



Home Tree School

- The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
- The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health.
- About the science relating to blood, organ and stem cell donation.

Healthy eating

By the end of secondary school, pupils will know how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

Drugs, alcohol and tobacco

By the end of secondary school, pupils will know about:

- The facts about legal and illegal drugs and their associated risks, including the link between drug use and serious mental health conditions.
- The law relating to the supply and possession of illegal substances.
- The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.
- The physical and psychological consequences of addiction, including alcohol dependency.
- The dangers of drugs which are prescribed but still present serious health risks.
- The facts about the harms from smoking tobacco, the benefits of quitting and how to access the support to do so.

Health and prevention

By the end of secondary school, pupils will know about:

- Personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
- Dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
- The benefits of regular self-examination and screening.
- The facts and science relating to immunisation and vaccination.
- The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

Basic first aid

By the end of secondary school, pupils will know:

- Basic treatments for common injuries.
- Life-saving skills, including how to administer CPR.
- About the purpose of defibrillators and when one might be needed.



Home Tree School

Changing adolescent body

Delivery of the curriculum

Through effective organisation and delivery of the RSE and health education, we will ensure that:

- Core knowledge is sectioned into units of a manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

RSE and health education complement several other curriculum subjects. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching.

The RSE and health education curriculum will be delivered by appropriately trained members of staff.

The curriculum will proactively address issues in a timely way in line with current evidence on pupil's physical, emotional and sexual development. RSE and health education will be delivered in a non-judgemental, age-appropriate, factual and inclusive way that allows pupils to ask questions in a safe environment.

Teaching of the curriculum reflects requirements set out in law, particularly in the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.

Home Tree School will integrate LGBTQ+ content into the RSE curriculum – this content will be taught as part of the overall curriculum, rather than a standalone topic or lesson. LGBTQ+ content will be approached in a sensitive, age-appropriate and factual way that allows pupils to explore gender identity and the features of stable and healthy same-sex relationships.

The curriculum will be designed to focus on pupils of all gender identities and expressions and activities will be planned to ensure all are actively involved.

Home Tree School will ensure it delivers teaching on sensitive topics, e.g. the body, in a way that is appropriate and sensitive to the various needs of the school community, e.g. cultural background.

All teaching and resources will be assessed by the RSE and health education subject leader to ensure they are appropriate for the age and maturity of pupils, are sensitive to their religious backgrounds and meet the needs of any SEND, if applicable. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning. Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age and cultural background of pupils. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's Online Safety Policy, and Acceptable Terms of Use Agreement.



Home Tree School

Home Tree School will establish what is appropriate for one-to-one and whole-class settings, and alter teaching of the programmes accordingly. We will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. We will answer questions sensitively and honestly.

We will focus heavily on the importance of healthy relationships, including marriage, when teaching RSE, though sensitivity will always be given as to not stigmatise pupils on the basis of their home circumstances. In teaching the curriculum, we will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, we will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.

We will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

At all points of delivery of the curriculum, parents/carers will be consulted, and their views will be valued. What will be taught and how, will be planned in conjunction with parents.

The procedures for assessing pupil progress are outlined in this policy.

Curriculum links

Home Tree School will seek opportunities to draw links between RSE and health education and other curriculum subjects wherever possible to enhance pupils' learning. RSE and health education will be linked to the following subjects:

- **Citizenship** – pupils are provided with the knowledge, skills and understanding to help prepare them to play a full and active part in society, including an understanding of how laws are made and upheld and how to make sensible decisions.
- **Science** – pupils are taught about the main external parts of the body and changes to the human body as it grows, including puberty.
- **ICT and computing** – pupils are taught about how they can keep themselves safe online and the different risks that they may face online as they get older.
- **PE** – pupils can develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and lead healthy, active lives.
- **Food Technology** – Pupils are taught about how they can stay healthy, eat a balanced diet and manage money for meals.
- **Social skills** – Pupils are encouraged to socialise with peers and adults through a range of different activities, challenges and tasks.

Working with parents



Home Tree School

Home Tree School understands that parents'/careers role in the development of their children's understanding about relationships and health is vital; therefore, we will work closely with parents/careers when planning and delivering the content of the school's RSE and health education curriculum.

When in consultation with parents, the school will provide:

- The curriculum content, including what will be taught and when.
- Examples of the resources the school intends to use to deliver the curriculum.
- Information about parents'/careers right to withdraw their child from non-statutory elements of RSE and health education.

Parents/careers will be provided with frequent opportunities to understand and ask questions about the school's approach to RSE and health education. Parents/careers will be regularly consulted on the curriculum content, through meetings and letters, and the curriculum will be planned in conjunction with parents/careers' views.

Home Tree School will remain aware that the teaching of some aspects of the curriculum may be of concern to parents/careers. If parents/careers have concerns regarding RSE and health education, they will submit these via [email](mailto:Bethany.english@cambianguroup.com) to Bethany.english@cambianguroup.com, or contact [the school office](#) to arrange a meeting with the headteacher on 01945 660988.

Working with external agencies

Working with external agencies will be used to enhance our delivery of RSE and health education and bring in specialist knowledge and different ways of engaging pupils. External experts may be invited to assist from time-to-time with the delivery of the RSE and health education curriculum but will be expected to comply with the provisions of this policy.

When working with external agencies, Home Tree School will:

- Check the visitor credentials of all external agencies.
- Ensure the teaching delivered by the external experts fits with the planned curriculum and provisions of this policy.
- Discuss with the visitor the details of how they intend to deliver their sessions and ensure the content is age-appropriate and accessible for all pupils.
- Request copies of the materials and lesson plans the visitor will use, to ensure it meets the full range of pupils' needs.
- Agree with the agency on how confidentiality will work in any lesson and that the visitor understands how safeguarding reports must be dealt with in line with the school's Child Protection and Safeguarding Policy.

Home Tree School will use visitors to enhance teaching by an appropriate member of teaching staff, not to replace teaching by those staff.



Home Tree School

Withdrawal from lessons

Home Tree School will always recognise that parents/carers have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE. Home Tree School will uphold that parents/carers do not have a right to withdraw their child from the relationships or health elements of the programmes.

Requests to withdraw a child from sex education will be made **in writing** to the headteacher Melanie Higgs.

Before granting a withdrawal request, the headteacher will discuss the request with the parents/carers and, as appropriate, the pupil, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum. The headteacher will inform parents/carers of the benefits of their child receiving RSE and any detrimental effects that withdrawal might have. All discussions with parents/carers will be documented. These records will be kept securely in the school office in line with the school's Records Management Policy.

Following discussions with parents/carers, Home Tree School will respect the parents'/carers request to withdraw their child up to and until three terms before the pupil turns 16. After this point, if the pupil wishes to receive RSE rather than be withdrawn, the school will make arrangements to provide the pupil with RSE.

Pupils who are withdrawn from RSE will receive appropriate, purposeful education during the full period of withdrawal.

For requests concerning the withdrawal of a pupil with SEND, the headteacher will take the pupils' specific needs into account when making their decision.

Equality and accessibility

Home Tree School 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



Home Tree School

Home Tree School 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.

Home Tree School will be aware that pupils with SEND are entitled to learn about RSE and health education, and the curriculum will be designed to be inclusive of all pupils. Home Tree School will be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND – teachers will understand that they may need to liaise with the SENCO and be more explicit and adapt their planning or work to appropriately deliver the curriculum to pupils with SEND.

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

Home Tree School 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.

Home Tree School 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 school's Harmful Sexual Behaviour Policy.

Safeguarding and confidentiality

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 Pupil Confidentiality Policy.

Home Tree School 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.



Home Tree School

Assessment

Home Tree School will have the same high expectations of the quality of pupils' work in RSE and health education as for other curriculum areas. Lessons will be planned to provide suitable challenge to pupils of all abilities.

Teaching will be assessed and assessments used to identify where pupils need extra support or intervention. There are no formal examinations for RSE and health education; however, to assess pupil outcomes, Home Tree School will capture progress in the following ways:

Implementation

Home Tree School curriculum is designed to provide equal access and opportunities for all students in the school. We adapt the curriculum to meet the needs, aspirations and abilities of individual students. Across the curriculum, provision is made to stretch the most able students, to address gaps in knowledge and skills and facilitate the learning of students with SEND needs.

English, Maths, Science, RE, Citizenship PSHE and RSE Pathways available

In PSHE and RSE we offer a range of pathways dependent on ability and SEND requirements. This includes; Choosing from a variety of age ranged topics to ensure that our students are emotionally ready to tackle the topic. We also ensure historical trauma is considered and consult with therapists to decide on most appropriate way to cover the topic. We ensure all students have an appropriate pathway that prepares them for success in future life and ensures the greatest impact on self-development.

Planning

Differentiated planning is carried out for each student to promote support for all abilities through individualised targets and work.

In planning the PSHE and RSE curriculum and putting this policy into practice, **we** aim to ensure that:

- Lessons are challenging and have pace, rigour and direction for each of the students.
- A range of relevant teaching styles are employed to ensure that we meet pupils' individual needs and learning styles.
- On-going assessment informs planning.
- Student's learning progresses smoothly through the school
- Students are prepared for life beyond school

Assessment, feedback and marking

In PSHE and RSE we give recognition and praise for achievement and clear strategies for improvement. We allow specific time for individuals to read, reflect and respond to marking where



Home Tree School

appropriate and encourage pupils to strive to improve by giving help, encouragement and constructive comments that direct pupils to what they need to do to improve their work.

Our assessments in PSHE and RSE are subject based and along side we look at emotional literacy and social skills being acquired.

Impact

At each stage of their education it is important to recognise the impact our PSHE and RSE curriculum has on developing resilient, caring, well-rounded, culturally aware citizens who understand the contribution they can make to society. The way in which we measure the impact of our PSHE and RSE curriculum is to fully and holistically prepare them for what comes next.

Emphasis is placed on analytical thinking and questioning which helps pupils gain a coherent knowledge and understanding of Living in the wider world, relationships, identity, Sexual Education, puberty, emotional health and wellbeing and Healthy living. This enables our pupils to be curious, to know more about the world around us. Our pupils learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Our pupils experience contextual learning by engaging with members of staff. This enhances our pupil's learning, providing positive role models from for our students to learn from.

Our PSHE and RSE curriculum provides for students' broader development, encompassing their interests and talents; it develops their confidence, independence and resilience – their very character. We prepare our students, through providing a broad and balanced curriculum that is ambitious for all, for success in what follows, equipping them with the knowledge, cultural capital and skills to be responsible citizens, whatever their disadvantages.