

Policy and Procedure on

PSHE / RSE

Beverley School

INTENT

Our school's overarching aims and objectives for our pupils, is to provide a holistic personal, social health and economic education. The school believes that Personal, Social Health and Economic Education and Relationship and Sex Education provides a vital foundation for the personal development of young people which assists them in developing the skills and attributes needed to stay healthy, safe and prepare for life and work in modern Britain. The school recognises that an effective PSHE/RSE programme can also help students to achieve their academic potential by tackling issues that can affect their ability to learn, such as anxiety, stress and unhealthy relationships.

WHAT IS PSHE/RSE?

It is education that develops the knowledge, skills and attributes students need: from mental health to understanding the importance of staying safe online, healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate.

Evidence shows that well-delivered PSHE/RSE programmes have an impact on both academic attainment outcomes for students, particularly the most vulnerable and disadvantaged.

Our PSHE/RSE programme covers three main core themes – 'health and well-being', 'relationships' and 'living in the wider world'.

IMPLEMENTATION

WHAT TOPICS WILL BE COVERED AND WHEN?

Our individual lessons for each year group for PSHE/RSE are taught under the topics of Health and Being, Living in the Wider World and Relationships. Each lesson has comprehensive and up to date resources, guidance and lesson plans, ensuring students have the most relevant information at each stage.

TEACHING AND LEARNING.

We use a range of teaching and learning styles. We place an emphasis on active learning by including the students in discussions, investigations and problem-solving activities. We encourage the students to take part in a range of practical activities that promote active citizenship, e.g. school

events such as bullying week, charity events, school council and healthy dinners. We organise classes in such a way that students are able to participate in discussion to resolve conflicts or set agreed classroom rules on behaviour.

All staff are encouraged to develop a range of flexible, active learning methods. These may include: individual and/or paired group tasks; problem solving; discussion, both teacher and student led; ground rules; debate; school council; role-play; encouragement of active participation.

EQUAL OPPORTUNITIES.

Staff educate without prejudice or discrimination and promote the needs and interests of all students, irrespective of gender, culture, ability or aptitude and promote this attitude in turn to our students.

The school understands that students with SEND/SEMH are entitled to learn about PSHE/RSE and the curriculum is designed to be inclusive of all. The school is aware that some students are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND/SEMH, teachers understand that they may liaise with the SENCO and be more explicit and adapt their planning to work to appropriately deliver the curriculum to students with SEND/SEMH. Where there is a need to tailor content and teaching to meet the needs of students at different developmental stages, the school will ensure the teaching remains sensitive, age appropriate, developmentally appropriate and is delivered with reference to the law.

The school will take steps to foster healthy and respectful peer-to-peer communication and behaviour between all sexes and genders, and provide an environment which challenges perceived limits on students based on their gender or any other characteristics.

The school are actively aware of everyday issues such as sexism, misogamy, 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 tackled promptly.

PARENTS/CARERS INVOLVEMENT.

We will communicate to parents about their right to withdraw. Legislation states that 'parents have the right to withdraw their child from any and every aspect of sex education that is not taught as part of the statutory curriculum.'

If a parent/carer wishes to withdraw their child, we will arrange a discussion with the Headteacher and PSHE Lead to make alternative arrangements and options in this lesson.

SAFE AND EFFECTIVE PRACTICE

We will ensure a safe learning environment by setting ground rules before each lesson, which are discussed with students. Student's questions will be answered accurately, factually and in an age appropriate manner. Sensitive issues will be handled by giving space to students if needed.

SAFEGUARDING AND CONFIDENTIALITY

All students will be taught how to keep themselves safe, including online, as part of a broad and balanced curriculum.

Confidentiality within the classroom is an important component of PSHE/RSE, teachers are expected to respect the confidentiality of their students as far as possible, in compliance with the school's confidentiality policy. However, teachers understand that some aspects of PSHE/RSE may lead to students raising a safeguarding concern, any disclosures of child protection issues will be passed on to the DSL and handled appropriately. Students are made aware of how to raise their concerns or make a report, and how their report will be handled, including the process for when they have a concern about a peer.

IMPACT

ASSESSMENT

The school has the same high expectations of the quality of pupils work in PSHE/RSE as for other curriculum areas. Lessons are planned to provide suitable challenge to students of all abilities. Assessments are used to identify where students need extra support.

To assess the student's outcomes the school will capture progress through self-evaluations, written work, tailored worksheets, verbal and non-verbal communication and role play.

LEARNING OUTCOMES

The three strands that are necessary for effective learning in all areas of PSHE/RSE are knowledge, skills and attitudes. These will be apparent in all PSHE/RSE teaching and will enable pupils to: develop self-awareness and positive self-esteem; become more mature, independent and self-confident; learn to respect the differences between people and cultures; learn to keep themselves and others safe; develop effective and satisfying relationships; make informed choices about their health, lifestyle and environment; develop their sense of social justice and moral responsibility; take more responsibility, individually and as a group to resist bullying; begin to understand that their own choices and behaviour can affect local, national and global issues; play an active role as members of the school and citizens in the wider society; make the most of their abilities.

ROLES AND RESPONSIBILITIES.

The PSHE/RSE programme will be supported by staff members and the Headteacher will have oversight of the progression within this subject area.

AVAILABILITY.

This policy is available to parents, carers, staff and students.

RELATED DOCUMENTS.

Education Act; Equality Act; Keeping Children Safe in Education; Safeguarding and Child Protection; SEND Code of Practice.

MONITORING AND REVIEW.

This policy will be subject to continuous monitoring from the Headteacher and will be reviewed annually or earlier if changes in legislation require this.