

# Ribblesdale High School

## PSHE and Relationship and Sex Education Policy

Last updated: September 2019



## **Contents:**

### Statement of intent

1. Policy Aims and Rationale
2. Key Roles and Responsibilities
3. Teaching methods and learning styles
4. Safeguarding, reports of abuse, visitors and confidentiality
5. Withdrawal from RSE
6. Tailoring PSHE and RSE
7. Staff Support
8. Delivery of PSHE and SRE
9. Assessment and Monitoring

### Appendix 1

## Statement of intent

Ribblesdale High School believes that a strong PSHE education is important to help our pupils develop into well-rounded members of society, who can make a positive contribution to their community. Our PSHE curriculum is strongly tied to our RSE, relationships, health education and pastoral care programme.

Relationships and Sex Education (RSE) is the lifelong learning about physical, moral, social and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care. At Ribblesdale School RSE is delivered via the RE, PSHE, Citizenship and Science curriculum. Effective SRE is achieved through successful partnerships between health services, up to date information, understanding current trends and liaising with a range of agencies for better outcomes for pupils.

The vision for pupils, staff and others linked to our school is to always look to achieve our personal best in every aspect of school life.

- Our school is one where everyone is encouraged and supported to achieve their personal best.
- Our school is welcoming, inclusive, has a real community feel and is a place where everyone is valued.
- Our pupils and staff treat each other equitably, fairly, with kindness and with mutual respect. At all times, staff and pupils are encouraged to show a high regard for the needs and feelings of others through their actions and words.
- Our pupils and staff are enterprising and approach challenges with a 'can-do' attitude.
- The needs and interests of all pupils, irrespective of gender, culture, ability or aptitude, will be promoted through an inclusive and varied PSHE curriculum at our school.
- Our environment is safe and clean with everyone sharing responsibility for it.
- Our culture is one of continuous improvement, creativity and enthusiasm.
- Parents will be informed about the policy via the school website/portal where it, and the PSHE curriculum, will be available to read and download.
- PSHE and SRE lessons will incorporate the ethos of the Ribblesdale Way.

# 1. Policy Aim and Rationale

## 1.1.

### *Rationale*

This policy will ensure that teachers, parents, carers and pupils know the legal requirement for PSHE and RSE and the pupils' entitlement. It also clarifies the responsibility of the governing body. This policy supports all staff in their delivery of RSE.

One of our Associate Senior Leaders and the Subject Leader for PSHE, are responsible for the promotion, monitoring and evaluation of this policy. This policy will be reviewed regularly and in line with the needs of the school population and changes in government legislation.

## 1.2.

This policy has due regard to legislation and statutory guidance, including, but not limited to the following:

Education Act 1996

Education Act 2002

Children and Social Work Act 2017

DfE (2019) 'Keeping children safe in education' (KCSIE)

DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'

## 1.3.

This policy will be adhered to in conjunction with the following school policies:

Complaints Procedures Policy

SEND Policy

SMAC Policy

Transgender Policy

Behaviour for Learning Policy

Bullying Policy

Drugs Education Policy and Confidentiality

Child Protection and Safeguarding Policy

## 1.4.

This policy has been created following consultation with parents, pupils, teaching staff and school Governors.

## Policy Aim

Ribblesdale School respects and supports the wide range of family experiences and the background of its pupils and it allows pupils to share and discuss attitudes from a range of cultural perspectives. At the same time, pupils are encouraged to respect differences and are made aware that staff have a duty to challenge prejudice such as: racism, sexism, homophobia and any prejudice shown towards members of the LGBT community. RSE is required to be taught in a moral framework and pupils will be taught these values throughout all aspects of school life and through all subjects, not just PSHE and Citizenship.

Among the values promoted are:-

Attitudes and values - learning the importance of values and individual conscience and moral considerations; learning the value of family life, marriage, and stable and loving relationships for the nurture of children; learning the value of respect, love and care; exploring, considering and understanding moral dilemmas; 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 with an absence of prejudice; developing an appreciation of the consequences of choices made; managing conflict; learning how to recognise and avoid exploitation and abuse.

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.

## **2. Key roles and responsibilities**

- 2.1. The Governing body has overall responsibility for the implementation of the school's PSHE and SRE Policy.
- 2.2. The Governing body has overall responsibility for ensuring that the PSHE and RSE Policy, as written, does not discriminate on any grounds, including but not limited to age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex, or sexual orientation.
- 2.3. The Head Teacher has overall responsibility for reviewing the PSHE and SRE Policy annually.

- 2.4. The Head Teacher has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- 2.5. The Head Teacher will be responsible for the day-to-day implementation and management of the PSHE and RSE Policy.
- 2.6. The PSHE and RSE Co-Ordinator is responsible for liaising with other staff and professional agencies to devise a suitable scheme of work to ensure a comprehensive PSHE and RSE education that achieves the aims laid out in this policy.
- 2.7. The school will consult with parents to ensure that the RSE and relationships education elements of the PSHE curriculum reflect the needs and sensibilities of the wider school community.
- 2.8. The school will work with parents throughout the year and will ensure that parents are routinely kept informed about their right to withdraw their children from sex education (but not relationships or health education).
- 2.9. The school ensures that pupils are also involved in the creation of this policy through pupil voice and evaluation.

### **3. Teaching methods and learning styles**

- 3.1. A range of teaching and learning styles are used to teach PSHE and RSE.
- 3.2. Teaching is pupil-led with an emphasis on active learning techniques such as discussion and group work.
- 3.3. Clear ground rules regarding discussions are put in place to ensure a safe, supportive and positive learning environment. Examples of discussion guidelines include rules such as:
  - Show respect for another's views, even when disagreeing with them.
  - Keep comments subject-specific, as opposed to personal.
- 3.4. The school uses visiting speakers to broaden the curriculum and share their real-life experiences. Any such speakers are closely monitored by the class teacher who will use their professional judgement to end a speech if they consider it to contravene any of the aims of this policy or the values of our school.
- 3.5. The school consults with the local community on matters related to PSHE to ensure that local issues are covered in lessons.
- 3.6. Pupils' questions, unless inappropriate, are answered respectfully by teachers.
- 3.7. Teachers are aware of sensitive issues that may arise out of teaching and learning about RSE.

The following are protocols for discussion based lessons with pupils:

- No one (teacher or pupil) will have to answer a personal question

- No one will be forced to take part in a discussion
- Meanings of words will be explained in a sensible and factual way
- Teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent or any other trusted adult. Where a member of staff is concerned that a child protection issue is arising it is his/her responsibility to follow the school's policy in this matter and refer this to the Ribblesdale Designated Safeguarding Lead or Deputy DSL.

#### **4. Safeguarding, reports of abuse, visitors and confidentiality**

- 4.1. All staff are aware of what constitutes peer-on-peer abuse. This is likely to include, but may not be limited to, the following:
- Bullying (including cyberbullying).
  - Physical abuse, e.g. hitting, kicking, hair pulling.
  - Sexual violence, e.g. rape, assault by penetration and sexual assault.
  - Sexual harassment, e.g. sexual comments, online sexual harassment, jokes. These may be stand-alone or part of a broader pattern of abuse.
  - Up skirting (taking a picture under a person's clothes without their awareness, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause humiliation, distress or harm.
  - Sexting.
  - Initiation/hazing type violence and rituals.
- 4.2. All staff are aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include:
- Increased absence from school, changes in friendships/relationships with older individuals or groups, a significant decline in performance.
  - Signs of self-harm or a significant change in wellbeing.
  - Signs of assault or unexplained injuries.
  - New possessions or unexplained gifts could indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.
- 4.3. All staff are aware of the associated risks surrounding pupils' involvement in serious crime, and understand measures in place to manage these.
- 4.4. If staff have concerns regarding a child who may be at risk of or suffering from 'honour-based' violence (HBV) including forced marriage, they will speak to the DSL (or deputy). Where appropriate, they will activate local safeguarding procedures. As highlighted with section 74 of the Serious Crime Act 2015, in cases where FGM appears to have been carried out, teachers must personally report this to the police.

- 4.5. Staff are aware of KCSIE advice concerning what to do if a pupil informs them that they are being abused or neglected or are witnessing abuse. Staff are also aware of the appropriate levels of confidentiality. This means only involving those deemed necessary, such as the DSL (or deputy) and children's social care. Staff must never promise a child that they will not tell anyone about a report of abuse, as this ultimately may not be in the best interests of the child.
- 4.6. The school will involve the DSL (or deputy) in anything related to safeguarding. They can potentially provide knowledge of trusted, high quality local resources, links to the police and other agencies, and the knowledge of local issues that may be appropriate to address in lessons.
- 4.7. Every lesson reinforces that, if pupils have any sensitive/personal issues or wish to talk about any of the issues raised in the lesson; they are aware of how to raise concerns or make reports to their PSHE teacher or another member of staff about this, and how this will be handled. This also includes processes when they have concerns about a friend or peer.

#### **4.8. Visitors**

It is important that pupils have access to health professionals and other local experts on issues relating to RSE. The school has built successful partnerships with a number of agencies and professional. We work closely together to plan and evaluate modules of work on issues relating to RSE. All health professionals and visitors are asked to conform to the following:

- Visitors contributing to RSE do so at the invitation of the school and will be qualified to make an appropriate contribution
- Visitors must agree with the aims of the school in delivering its policy on RSE
- When in class visitors are supervised by a teacher, who will be present at all times
- Visitors follow the school's child protection procedures if a disclosure occurs
- Visitors know and understand where their contribution fits into the school's programme for PSHE

Health services for pupils provided by the school

The school also employs a Counsellor. Pupils may be referred to the Counsellor, School Nurse or other appropriate professionals. These services are available following consultation with the Pastoral Co-Ordinator and parents may also contact the PC to make an appointment with the Counsellor or other agencies.

It is clear from Government guidelines that when not in a classroom context these professionals are covered by their own professional codes of conduct. Health professionals such as School Nurses 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 pupil has the maturity to consent to medical treatment including contraceptive treatment
- 4.9. The school is aware that, when teaching new subjects, topics including self-harm and suicide may be raised by pupils. Teachers recognise the risks of encouraging or making suicide seem a more viable options for pupils, and avoid material being instructive rather than preventative. To prevent this, teachers avoid giving instructions or methods of self-harm or suicide and the use of emotive language, videos or images.

## **5. Withdrawal from RSE**

### Parental right to withdrawal from RSE

We believe that all pupils are entitled to a planned RSE programme. However, parents and carers have a right to withdraw their child from some aspects of RSE programme, except for those parts included in the National Curriculum for Science.

Parents/carers wanting to withdraw their child from RSE must write a letter to the Head teacher. When the Head teacher receives such a letter he, or a designated member of SLT, will invite the parents/carers to a meeting. At this meeting the school will explain clearly what our policy is and seek to accommodate the wishes and/or concerns of the parents. At all times we welcome discussion with parents/carers and aim to work together on this matter.

## **6. Tailoring PSHE and RSE**

- 6.1. The school uses discussions and other activities during initial PSHE lessons to ascertain 'where pupils are' in terms of their knowledge and understanding of various subjects. The teaching programme will then be adjusted to reflect the composition of the class with regards to this.
- 6.2. Teaching considers the ability, age, readiness and cultural backgrounds of all young people in the class and will be tailored accordingly.
- 6.3. Adaptations are made for those for whom English is a second language to ensure that all pupils can fully access PSHE educational provision.
- 6.4. All pupils with SEND receive PSHE education, with content and delivery tailored to meet their individual needs.

### 6.5 Sexuality

Pupils, whatever their developing sexuality need to feel that sex and relationships education is relevant to them and sensitive to their needs (Dfes 0116/2000). In discussing relationships and sex we make it clear that all types of loving relationships are valid. Homophobic bullying and the emotional harm and distress caused by bullying relating to sexuality is specifically addressed within PSHE curriculum in Year 9.

Any incidences of physical, verbal abuse or bullying should be logged on the school's electronic reporting system. Staff are instructed to challenge inappropriate behaviour at all times.

## **7. Staff Support**

Staff training to Teachers /Non-Teaching Staff- PCs /School Counselor regarding the content of the RSE Policy.

Teachers have the right to opt of teaching Sex Education. The PSHE Co-Ordinator will organise alternative staff to deliver such sessions.

## **8. Delivery of PSHE and RSE**

Providers are prompted to meet the requirements of the RSE Statutory Framework.

PSHE and SRE is delivered by Form Tutors (Teaching explicit PSHE lessons), during RE and Science Lessons.

### **HOW and where?**

See Appendix 1

## **9. Assessment and Monitoring**

- 9.1. The school sets the same high expectations of the quality of pupils' work in PSHE as for other areas of the curriculum. A strong curriculum will build on knowledge pupils have previously acquired, including from other subjects, with regular feedback on their progress.
- 9.2. Lessons are planned to ensure pupils of differing abilities, including the most able, are suitably challenged.
- 9.3. Teachers of PSHE will provide half-termly feedback on Doodle, in which they will RAG rate pupils' knowledge of the mandatory framework based on pupil and teacher assessments. This will identify any gaps in knowledge.
- 9.4. The PSHE Co-ordinator is responsible for the effective delivery of PSHE. This will be through the school's Quality Assurance procedure.

It is the co-ordinator's responsibility to:

- Ensure that SRE occurs in the school's curriculum according to the schemes of work for PSHE

- Monitor the use of teaching and learning styles
- Monitor the use of teaching materials
- Evaluate the effectiveness of the school's programme.