



THE KING'S SCHOOL
C H E S T E R

PSHE and RSE Policy

Policy owner	Head of PSHE overseen by Deputy Head Pastoral
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Linked policies	Anti-Bullying Policy Behaviour Policy Child Protection and Safeguarding Policy Equal Opportunities & Inclusivity Policy Whistleblowing Policy Health Policy Pupil IT Acceptable Use Policy
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1. Policy Rationale

This policy covers the Senior School, Junior School and Willow Lodge, and sets out the School's approach to Personal, Social, Health and Economic Education (PSHE) and Relationships and Sex Education (RSE) delivery. It includes drugs education.

It was produced through consultation with staff and pupils and using guidance from the PSHE Association

- student voice
- ongoing feedback from pastoral teams
- departmental review and feedback

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

- promote children and young people's wellbeing
- promote community cohesion within the school
- provide relationships and sex education.

In caring about excellence and each other, and in promoting enjoyment and happiness through fulfilment, the members of the King's community strive to *Aspire, Respect and Collaborate*; these values inform and underpin the policy.

The PSHE and RSE programme aims to develop:

- Successful learners who enjoy learning, making progress and achieving
- Confident individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society.

Pupils are also taught explicitly about British Values which are defined as:

- Democracy & the rule of law
- Individual liberty
- Mutual respect
- 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 the School's broad and balanced curriculum.

Parents will be informed about the policy and the policy will be made available through the school website and parent portal.

2. Legislation (Statutory Regulations and guidance)

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

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

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

- Promote the wellbeing of pupils at the school

Revised Department for Education statutory guidance states that from September 2020 all schools must deliver:

- Relationships Education (Primary) and Relationships and Sex Education (Secondary).

3. Safe and Effective Practice

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. They have a right to expect schools to provide a safe and secure environment. Any fears or worries they bring into the classroom should not go unnoticed. 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.

4. Confidentiality

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.

Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, can lead to disclosure of a child protection issue

If a member of staff suspects that a child is a victim of abuse or they have reason to believe that he/she is at risk of abuse they must report concerns to the DSL. Staff must be aware that some students are particularly vulnerable to abuse due to SEND or other concerns.

It is only in the most exceptional circumstances that we will handle information without parental knowledge. Where younger pupils are involved this will be grounds for serious concern and child protection issues should be addressed.

Lessons must ensure that pupils are aware of the school's confidentiality policy and how it works in practice students are to be:

- reassured that their best interests will be maintained
- encouraged to talk to their parents or carers and giving them support to do so
- told that teachers cannot offer unconditional confidentiality and that if confidentiality has to be broken, they will be informed first and then supported as appropriate
- informed of sources of confidential help, for example, the school nurse, counsellor, GP or local young person's advice service.

5. Personal disclosures

Effective RSE should enable and encourage young people to talk to a trusted adult if they are having sex or contemplating doing so. It is desirable, although not always possible, that that person should be their parent or carer. The law allows health professionals to see and, in some circumstances, to treat young people confidentially, and part of this process includes counselling and discussion about talking to parents. In order to be able to take responsibility for their actions, young people need to be more generally aware of the law in relation to sexual activity and local confidential services.

There may be rare occasions when a member of staff is directly approached by a child under child who is sexually active or is contemplating sexual activity. This should be viewed as a child protection issue and raised with DSL.

There may be cases where a teacher learns from an under 16-year-old that they are having, or contemplating having, sexual intercourse. In these circumstances we will take steps to ensure that:

- wherever possible, the young person is persuaded to talk to their parent or carer
- any child protection issues are addressed
- the child has been adequately counselled and informed about contraception, including precise information about where young people can access contraception and advice services.

In the most exceptional cases we may be in the position of having to handle information without parental knowledge, and where younger pupils were involved this would be grounds for serious concern.

Outside the teaching situation, health professionals such as the school nurse can:

- give one-to-one advice or information to a pupil on a health-related matter including contraception
- exercise their own professional judgement as to whether a young person has the maturity to consent to medical treatment including contraceptive treatment.

6. Equality of Opportunity

Classroom practice and pedagogy will consider pupils' age, ability, cultural background, SEND needs and will be adjusted to enable all students to access the learning.

PSHE and RSE education will be used as a way to address diversity issues and to ensure equality for all by addressing contextual issues identified by our pastoral management and through 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.

The school will ensure that all teaching is sensitive and age appropriate in approach and content. At the point at which the school considers it appropriate to teach LGBT content, they should ensure that this subject matter is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. The school will determine how they do this and expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum.

Parents have the right to withdraw their children from those parts of RSE *not* within the national curriculum for science.

7. Definition of Relationships and Sex Education (RSE)

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.

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

- 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
- Be inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experience particularly HIV status and pregnancy
- Include the development of skills to support healthy and safe relationships and ensure good communication about these issues
- 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
- Provide opportunities for reflection in order to nurture personal values based on mutual respect and care
- Be part of lifelong learning, starting early in childhood and continuing throughout life. It should reflect the age and level of the learner
- 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
- 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
- Be delivered by competent and confident educators
- 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. Curriculum Design

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.

An outline of aims and objectives across each Key Stage can be found in Annex A.

9. Responsibilities and Delivery

Named governor role:	To approve the PSHE Policy, and hold the Head of School to account for its implementation.
PSHE Lead, Willow Lodge:	To coordinate PSHE across EYFS and KS1
PSHE Lead, Junior School:	To coordinate PSHE across KS2
Head of PSHE:	To coordinate PSHE across KS3 and KS4
Head of Sixth Form:	To coordinate PSHE in the Sixth Form
Assistant Head Pastoral:	To coordinate the delivery of those aspects of PSHE which are delivered through the tutor programme
PSHE Teachers:	To thoroughly prepare for PSHE lessons and deliver them effectively

10. Parents' right to withdraw their child

Parents **will not** be able to withdraw their child from relationships education.

At secondary school level parents **will** be able to withdraw their child from sex education (other than the sex education which sits in the curriculum as part of science). However, a child will also have a right to opt in to sex education from their 15th birthday (specifically three academic terms before they turn 16) even if it is against his/her parents' wishes.

Before granting such a request, the Head of School will meet with parents and, as appropriate, with the pupil to ensure their wishes are understood and to clarify the nature and purpose of the curriculum.

The School will respect the parents' request to withdraw the pupil up to and until 3 terms before the pupil turns 16. After that point, rather than be withdrawn, if the pupil wishes to receive sex education, the school will make the provision.

If a pupil is withdrawn from sex education, the school will ensure the pupil receives purposeful education during the period of withdrawal.

The School will keep a record of all such decisions.

11. Intended Outcomes

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

- Develop the knowledge, skills and attributes they need to manage their lives now and, in the future
- Learn to make responsible decisions and focus on the importance of building healthy and positive relationships
- Learn to recognise and manage risk and take increasing responsibility for themselves and their actions
- Understand the importance of wellbeing and how to tackle issues that can affect their ability to learn
- Be encouraged to make positive contributions to their families, schools and communities
- Explore differences and learn to value diversity in all its forms
- Reflect on their own individual values and attitudes
- Identify and articulate feelings and emotions and manage difficult situations positively.

12. Monitoring and Assessing

The PSHE Department is reviewed on a 2-yearly basis as part of the School departmental review plan. The review is comprised of lesson observations, pupil voice interviews and a departmental report.

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

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. Counselling Services

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

14. Outside Speakers

Visiting speakers and professionals should work to the aims, objectives and values that the school policy promotes. Please refer to the Child Protection and Safeguarding policy for details of procedures for Visiting Speakers.

15. EYFS

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.

Annex A: PSHE outline curriculum for each Key Stage

EYFS & KS1

We want our children to develop self-awareness, positive self-esteem and confidence, enabling them to:

- stay as healthy as possible
- keep themselves and others safe
- have worthwhile and fulfilling relationships
- respect the differences between people
- develop independence and responsibility
- play an active role as members of a democratic society
- make the most of their own abilities and those of others
- behave in a socially and morally acceptable way including towards authority and each other
- to become involved in the life of their community
- to know about democracy and how to be an active citizen
- to know about economic wellbeing.

We want our children to:

- value the achievements they make, and the achievements of others
- make informed choices about dealing with risks and meeting challenges now and in the future.
- decide on values by which they want to live their lives.

Each lesson is motivated by the genuine belief that if attention is paid to supporting children's personal development in a structured and developmentally appropriate way, this will not only improve their capacity to learn (across the curriculum) but will ultimately improve their life chances. The lessons are completely child-focussed. This is reflected in the way activities are structured. Throughout each topic, the lessons will:

- improve their social skills to better enable collaborative learning
- prepare them for learning
- help the brain to focus on specific learning intentions
- initiate new learning
- facilitate learning activities to reinforce objectives
- support them in reflecting on their learning and personal development.

KS2

At KS2, pupils follow the Jigsaw scheme of work which is structured into six half-term units known as 'Puzzles'. The topics are entitled:

- Being Me in My World - Includes understanding my place in the class, school and global community as well as devising Learning Charters.
- Celebrating Difference - Includes anti-bullying (cyber and homophobic bullying included) and diversity work
- Dreams and Goals - Includes goal-setting, aspirations for yourself and the world and working together
- Healthy Me - Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
- Relationships - Includes understanding friendship, family and other relationships, conflict resolution and communication skills
- Changing Me - This puzzle includes sex and relationships education in the context of coping positively with change (includes age-appropriate sex education).

The focus on emotional and mental health is underpinned by mindfulness philosophy. The Jigsaw Programme contributes significantly to the British Values and SMSC agendas, and students are given a voice, enabling them to understand and express their feelings in a safe environment. A new version of the scheme, which meets the demands of new legislation "Relationships Education at Primary and Relationships and Sex Education at Secondary (DfE Guidance 2019)", has been adopted this year.

KS3, 4 and 5

Curriculum Design

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.

The curriculum is delivered around the following core themes delivered in PSHE lessons and in the wider curriculum:

- Relationships and Sex Education:
 - Families
 - Respectful relationships
 - Online and media
 - Safety
 - Intimate and sexual relationships
 - The law
- Internet safety and harms
- Physical health and fitness
- Adolescence
- Drugs, alcohol and tobacco
- Living in the wider world.

These themes are complemented by the Pastoral Team's programme which covers:

- Mental wellbeing
- Physical health
- Healthy eating
- Online safety

Additionally, the Head of Careers delivers material which supports students in their identifying strengths and weaknesses in preparation for the world of work.