



PERSONAL SOCIAL HEALTH, ECONOMIC AND CITIZENSHIP; RELATIONSHIPS, SEX AND HEALTH CURRICULUM POLICY

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Policy Author:	Jane Straw – Head of Education
Ratified by:	Alfred Foglio – Chair of the Board of Directors

EQUALITY AND DIVERSITY STATEMENT

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any employee or applicant and it helps to promote equality at this school.

Policy Context and Rationale:

This policy covers Yarrow Heights School's approach to PSHE (Personal, Social, Health and Economic) and Citizenship education. It also incorporates Yarrow Height's School's Relationships, Sex and Health Education (RSHE) Policy.

We are required to teach RSHE as part of the revised Department for Education statutory guidance.

Documents that inform the school's PSHE&C and RSHE Policy include:

- Education Act (1996) • Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping Children Safe in Education – Statutory safeguarding guidance (2020 & 2021)
- Children and Social Work Act (2017)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education, Statutory Guidance (2019)
- Human Rights Act 1998

Creating a safe and supportive learning environment:

Because PSHE and RSHE education stimulates discussions based on pupils' real-life experiences, it is essential to establish a safe learning environment. PSHE and RSHE are predominantly delivered in small groups, in single year groups and in some cases, single gender groups. This enables clear ground rules to be established to ensure a safe learning environment. Occasionally, where appropriate, whole year groups, or the whole school may be involved in the delivery of particular topics and, again, these are designed to ensure a safe learning environment, delivered by experts in their field. In the course of PSHE or RSHE education lessons, pupils may indicate in some way that they are vulnerable or 'at risk'. There are clear links here with the school's Safeguarding and Child Protection Policy, and all staff have clarity about what is required in such circumstances.

Entitlement and equality of opportunity:

We promote the needs and interests of all pupils, irrespective of gender, culture, ability or personal circumstance by taking these differences into account and adjusting lessons and delivery where necessary to enable all pupils to access the learning.

We expect our pupils to consider others' needs by addressing these issues directly and appropriately in PSHE and RSHE lessons, ensuring equality for all. Full PSHE and RSHE education provision is accessible to every pupil, although parents have a right to withdraw their children from those parts of Relationships and Sex Education not within the national curriculum Science programmes of study.

We recognise the right for all pupils to have access to PSHE and RSHE education which meets their needs, providing the necessary support as required.

Active engagement in learning:

Rather than passively receiving information, active involvement and discussion is most effective in teaching PSHE and RHSE education. Pupils will have opportunities to consider and clarify their values and beliefs, and to rehearse and develop enquiry and interpersonal skills. This policy ensures they

will receive a comprehensive, balanced and relevant body of factual information to inform their present and future choices. Skills which will be enhanced during PSHE/RSHE lessons are cross-curricular, e.g. the ability to engage in discussion, take turns, explain a point of view and be tolerant of others' views. Opportunities for reading may arise when pupils are presented with written materials to discuss.

Our PSHE / RSHE programme has the following intended outcomes:

- To help pupils recognise their worth;
- To develop pupils' recognition of the importance of British values with regard to democracy, the rule of law and tolerance ;
- To develop each pupil's ability to economic well-being;
- To develop each pupil's capacity for leading a fulfilling, responsible life as a member of a caring and thinking society;
- To provide opportunities for the spiritual, moral, social and cultural development of each pupil;
- To promote a happy and healthy School community, reflecting the ethos of the School.
- To help pupils develop healthy relationships in all aspects of their lives and an understanding of issues such as consent within sexual relationships.

Creating a safe and secure learning environment:

Pupils will bring differing levels of knowledge and understanding to any issue explored through PSHE or RSHE education. Often this prior learning is more complex than we might assume. Where possible, any new topic in PSHE/RSHE education should start by determining pupils' prior knowledge. (This will also enable teachers to make more effective judgements about pupils' development and progression in learning). Research shows that attempts to scare or shock young people into making a healthy choice rarely work and can indeed 'backfire' by inadvertently creating excitement, curiosity or even status among pupils who accept the risk.

This does not mean that potential consequences of the lifestyle choice should not be made clear, but balance is important. For example, young people frequently overestimate how often their peers take part in risky behaviours and feel that they are the 'odd ones out' if they don't do the same. It is important that they are reassured that the majority of young people actually make positive, healthy lifestyle choices. It is important that pupils are helped to make connections between the learning they receive in PSHE/RSHE education and their current and future 'real life' experiences.

Teaching and Learning:

The skill of critical reflection is therefore at the heart of assessment for learning in PSHE/RSHE education. Planning and timetabling PSHE/RSHE at Yarrow Heights School builds on the programme of study across the year groups, but it also is planned so that pupils from a range of backgrounds have a good grounding of all aspects of our PSHE/RSHE curriculum. At Yarrow Heights, PSHE/RSHE are taught as a 'spiral programme'. This means we have organised learning into a series of recurring themes, which pupils experience every year.

At each encounter, the level of demand increases, and learning is progressively deepened. This approach avoids PSHE/RSHE education becoming a string of 'topics' or disconnected 'issues'. An example of a theme that we use is 'Health and Wellbeing', which offers a context for developing the key concept of 'a healthy lifestyle' and the key skills of 'critical reflection', 'decision-making' and 'managing risk'.

On occasions, whole year groups or the whole school may have PSHE/RSHE sessions delivered by an outside speaker or organisation. Our provision is further enriched by material covered in Assemblies.

Assessment:

PSHE/RSHE education alone is not responsible for pupils' future lifestyle choices: as with any other subject, assessment in PSHE/RSHE education should focus on learning, set against the lesson objectives and outcomes. It is important to recognise that assessment in PSHE/RSHE education is not about 'passing or failing', or about behavioural outcomes. Teachers and pupils both need to know what has been learned, and how learning and understanding has progressed.

Confidentiality and handling disclosures:

Due to the nature of PSHE/RSHE education, pupils' learning may result in them seeking advice or support on a specific personal issue. Teachers cannot offer complete confidentiality; it is important for everyone's safety that teachers and pupils are clear about what can and cannot be kept confidential. It is also very important for external contributors, including school nurses, to be clear about these rules and that whilst working in the classroom, they are bound by the school's confidentiality policy.

More information can be found in the Safeguarding Policy.

Responding to pupils' questions:

It is important that pupils feel able to ask any questions that they wish and that their questions are valued. However, consideration should be given to how to respond to questions. If necessary, teachers should feel able to ask a pupil to wait for an answer to give them time to consult with the school's leadership team if they feel this appropriate, or if the question raises potential safeguarding concerns. (For instance: 'That is a really interesting question and I need time to think because I want to give you a proper answer.')

Teachers should feel able to work with colleagues if necessary, to construct an appropriate answer.

Links to other school policies and areas of the curriculum:

This policy supports and complements the following other school policies:

- Behaviour, Rewards and Sanctions policy
- Anti Bullying Policy
- Curriculum Policy
- Drugs and Drug Testing Policy
- E-Safety Policy
- Preventing Extremism and Radicalization Policy
- Safeguarding and Child Protection Policy
- Special Educational Needs and Disability Policy

Involving Parents and Carers:

Legislation states that parents have the right to withdraw their children from aspects of sex education which are not part of the Science curriculum. Any requests of this nature should be

addressed to the Headteacher, where a meeting will be arranged to fully understand the wishes of the parent / carer and to clarify the nature and purpose of the curriculum. Once these discussions have taken place, except in exceptional circumstances, the school will respect the parent / carer's request to withdraw the child, up to and until three terms before the child turns 16.

After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms. If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from other aspects of the Relationships Education or Health Education, or any other part of the PSHE programme of study.