

 **PHSCE and RSE Policy**

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| Approved by |  |  |
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**Policy Statement & Rationale**

At Fairfield House School, our mission is to **build firm foundations for the future**. We will: **nurture** the pupils in our care - addressing the social, emotional, and learning needs of individual pupils by providing the necessary help to remove the barriers to learning; **build** on their existing knowledge, skills, and state of personal development; **release** them into the world ready for their next stage of education and for adult life.

This policy 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. As Fairfield House School is a registered independent school consultation with staff, pupils and parents will be conducted. This policy was compiled using guidance from the PSHE Association and The DfE guidance - Relationships Education, Relationships and Sex Education (RSE) and Health Education.

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.

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), Character Education, as well as through the school’s broad and balanced curriculum. Parents will be consulted about this policy when the school opens during the referral and induction process and the revised policy will be made available through the school website.

## **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

The Education (Independent School Standards) Regulations (2014) state that proprietors of independent schools must ensure that a written policy on the curriculum, supported by appropriate plans and schemes of work, is drawn up and implemented effectively and that it should provide for, amongst other matters: personal, social, health and economic education which:

* reflects the school’s aim and ethos; and
* encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act (1).

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

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

## **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 Headteacher and adhering to the school’s Safeguarding Policy.

## **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 Designated Safeguarding Lead.

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 our pupils are particularly vulnerable to abuse due to SEND and other concerns. It is only in the most exceptional circumstances that we will handle information without parental knowledge.

Lessons must ensure that pupils are aware of the school’s confidentiality policy and how it works in practice. Pupils 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, GP or local young person’s advice service.

## **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 underage 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 a visiting 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.

## **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 during 1 to 1 pastoral sessions 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.**

## **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.

## **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 content to be covered is provided at the end of this policy.

## **Responsibilities and Delivery**

Headteacher: To coordinate the delivery of those aspects of PSHE which are delivered

through 1 to 1 pastoral sessions

PSHE Teachers: To thoroughly prepare for PSHE lessons and deliver them effectively

## **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 into 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 Headteacher 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.

## **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

## **Monitoring and Assessing**

The PSHE & RSE curriculum will be reviewed annually as part of the whole school curriculum review or when relevant guidance makes this necessary.

## **Counselling Services**

Pupils are made aware of counselling and information services and offered appropriate support.

## **Outside Speakers & Visiting Professionals**

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

## **Annex A: PSHE outline curriculum for each Key Stage**

**Personal, Social, & Health Education:**

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| --- | --- | --- | --- |
| Key Stage 3 | Year 7 | Year 8 | Year 9 |
| Autumn 1 | Transition and safety | Drugs and alcohol | Peer influence, substance use and gangs |
| Autumn 2 | Developing skills and aspirations | Community and careers | Setting goals |
| Spring 1 | Diversity | Discrimination | Respectful relationships |
| Spring 2 | Developing skills and aspirations | Emotional wellbeing | Healthy lifestyle |
| Summer 1 | Building relationships | Identity and relationships | Intimate relationships |
| Summer 2 | Financial decision making | Digital literacy | Employability skills |

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| Key Stage 4 | Year 10 | Year 11 |
| Autumn 1 | Mental health | Building for the future |
| Autumn 2 | Financial decision making | Next steps |
| Spring 1 | Healthy relationships | Communication in relationships |
| Spring 2 | Exploring influence | Independence |
| Summer 1 | Addressing extremism and radicalisation | Families |
| Summer 2 | Work experience |  |