

## PSHE and RSE Policy



# Hollygirt

SCHOOL

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## Table of Contents

1.	Definitions, Rationale and Ethos.....	3
2.	Curriculum Overview .....	3
2.1	Prep School .....	3
2.1.1	Relationships Education .....	4
2.1.2	Health Education .....	4
2.2	Senior School .....	5
2.3	Sixth Form .....	6
3.	Timetabling .....	6
4.	Safe and Effective Practice.....	6
5.	Assessment and Evaluation .....	7
6.	Roles and Responsibilities and Staff Training.....	8
7.	Right to Withdraw from Sex Education.....	8
8.	Safeguarding .....	8
9.	Confidentiality and Advice .....	8
10.	Family Life .....	9
11.	Monitoring, Reporting and Evaluation .....	9
12.	Engaging Parents and Other Stakeholders .....	9
13.	Review.....	9
14.	Concerns & Complaints.....	9

### To be read in conjunction with the following policies:

- Behaviour and Discipline Policy
- Complaints Policy
- Safeguarding and Child Protection Policy

This policy will be reviewed annually.

## 1. Definitions, Rationale and Ethos

This policy covers our school's approach to Personal, Social and Health Education (referred to in this policy as PSHE). PSHE at Hollygirt School is an integral part of the curriculum and the general pastoral framework.

All pupils are recognised as individuals and we aim to identify and satisfy the physical, social, emotional, moral and spiritual needs of each pupil.

Embedded within Hollygirt School's PSHE curriculum is the opportunity for pupils to understand their own needs and to understand the needs of others, so that they can evaluate opinions and lifestyles different from their own. This is intended to enable all our pupils to be confident of their own role and position in society.

Relationships and Sex Education (RSE) is taught as part of the PSHE curriculum. Hollygirt School believes that RSE is an educational entitlement of all pupils and an integral part of each pupil's emergence into adulthood. All young people, whatever their ability, develop physically and emotionally, and need to be helped to understand their bodies and their feelings.

All lessons covering RSE aim to give the pupils a sound knowledge of their own bodies and sufficient information about the subjects under discussion, so that they are able to make informed choices as responsible, disciplined and independent members of society.

RSE helps the pupils' overall development, confidence and self-esteem.

### 1.1 Statutory Guidance

Teaching stresses the importance of a secure family unit and emphasises the need to gain a sense of responsibility, self-respect and self-discipline in line with Relationships Education, [Relationships and Sex Education \(RSE\) and Health Education DfE guidance 2020](#).

The Law requires all schools to provide a compulsory programme of RSE. The RSE programme we provide at Hollygirt is carefully planned to take account of the pupils' age, maturity and physical development. This is set out in the following document: <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>

## 2. Curriculum Overview

### 2.1 Prep School

Many of the principles taught through PSHE lessons are embedded throughout interactions in school. In the Early Years Foundation Stage (EYFS), areas of Personal, Social and Emotional Development and Understanding the World are closely linked to our PSHE curriculum and for children in EYFS, their daily experiences will cover many of the objectives, as set out in the Early Years Foundation Stage statutory framework.

RSE in Years 1 to 6 is taught as part of our PSHE curriculum. Other aspects may also be covered through Science lessons and other subjects where cross-curricular links exist.

PSHE objectives will mostly be covered through dedicated PSHE lessons but also through assemblies, form times, workshops or other lessons where appropriate, e.g., external speakers and the [DAaRT](#) (Drugs, Alcohol and Resilience Training) programme in Years 5 and 6.

In Years 1 to 6, to teach these objectives, we follow a [PSHE Scheme of Work](#) from The PSHE Association ; it consists of three strands and the topics are further broken down as follows:

### **Relationships**

- Families and Relationships
- Safe Relationships
- Respecting Ourselves and Others

### **Living in the Wider World**

- Belonging to a Community
- Media Literacy and Resilience
- Money and Work

### **Health and Wellbeing**

- Physical Health and Wellbeing
- Growing and Changing
- Keeping Safe

Topics of puberty and sex education are delivered through planned aspects within Science and PSHE, through the Health, Growing and Changing topic, in an age-appropriate manner.

#### **2.1.1 Relationships Education**

Relationships Education focuses on educating the children on healthy and respectful relationships. We learn about building positive relationships, particularly with family and friends. Children will learn how to keep safe, boundaries and how to ask for help and advice. This topic will also include educating the children about safe online relationships. Teaching about wellbeing is key to this and developing resilience in order to achieve goals.

Relationships Education, as set out in DfE guidance, focuses on these key areas:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe.

#### **2.1.2 Health Education**

Children are taught about healthy lifestyles, providing them with the information that they need to make good decisions about their own health and wellbeing.

Health Education, as set out in DfE guidance, focuses on the following areas:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

A variety of teaching approaches are used to give pupils relevant information, to enable moral issues to be explored through discussion, and to acquire appropriate skills.

## 2.2 Senior School

Our PSHE programme covers statutory guidance on Relationships and Sexual Education (RSE) as described in Section 1.1.

In Key Stage 3 (KS3) and Key Stage 4 (KS4), a [PSHE Scheme of Work](#) from The PSHE Association is also followed. In this the curriculum also takes a thematic approach to secondary PSHE education, covering all three core themes:

- Health and Wellbeing
- Relationships
- Living in the Wider World

At KS3, pupils continue to build on the knowledge, skills, attributes and values that have developed during their Prep School years. PSHE acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. At KS4, pupils deepen their knowledge and understanding, extend and practice skills, and further explore attitudes, values and attributes acquired during KS3.

The curriculum is planned, but responsive to local needs and national agenda i.e., responding to the news and what is happening in our community.

All Years 7 to 11 will be working on the same topic and their PSHE lesson is taught by the pupils' Form Tutor. The colour-coded topic areas can be adapted to suit Form Tutors planning requirements and there is no 'correct order'. Content and resources should be selected so that it is relevant and contributes to the family, nurturing ethos of the school and needs of our pupils and the community they grow in.

PSHE at Hollygirt ensures opportunities for pupils to develop our values: **Kindness, Honesty, Resilience** and **Hard work** and Form Tutors will differentiate work to meet the needs of our pupils.

In the Senior School, Relationships and Sex Education is defined as 'learning about physical moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health, including online sexting'.

The Senior School PSHE curriculum covers all aspects of Families, Respectful relationships (including friendships), Online and media, Being safe, Intimate and sexual relationships (including sexual health) as set out in the government guidance.

The school supplements this by bringing in visiting speakers and experts to deliver assemblies and workshops.

### **2.3 Sixth Form**

As with previous key stages, the Key Stage 5 (KS5) PSHE programme is built on the key areas of Health and Wellbeing, Relationships and Living in the Wider World.

KS5 leads to a crucial transition point in the lives of our students. By the end of Sixth Form many young people will leave home for the first time and live independently, possibly in distant locations. Therefore, there is a balance between preparing students to manage their current lives and laying the foundations for managing future experiences.

As Year 13 progresses, there is more focus on future experiences. The programme is made relevant to the local context. The Sixth Form is situated near the city centre and so keeping safe is an early topic in Year 12.

The aim of the programme is to ensure students continue to learn about issues with real-life relevance to them, to build on the programme they have studied lower down the school. Previously covered topics are revisited and reinforced, connecting to relevant topics for this age group including the workplace. In addition to British Values, students also explore cultural and faith related topics in order to ensure a breadth of awareness relevant for modern day Britain.

## **3. Timetabling**

For Years 1 to 13, there is one lesson per week timetabled for PSHE but additionally, there may be extra PSHE sessions, for example, with external speakers, or PSHE days.

## **4. Safe and Effective Practice**

Teachers adopt a positive approach to the teaching of PSHE. Pupils are involved in discussions, both as groups and as a whole class. Pupils' questions are answered by using accurate, unbiased information, truthfully and openly, appropriate to the age, ability and background of the pupils. Teachers know when it is not appropriate to express their own views on topics or in answers to questions.

Teachers provide access to balanced information and different views which will help pupils form their own opinions. They make it clear that racism, homophobia, bi-phobia, transphobia, discrimination and bullying are never acceptable.

Teachers work within the school's values, policies and the law. Teaching training is delivered through continued professional development and INSET sessions to ensure understanding and consistency across the school. Teachers are sensitive to the needs of individuals and individuals' own experiences. Teachers provide a safe learning

environment by ensuring they do not inspire, glamourise or instruct harmful behaviours. PSHE education is part of the whole school approach to supporting pupil wellbeing. Where appropriate, sources of information will be provided to pupils and where they can access support, both in and out of school.

At the start of lessons, together with the pupils, teachers should develop ground rules; these may need to be adapted for different topics. These rules will help teachers to manage the discussions that develop through lessons.

Pupils should be able to ask questions. Pupils are able to ask questions anonymously. All staff teaching PSHE are supported by PSHE leads and may ask for help in managing difficult questions.

Distancing techniques can provide the opportunity for pupils to be more objective in lessons. These will include stories and fictional scenarios which will form part of lesson discussion.

Under the provisions of the Equality Act, we will not unlawfully discriminate on the grounds of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation.

Relationships Education, RSE and Health Education is accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities. Teaching is differentiated, personalised, sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

## **5. Assessment and Evaluation**

It is important that learning in PSHE is assessed so that:

- Pupils have the opportunities to reflect on their learning;
- Teachers know that learning has taken place and are able to identify future needs;
- Assessment improves learning;
- DFE statutory guidance for PSHE and RSE states that schools should have the same expectation as in other subjects.

Learning will be assessed against lesson objectives and pupils will receive feedback from their teachers and peers.

Pupils can demonstrate their progress through various assessment strategies including:

- Baseline - existing knowledge and skills;
- Recall – remembering and using learning from previous lessons;
- Assessment for learning – learning objectives, self and peer assessment, questioning techniques, feedback;
- Assessment of learning – skills as well as knowledge;
- What you know? What do you want to know? What have you learned?;
- Develop oracy through discussions, role play, debate, and learning conversations;
- Self-reflection – end of lesson learning log – “Today I learned...”

Evidence of learning is demonstrated in pupils’ workbooks. Gathering evidence should not be a time-consuming exercise, but it should effectively reflect learning,

understanding and achievements. Evidence could be a photograph, a learning conversation etc.

## **6. Roles and Responsibilities and Staff Training**

The PSHE programme is led by PSHE leads in the Prep and Senior Schools. All teachers are supported by PSHE leads. Staff training may include PSHE leads attending specific courses and the PSHE Association conference. Additionally, there is training through INSET days and Educare units. Staff may request training as part of their own CPD.

Outside speakers will augment the programme where appropriate, and all discussions will be tailored to the maturity and understanding of the pupils.

## **7. Right to Withdraw from Sex Education**

Parents have the right to withdraw their children from some or all of sex education that is not part of the Science curriculum. For lessons which do not fall within the Science curriculum, parents will be written to, prior to sex education lessons, with more information on topics and when the lessons take place, giving parents the opportunity to withdraw their child. Parents requesting withdrawal will be invited to discuss their concerns with the Headteacher.

Parents have the legal right to withdraw their children from all or part of sex education up to and until three terms before the child turns 16 (with the exception of the biological aspects included in national Science curriculum).

Moral and ethical issues, arising from apparently unrelated topics in all National Curriculum subjects will continue to be discussed within the context of the subject, and as such will not be deemed as part of the sex education programme and therefore will not be subject to the parent right of withdrawal.

There is no right for parents or pupils to withdraw from Relationships Education or Health Education lessons.

## **8. Safeguarding**

If there is any disclosure of suspicions of possible abuse, the school's child protection procedures will be invoked.

## **9. Confidentiality and Advice**

In the event of disclosure of pregnancy or advice on contraception, the school will always encourage pupils to talk to their parents first, but opportunities are created for pupils to approach individual members of staff should they feel the need for further information or time to discuss individual problems.

Confidentiality of the pupils will be respected as much as possible, save where there is a breach of law. Any problems which cannot be dealt with in school would, where



appropriate, be referred to a trained professional, with the permission of the pupil, parent and Headteacher/Designated Safeguarding Leader.

## **10. Family Life**

The value of family life will be approached through a consideration of the qualities and relationships, within a family structure with an emphasis on stability, respect, caring and support.

As part of the RSE programme, issues of contraception, sexually transmitted infections, sexuality and abortion are addressed. Facts are presented in an objective and balanced way with the pupils being made aware of the difference between fact, opinion and religious belief.

## **11. Monitoring, Reporting and Evaluation**

The quality of RSE and PSHE education is monitored through our quality assurance cycle. This includes lesson observations, book scrutiny and regular reviews of the programme, Learning Walks (visits to PSHE lessons), along with pupil, staff and parent voice will be used as quality assurance methods for the PSHE curriculum.

PSHE is reported on through Parents' Evenings and written reports.

## **12. Engaging Parents and Other Stakeholders**

Parents will be given the opportunity to discuss the PSHE Policy and curriculum when it is reviewed annually. Prior to this, pupils and staff can express their views on the curriculum through Pupil Voice and Staff Voice surveys. The overview of the curriculum is published on our website and parents can ask to meet with PSHE teachers to discuss this further. For lessons which do not fall within the Science curriculum, parents will be written to, prior to sex education lessons, with more information on topics.

## **13. Review**

This policy will be reviewed annually by the PSHE leads in discussions with the Head of Prep and Headteacher. Parents will be given the opportunity to discuss this policy and the curriculum; feedback forms will be sent out in the Summer Term. We encourage this two-way dialogue.

## **14. Concerns & Complaints**

If parents or carers have any concerns or comments to make regarding their child's learning experiences at Hollygirt School, we invite them to contact their child's teacher in the first instance. If the issue is sensitive, please let the Head of Prep or Headteacher know as soon as possible.

Any complaints should be made in line with the Hollygirt School Complaints Policy, available on our website.