



## **PSHE and RSE POLICY**

(Personal, social, health education and Relationships & Sex Education)

**Our Vision**

*Nurture – Inspire - Thrive*

**Our Mission**

*Valuing and developing the potential in everyone*

**In support of the Enable Trust**

**Vision**

Achieving More Together

**Mission:**

Working together passionately to achieve the best outcomes for our SEND children and young people.

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| Reviewed by: | Naomi Cowley  |
| Review date: | November 2024 |

## **Rationale**

Culverhill is a special school for pupils aged from 7 -16 yrs old with Complex Learning Difficulties (CLD). Our pupils come from all areas of South Gloucestershire and Bristol, and are predominantly male. **All of our pupils have Speech, Language and Communication Needs.** Many of our pupils have social communication difficulties and need additional support to understand the complexities of relationships.

At Culverhill School we believe that a high-quality Personal Social Health education (PSHE) is essential in equipping pupils to understand themselves, others and the world around them. PSHE has fundamental links with all subjects and aspects of learning. The core of PSHE is understanding how to keep healthy and safe, develop their self-care and independence skills and understand their own and others emotional health and well-being. PSHE also ensures that our pupils become emotionally literate – able to express themselves, develop their resilience and social communication skills so that they can be an active part of their community and develop the social skills needed for post school education and employment.

In addition to our PSHE programme at Culverhill School, it is statutory that pupils in KS2 are taught specifically about relationships including families and friends. For pupils in KS3 and KS4 it is also statutory that they learn about relationships and sex education (RSE).

## **Aims**

The aim of our **PSHE curriculum** is to teach all pupils about everyday life and provide them with the skills they may need to overcome potential troubles they may face in their lives. We aim to provide pupils with skills and advice on how to deal with these appropriately and effectively whilst remaining safe and secure. We teach our pupils to challenge stereotypical behaviours and be tolerant and respectful of others. By knowing this, it prepares them physically, emotionally, socially, mentally and intellectually for the future.

The aim of our **Relationships Education Programme at KS2** is to teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships and family relationships.

The aim of our **Relationships and Sex Education Programme at KS3 and KS4** is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. RSE should enable them to know what a healthy relationship looks like, what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. RSE covers consent, contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). RSE teaches what acceptable and unacceptable behaviour in relationships is. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

**Objectives of the PSHE curriculum for ALL pupils to be able to:**

- Have an understanding that there are changes in day to day life as well as bodily changes that occur throughout our life time.
- Are able to identify, create and maintain healthy relationships and are aware of what unhealthy relationships might look like. (See Relationships Education and RSE for more information)
- Are aware of healthy choices they can make regarding exercise, diet and medically and therefore are able to lead a healthy lifestyle.
- Have a sound understanding of a range of emotions and their complexity and how this can alter their behaviour and mental well-being.
- Be aware of dangers and risks they may face and be able to adapt their behaviour to keep themselves safe (See Relationships Education and RSE for more information).

**Objectives of the Relationships Education programme for KS2 pupils are to:**

- Understand what healthy relationships (inc online), friendships, families and support networks are
- Develop turn taking, kindness, honest, consideration, permission seeking, privacy and respect
- Understand that others' families either in school or in the wider world, sometimes look different from their family.
- Know that marriage represents a legal commitment between two people intended to be lifelong.
- Understand the importance of respecting others, even when they are very different from them.
- Teach pupils about the society that we live in and the different types of loving, healthy relationships that exist. Including heterosexual, lesbian, gay, bisexual and transgender (LGBT) relationships.
- Give pupils the knowledge they need to recognise and to report bullying or forms of abuse, including emotional, physical and sexual abuse.
- Be aware of online safety with regards to relationships.

**Objectives of the Relationships and Sex Education (RSE) programmes for KS3 & KS4 pupils are to:**

- Consolidate what they have learnt in Key Stage 2,
- Age-appropriate teaching about different types of relationships in the context of the law.

- Help pupils develop responsible attitudes to family life by examining the variations in family structure and size, traditional families, one parent families, single-sex partnerships, LGBT families, extended families.
- Help pupils understand their own bodies and their functions
- Examine how sexual behaviour is influenced by pressures from many sources e.g., physical health, mental health, personal relationships, leisure,
- Help young people accept their sexuality as a part of their whole personality including LGBT (in a fully integrated way, not as a stand-alone)
- How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage
- Prepare pupils for parenthood e.g., preparation for pregnancy, good ante-natal care for maternal and child health, physical and emotional factors during gestation, foetal development and birth, the father's role and feelings
- Help pupils understand unpleasant realities e.g., sexually transmitted diseases, infection and cervical cancers, abortion, HIV and Aids, unwanted sexual pressure e.g., abuse, assault, rape, sexual harassment. Discussions should cover the wide spectrum of attitudes to abortion, contraception, sexual activity, and the ethical and moral questions raised.
- Help pupils to distinguish between different types of online content and making well-founded decisions in a world where online and other aspects of life are often blurred.
- Know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology.

### **Classroom Practice and methods**

Teachers will establish clear parameters of what is appropriate and inappropriate in a whole class setting. When delivering RSE it should be common practice that:

- No-one (teacher, pupil or visiting speaker) will have to answer a personal question
- No-one will be forced to take part in a discussion
- When learning about/discussing the body, correct names for body parts will be used
- Sensitivity will be shown towards those of particular faith backgrounds
- Nothing should be said that could be construed as embarrassing or offensive.

If a question is too explicit, seems too old for the student, is inappropriate for the whole class or raises safeguarding concerns (for example: sexual abuse, harassment etc) it should not be answered in front of the whole class. In cases of concern the Child Protection procedures will be followed.

RSE should be about dispelling myths, reducing fear and anxiety, clarifying understanding and counteracting prejudice. It is important to recognise the power and confusion of informal learning from, for example, television, magazines, newspapers, gossip, jokes and the internet.

The nature of the subject is such that pupils will have many questions to clarify their understanding, and they should feel confident to ask them. Teachers should endeavour to answer pupils' questions honestly and in ways that are appropriate to the individual pupil's maturation and understanding in such a way that takes the context into account. Pupils are also encouraged to discuss questions with parents.

We use a range of teaching and learning styles. Where possible, we place an emphasis on active learning by including the pupils in discussions, investigations and problem-solving activities.

## **Resources**

Resources are carefully selected. In order to match resources to the pupils' needs, some resources may be used with different groups each year. The main resource currently used is the Jigsaw Scheme of work (2nd edition). This resource will be carefully personalised and differentiated to ensure that it is both accessible to our pupils and meets their specific needs at different developmental stages.

Where DVDs or short clips are used teachers will watch them beforehand to check if the content is relevant and appropriate.

In addition to school-based resources, materials can be borrowed via the School Health Nurse.

Specialist personnel are sometimes used to support Relationship and Sex Education and PSHE. Visitors to the school work in conjunction with teachers, and are not asked to take sole charge of a group of pupils.

Resources are made available to parents requesting information about them.

Staff development and training opportunities will be reviewed and arranged as required by the PSHE subject leader and/or Deputy and Headteacher.

## **Assessment, recording, monitoring**

Teachers assess the pupil's understanding in PSHE and RSE by making informal judgements as they observe them during lessons. Understanding of biological knowledge is assessed through the Science curriculum.

Relationship and Sex Education is co-ordinated throughout the school by the PSHE subject leader. Aspects of it may be taught by any of the teaching staff, supported by any of the teaching Assistants.

The PSHE curriculum is a spiral curriculum, and areas of study are revisited in each Key Stage to enable pupils to build upon their previous knowledge, and to be taught new aspects of the subject at an appropriate stage in their development.

### **Inclusion Statement**

We have a commitment to ensure that our programme is relevant to all pupils and is taught in a way that is appropriate to each pupil's age and maturity, if necessary adapted to individual learning / religious needs.

### **Right to withdraw**

The school follows the DFE guidance for withdrawing pupils from sex education. KS3 & KS4 pupils (up to and until three terms before the pupil turns 16) can be withdrawn from any part of the sex education that is taught as part of RSE curriculum. Any parent wishing to do so should communicate with the school. If a parent wishes to withdraw their child, they need to have a discussion with the Senior Leadership Team, so that they can be made aware of the reasons and provide alternative arrangements.

### **How will parents & carers be involved?**

A copy of the RSE Policy will be available on the school's website and as a paper copy obtained through the school office.

Our staff are committed to working with parents and carers as their support and engagement with RSE promotes the effectiveness of the programme. Parents'/carers' views and concerns about RSE will be sought through communication between school and home. Parents and carers are given opportunities to view and discuss any sensitive materials with regard to sex and relationships. We will communicate with parents should they want to discuss withdrawing their child and we will sensitively make alternative arrangements if necessary / send work home in order to ensure all of our pupils are safe and happy.

**This policy should be read in conjunction with our policies on Child Protection, Safeguarding, Anti-Bullying and E-safety.**

**For more information our PSHE and RSE curriculum is available on the school website.**