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| Personal, Social and Health Education (inc. RSE) Policy |
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| **Policy Title** | |
| **Personal, Social & Health Education (inc. RSE) Policy** | |
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| Peregrinate Policy Manager | Angela Mollan, Chris Mollan |
| Approved by Senior Management | 23 OCT 2022 |
| Approving Signature | Angela Mollan |
| Policy Review Date | 23 MAR 2023 |

## Content of PSHE (inc. RSE) Curriculum

Peregrinate School have created an inclusive PSHE (inc. RSE) curriculum which complies with the statutory requirements by the DFE for secondary schools. By the end of secondary school our students will have developed knowledge of the subjects, topics and matters outlined in the guidance available at:

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1090195/Relationships_Education_RSE_and_Health_Education.pdf>

## Delivery of RSE

PSHE (inc. RSE) is taught within the school’s Personal Growth and Wellbeing (PGW) subject with the statutory points covered under the units as highlighted on the PGW Cover Sheet.

Separate programs have been designed for KS3 and KS4 taking into account the differentiation highlighted in the above noted guidance.

Across both Key Stages, pupils will be supported with developing the following skills:

• Communication, including how to manage changing relationships and emotions

• Recognising and assessing potential risks

• Assertiveness

• Seeking help and support when required

• Informed decision-making

• Self-respect and empathy for others

• Recognising and maximising a healthy lifestyle

• Managing conflict

• Discussion and group work

Peregrinate School staff will sensitively deliver all aspects of the PSHE (inc. RSE) curriculum in school. PGW Subject Lead, Stephanie Bristow ([steph@peregrinate.school](mailto:steph@peregrinate.school)) will be responsible for overseeing the delivery of the PSHE (inc. RSE) curriculum by Peregrinate School. Peregrinate School teaching staff will deliver the curriculum in school assisted by the support staff in the wider delivery of the RSE curriculum, these staff members are:

• Adele Browne – [adele@peregrinate.school](mailto:adele@peregrinate.school)

• Alex Shirley – [alex@peregrinate.school](mailto:alex@peregrinate.school)

• Nola Search – [nola@peregrinate.school](mailto:nola@peregrinate.school)

Peregrinate School staff have participated in PSHE (inc. RSE) training to ensure that all teachers and school staff are aware of and confident in carrying out their roles and responsibility in relation to PSHE (inc. RSE) issues which arise in the school.

Wherever possible, sequencing of PSHE (inc. RSE) will fall inline with the progress/unit numbers/sequencing of the PGW qualification. Some topics (Being Safe, Online and Media, and possibly others during planning) may be overlapped with other units or topics. ‘The Law’ will be laced throughout the curriculum, and recapped as a stand alone topic in KS4 in order to provide an opportunity to re-visit important points and also to serve as a single place to look should learners want to find anything they have learned about The Law.

## Roles and Responsibilities

The Management Committee:

The management committee will approve the PSHE (inc. RSE) policy and hold the Head Teacher to account for its implementation.

Head Teacher:

The Head Teacher is responsible for ensuring that PSHE (inc. RSE) is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of PSHE (inc. RSE) (see next page)

Staff:

Staff are responsible for:

• Delivering PSHE (inc. RSE) in a sensitive way

• Modelling positive attitudes to PSHE (inc. RSE)

• Monitoring progress

• Responding to the needs of individual pupils

• Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of PSHE (inc. RSE)

Note: Staff do not have the right to opt out of teaching PSHE (inc. RSE)

However: Staff who have concerns about teaching PSHE (inc. RSE) are encouraged to discuss this with the Head Teacher.

Pupils:

Pupils are expected to engage fully in PSHE (inc. RSE) and, when discussing issues related to PSHE (inc. RSE,) treat others with respect and sensitivity. This response is in line with our core values of maintaining a positive attitude to studies, respect for others at all times and displaying high levels of commitment.

## Parents’ right to withdraw

Parents’ have the right to withdraw their children from the non-statutory components of PSHE (inc. RSE). Parents can identify when PSHE (inc. RSE) is being covered by referring to the Provision Map which is available on request from [admin@peregrinate.school](mailto:admin@peregrinate.school) The Provision Map is a working document and is amended regularly, hence not having a permanent copy displayed online. Requests for withdrawal should be put in writing and addressed to the Head Teacher, Angela, via [angela@peregrinate.school](mailto:angela@peregrinate.school) A copy of withdrawal requests will be placed in the pupil’s educational record. The Head Teacher or PGW Lead Tutor, Steph, will discuss the request with parents and take appropriate action. Appropriate alternative work will be given to pupils who are withdrawn from PSHE (inc. RSE).

## Training

Staff are trained on the delivery of PSHE (inc. RSE) by professionals such Barnardo’s, Liverpool City Council, School Nurses and or other sexual health professionals who will also assist with support and in some instances delivery. Training takes place during our monthly CPD sessions.

This policy will be reviewed prior to set review date should amendments be made to legislation; the policy will be approved by the management committee.

# Relationships Education, Relationships and Sex Education (RSE) and Health Education

## This policy takes into account;

• the Education Act 1996

• the Personal, Social & Health Education (PSHCE) framework,

• the National Healthy Schools Standard,

• the DfEE “Sex & Relationship Education Guidance” of July 2000 (Ref: DfEE 0116/2000

• Ofsted 2006 report on Sex and Relationships (HM1433)

• the DFEE “Relationships Education, Relationships and Sex Education (RSE) and Health Education” (September 2020) and

• Ofsted 2018 report on Relationships and Sex Education in Schools (England), Number 06103.

• Section 34 of the Children and Social Work Act 2017.

• Children, Schools and Families Act 2010

## And offers advice and guidance from;

NSPCC/Child Line – 0800 1111 Child Services – 01512333700

[www.youngminds.org.uk](http://www.youngminds.org.uk) [www.actionfraud.police.uk](http://www.actionfraud.police.uk)

[www.ceop.police.uk/safety-centre/](http://www.ceop.police.uk/safety-centre/) [www.wearewithyou.org.uk](http://www.wearewithyou.org.uk)

[www.nhs.uk/live-well/quitsmoking/](http://www.nhs.uk/live-well/quitsmoking/) Axess Lpl – 0800 323 1300

[www.cuh.nhs.uk/patient-information](http://www.cuh.nhs.uk/patient-information) Axess Knowsley – 0800 323 1300

[www.gettingiton.org.uk/contraception](http://www.gettingiton.org.uk/contraception) Sefton Sxl Hlth – 01695656550

# Peregrinate School’s PSHE (inc. RSE) is based upon the following principles:

• Respectful Relationships education, relationships and sex education (RSE) and health education is an essential part of the curriculum if young people are to make responsible and well informed decisions about their lives. The key objective of relationships education, relationships and sex education (RSE) and health education is to help and support young people through their physical, emotional and moral development.

• As part of the new PSHCE framework, relationships education, relationships and sex education (RSE) and health education will help students to develop the necessary skills and understanding for them to lead confident, healthy and independent lives.

• The relationships education will cover five main topics ‘Families and people who care for me’, ‘Caring friendships’, ‘Respectful relationships’, ‘Online relationships’, and ‘Being safe’.

• As part of relationships education, relationships and sex education (RSE) and health education, students should be taught about the nature and importance of marriage as well as issues relating to the demands of family life and parenthood.

• Pupils should learn the significance of marriage and stable relationships as key building blocks of community and society. However, care must be taken to ensure that there is no stigmatisation of students based on their home circumstances.

• Pupils will learn to identify abusive behaviour, and be made aware of different avenues to seek help if they are experiencing or notice abuse.

• Pupils should be given accurate and up to date information regarding relationships education, relationships and sex education (RSE) and health matters and are encouraged to develop skills that promote an understanding of difference and a respect for themselves and others.

• Effective RSE does not encourage early sexual experimentation. Students should be taught the reasons for delaying sexual activity and the benefits to be gained from such delay. They will also be encouraged to seek appropriate advice on sexual health matters.

• It is the responsibility of the school to ensure that the needs of all students are met, whatever their developing sexuality. However, there should be no direct promotion of sexual orientation.

• Relationships Education, Relationships and Sex Education (RSE) and Health Education promotes equal, safe and enjoyable relationships and is to be taught in a way which fosters both gender, and LGBTQ equality, which is line with the Equalities Act 2010.

# 2. Aims and Objectives of Relationships Education, Relationships and Sex Education (RSE) and Health Education SRE at Peregrinate School:

## Aims:

To contribute to the spiritual, moral, cultural, mental and physical development of students. To contribute to the National Healthy School Standard. To support the Child Protection and Safeguarding Policy. Objectives:

• To teach about one-to-one relationships, the value of love and care and the responsibilities of parenthood.

• To be inclusive of all our young people regardless of gender, sexual orientation, culture or family circumstances.

• To build self-esteem.

• To teach pupils how to take responsibility for themselves and others and how to deal with the consequences of their actions.

• To provide students with information about different methods of contraception, safe sex and how to access local sources of advice and treatment.

• To give young people a clear understanding of the arguments for delaying sexual activity and resisting pressure.

• To ensure that students have a clear understanding of consent, and understand what is meant by ‘no means no’.

• To ensure pupils have the tools to make well-informed, positive choices for their mental and physical wellbeing and health.

• To link RSE with issues of peer pressure and other risk-taking behaviour in order to promote young people’s personal safety and well-being, including safeguarding issues such as Child Sexual Exploitation (CSE) and Female Genital Mutilation (FGM).

• To ensure students understand how the law applies to sexual relationships.

# 3. What is Relationships Education, Relationships and Sex Education (RSE) and Health Education?

Relationship Education provides information, skills and principles that help and support individuals in fostering healthy and stable relationships.

RSE provides young people with the information they need to help them develop healthy, nurturing relationships of all kinds. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. RSE includes the characteristics of healthy friendships on and offline.

RSE ensures that both boys and girls are prepared for the changes that adolescence brings, drawing on knowledge of the human life cycle set out in the national curriculum for science. It is also about the teaching of sex, sexuality, gender and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.

Health Education provides information to enable pupils to make well-informed, positive choices for their mental and physical wellbeing and health. The Health Education section has four main topics: puberty, the changing adolescent body, menstrual wellbeing and the menstrual cycle.

## Relationships Education, Relationships and Sex Education (RSE) and Health Education has three main elements:

## Attitudes and Values

• Learning the importance of values, individual conscience and moral considerations;

• Learning the value of family life, marriage and stable loving relationships for the nurturing of children;

• Learning the value of respect, love and care;

• Exploring, considering and exploring moral dilemmas; and developing critical thinking as part of decision making.

## Personal and Social Skills

• Learning to manage emotions and relationships confidently and sensitively;

• Developing self-respect and empathy for others;

• Learning to make choices based on an understanding of difference and an absence of prejudice;

• Developing an appreciation of the consequences of choices made;

• Managing conflict; and learning how to recognise exploitation and abuse and to develop strategies to deal with these issues.

## Knowledge and Understanding

• Learning and understanding physical development at appropriate stages;

• Understanding human sexuality, reproduction, sexual health emotions and relationships;

• Learning about contraception and the range of local and national sexual health advice, contraception and support services;

• Learning the reasons for delaying sexual activity, and the benefits to be gained from such delay

• The avoidance of unplanned pregnancy and sexually transmitted infections.

• Understanding the implications of on-line relationships and know how to manage them safely, including the avoidance of sexting and sharing of explicit sexual pictures and videos with others for their protection.

# 4. How is Relationships and Sex Education (RSE) Delivered at Peregrinate School?

PSHE (inc. RSE) at Peregrinate School follows current DfE guidelines for schools (2021). It is principally delivered through our Personal Growth and Wellbeing subject. The content of both programs are very similar, meaning that using PGW as a vehicle to deliver the topics highlighted in the PSHE (inc. RSE) guidance means a qualification can be achieved as well as using the existing Pearson/Edexcel systems to monitor student progress and understanding.

## PSHE (inc. RSE) Curriculum and Student Support for Well-Being.

In addition to our own staff who deliver Relationships Education, Relationships and Sex Education (RSE) and Health Education through PSHCE in Key Stage 3 and Personal Learning in Key Stage 4. At times we draw upon the expertise of various outside agencies to help in the delivery of Relationships Education, Relationships and Sex Education (RSE) and Health Education in assemblies of both KS3 and 4 or in special presentations. Where appropriate, sources of information, advice and guidance will be given as outlined in this policy.

## KEY STAGE 3 In Year 7, 8 and 9 students will learn about:

The points covered on pages 20, 21, 22, 24, 32, 33, 34 and 35 of the Guidance.

## KEY STAGE 4 In Years 10 and 11 students will learn about:

The points covered on pages 28, 29, 30, 36, 37 and 38 of the guidance.

NOTE: This takes into account the feedback provided by parents under the question ‘Do you feel your child has an appropriate understanding of PSHE (inc. RSE) following primary school?’ – with an overwhelming ‘NO’ response.

A decision was made by the SLT, DSL & Subject Tutor that in order to spread the required knowledge across the entirety of our cohort, taking into account the ‘roll on – roll off’ nature, Peregrinate School PSHE (inc. RSE) curriculum should be configured as outlined above inline with point 114 of the guidance.

# 5. The Role of Parents

Parents are the key people in teaching their children about sex, relationships and growing up. Their important role as sex educators is recognised in the Home Office strategy “Supporting Families”, and the school seeks to work in close partnership with parents in this area.

As teachers have a key responsibility for the safety and welfare of pupils, they consequently act in loco parentis. Therefore, it is important to reassure parents that the personal beliefs and attitudes of teachers, and the representatives of outside agencies, will not influence the teaching of relationships education, relationships and sex education (RSE) and health education within the school’s PSHe (inc. RSE) framework. All PSHE (inc. RSE) teaching will reflect and support the values set out in this policy document and current legislation.

The PSHE (inc. RSE) policy will be communicated to parents via the website. Parents have the right to withdraw their child from some, or all, PSHE (inc. RSE) lessons.

The key purpose of this policy statement is to reassure parents that the school’s PSHE (inc. RSE) programme will complement and support their role as parents. However, parents do have the right to withdraw their children from all or part of the relationships education, relationships and sex education (RSE) and health education provided at school, except for those parts not included in the statutory National Curriculum.

If a parent/carer has any concerns about the PSHE (inc. RSE) provision we will take time to address their concerns and allay any fears they may have. If any parents/ carers decide to withdraw their child we shall work with them and their child to explore possible alternative provision. Any parent wishing to withdraw their child is encouraged to make an appointment with their child’s Tutor or the Head Teacher to discuss the matter. Any complaints about the content or delivery of PSHE (inc. RSE) should be addressed to the Headteacher through the school complaints procedure.

# 6. Safeguarding and Confidentiality

Teachers need to be aware that effective PSHE (inc. RSE), which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. The staff member will inform the Designated Safeguarding Lead in line with Peregrinate School’s procedures for dealing with child protection concerns. A member of staff cannot promise absolute confidentiality if concerns exist. Staff must make this clear to students. Child protection procedures must be followed when any disclosures about abuse are made. It is very rare for a student to request absolute confidentiality. If they do, in situations other than those involving child protection issues, staff must make a careful judgement about whether or not a third party needs to be informed. This judgement will be based upon:

• The seriousness of the situation and the degree of harm that the student may be experiencing.

• The student’s age, maturity and competence to make their own decisions. Where it is clear that a student would benefit from the involvement of a third party, staff should seek the consent of the student to do so.

• If appropriate, staff might inform the third party together with the student. Unless clearly inappropriate, students will be encouraged to discuss issues with their parents/ carers. There may be occasions when a teacher learns that a student under 16 is having or contemplating having sexual intercourse. In this case the teacher should:

• Make sure the student is aware of the need to seek contraceptive and sexual health advice and knows how to get this.

• Encourage the student to talk to a parent/carer.

• Discuss the situation with the Child Protection designated lead who will then advise whether the school’s child protection procedure needs to be followed. The student will be kept fully informed at all stages.

# 7. Dealing with PSHE (inc. RSE) -related bullying

Bullying commonly includes inappropriate and hurtful comments and behaviours concerning sexism, homo/bi/transphobia, appearance and other sex/relationship issues. Peregrinate School takes the issue of bullying very seriously and this is reflected in the school’s anti-bullying policy. Staff will challenge and deal sensitively with any evidence of bullying. Students will be encouraged to report any incidents. Staff will endeavour to investigate any incidents of bullying as soon as possible and give feedback to students who complain of bullying. The PSHE (inc. RSE) curriculum will consider bullying and aim to discourage bullying based on sexism, homophobia, appearance and other sex/relationship issues.

# 8. Monitoring and Evaluation

The PSHE (inc. RSE) programme is regularly reviewed by the Headteacher and the Lead Tutor, in consultation with the Tutor responsible for compliance.

The PSHE (inc. RSE) Policy is reviewed in the context of the new PSHE (Inc. RSE) framework and current government guidelines and legislation.

It is the responsibility of the Lead Tutor and the Headteacher to ensure that the PSHE (inc. RSE) policy is developed and made available for inspection.

OFSTED is statutorily required under Section 10 of the School Inspections Act 1996 to evaluate and report on the spiritual, moral, social and cultural development of pupils at any school they inspect. This process includes evaluating and commenting on a school’s relationships education, relationships and sex education (RSE) and health education policy and programme of study.

This policy is reviewed annually by school in liaison with the SLT, Teaching Staff and Curriculum committee.