



Personal, Social, Health and Citizenship Education Policy including Relationship and Sex Education

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Review Cycle	Every Three Years
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Next Review	May 2024
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Lead Staff	Deputy Headteacher
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Chair of Governing Body	Diarmuid Molloy
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Mission Statement

We accept all pupils **as they are** and believe that every one of them is **entitled** to the very **best education**, delivered in an **environment** that is **supportive, caring and safe**.

Our goal is to develop our pupils to become:

- **Successful** Learners.
- As **independent** as possible.
- **Confident** individuals and self-advocates.
- **Effective** communicators and **contributors**.
- **Responsible** citizens.

We will do this by working to **ensure we get every aspect of their provision just right**, helping them to achieve academically, personally, socially and morally.

Rights Respecting Schools

The Unicef UK Rights Respecting School Award (RRSA) is based on principles of equality, dignity, respect, non-discrimination and participation. The RRSA seeks to put the UN Convention on the Rights of the Child at the heart of a school's ethos and culture to improve well-being and develop every child's talents and abilities to their full potential. A Rights Respecting School is a community where children's rights are learned, taught, practised, respected, protected and promoted.

Stone Bay School is a Rights Respecting School and this policy is written with reference to:

Article 5 (parental guidance and a child's evolving capacities) Governments must respect the rights and responsibilities of parents and carers to provide guidance and direction to their child as they grow up, so that they fully enjoy their rights. This must be done in a way that recognises the child's increasing capacity to make their own choices

Article 12 (respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously

Article 13 (freedom of expression) Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law

Article 14 (freedom of thought, belief and religion) Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights

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Introduction

Relationship and Sex Education (RSE) is a statutory Government requirement and one which Stone Bay School believes to be of utmost importance in preparing our pupils for adult life. This policy is based on the Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)

RSE has been incorporated into the school's PSHCE curriculum and the subject will be referred to as Personal, Social, Health & Citizenship Education (PSHCE) including Relationship and Sex Education (RSE) Particular and relevant areas are also covered within the Science and Religious Education curriculum.

At Stone Bay we believe every pupil is an individual and therefore some pupils may require individual or small group sessions relating to specific issues. The whole school approach reflects and promotes personal and social skills, attitudes and values, knowledge and understanding in order to prepare our pupils for the opportunities, responsibilities and experiences necessary to make reasoned choices and become confident citizens of the future.

This Policy explains the aims within Personal, Health, Social & Citizenship Education (PSHCE) including Relationship and Sex Education (RSE)

It describes what we teach and the approaches we use. It also helps to ensure that the whole school community have a shared understanding of this important area of the curriculum.

Cross curricular links are designed to support our pupils, all of whom have identified Special Educational Needs, through their physical, emotional and moral development whilst taking into consideration the limitations of their personal abilities and individual levels of comprehension.

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

- Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – all parents and carers were given the opportunity to look at the policy and express views
- Pupil consultation – where appropriate we have taken into consideration what pupils want to find out about.
- Ratification – once amendments were made, the policy was shared with governors and ratified

Statutory Requirements

It is widely accepted that PSCHE provides a vital foundation for the personal development of young people in preparing them for adult life. The PSHCE and RSE curriculum became statutory from September 2020. As a maintained school we must provide;

Primary aged pupils

Relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

Secondary aged pupils

We must provide Relationship and Sex Education to all pupils to all as per the [Children and Social work act 2017](#).

In teaching Relationship and Sex Education, we must have regard to to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Stone Bay School PSHCE including RSE is taught to pupils from Key Stage 2 onwards. In all Key stages, pupils receive at least weekly PSHCE including RSE learning opportunities. PSHCE including RSE will also be taught through other lessons and as part of the whole school day. In KS4 and 5 pupils study vocational qualifications which include links to many aspects of the PSHCE curricula.

Aims and Objectives

The pupils at Stone Bay School all have profound, severe and complex needs and a diagnosis of Autism. We provide access to a needs led and adapted broad and balanced curriculum which incorporates PSHCE including RSE.

Our PSHCE programme is a planned, developmental programme of learning through which pupils acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of our whole-school approach, our programme develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

Our programme helps to reduce the many barriers to learning experienced by our pupils significantly improving their capacity to communicate, self-manage their behaviours, develop appropriate relationships, interact in a socially acceptable manner and keep themselves safe.

Our programme makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development

It encourages them to be enterprising and supports them in making effective transitions, positive learning and life choices ultimately supporting their future wellbeing. A critical component of our programme is providing opportunities for our pupils to reflect on and clarify their own values and attitudes whilst exploring the complex and sometimes conflicting range of values and attitudes they encounter now and will do in the future.

Our PSHCE curriculum makes a significant contribution to ensuring we meet the goals of our mission statement. It contributes to our pupil's personal development by helping them to build their confidence, independence, ability to communicate, resilience, self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others. All of this will help our pupils to form and maintain good, positive relationships, develop the essential skills for their individual futures ensuring they can better enjoy and manage their lives.

PSHCE including RSE aims to help pupils develop the following skills with or without support depending on the pupil's level of need:

- Equal Opportunities -To provide pupils with the experience of school and as a caring, supportive community where life is enjoyable and there is equal provision of opportunity, regardless of gender, race, culture or ability.
- Critical reflection – Recognising personal strengths, values, emotions and areas for development, and then identifying strategies to progress in these areas. Critical reflection can also help pupils develop self-awareness, enabling pupils to use their knowledge and experience of how they think and feel to choose their behaviour, plan their learning and build positive relationships.
- Decision making and managing risk – This involves finding and using accurate information, weighing up the options and identifying the risks and consequences of each option in order to make an informed choice. These skills can be applied to most situations, including those that involve issues relating to health, personal safety, personal and sexual relationships, personal and social change, leisure and learning opportunities.
- Developing relationships and working with others – Learning how to build and maintain a range of positive relationships by using skills of negotiation, communication, assertiveness and collaboration. Social and emotional aspects of learning are important for personal and social development and for safely challenging inappropriate behaviour. This includes the ability to listen actively, to empathise and to understand the consequences of aggressive, passive and assertive behaviour in relationships.
- Self-development – Building and maintaining self-esteem through reviewing experiences and achievements. Being able to identify the major life roles that pupils will experience in their lives and how they develop their needs, interests, values and skills within all learning environments to ensure they are successful in their future roles.
- Exploration – Learning how to use a variety of information sources to explore options and current trends. For example: using a variety of sources to explore post

sixteen options and the relevant employment trends which may limit these choices, whilst also understanding that bias and inaccuracies may exist within the information they examine.

- Enterprise – The ability to handle uncertainty and respond positively to change; to create and implement new ideas and new ways of doing things; and to make reasonable risk / reward assessments and act on them in their personal and working life.
- Financial capability – Being able to understand the value of money and understand the risks and rewards associated with financial products, such as bank accounts and credit cards. Also recognising how finance will play an important part in their lives and in achieving their aspirations.
- Responsibility - to equip pupils for their adult roles in society and help them to understand the responsibilities of being parent and carers, citizens, partners and consumers.
- Informed Choices - enable pupils with or without support to make informed choices when considering the development of a healthy and safer lifestyle, this includes healthy living, and informed consent.
- Taking informed and responsible action – Pupils understand their impact on communities and the wider world.

The objectives for PSHCE including RSE are:

- To provide a comprehensive curriculum which is differentiated to meet the specific requirements of our pupils.
- To prepare all pupils for the opportunities, responsibilities and experiences of life, through a developing awareness of their surroundings and models of appropriate behaviour, forming healthy relationships and coping with external pressures in a range of situations.
- To promote children’s spiritual, moral, social and cultural development by fostering an atmosphere whereby pupils develop a positive attitude and are encouraged to show respect and tolerance towards others.
- To promote pupils’ awareness of the communities they belong to (local, national, and international), the rights and responsibilities they hold in each community, and the appropriate ways in which they can incite change if they disagree with an element of that community.
- To provide opportunities for all pupils to learn and achieve by encouraging them to identify and develop their strengths and coping strategies in order to overcome frustration and areas of personal difficulty.
- To ensure pupils have tools to support their mental health and wellbeing and an understanding of support available to help this

Cross Curricular Links

Many of the skills pupils develop during PSHCE including RSE can be transferred to other situations around school, both within lessons and at more informal time. PSHCE including RSE involves 24-hour learning, pupils are continuously exposed to PSHCE including RSE learning in all curriculum subjects.

- English – skills in enquiry and communication, use of resources, discussion and presentation of arguments, texts with personal, health and relationship issues.
- Mathematics – aspects of financial capability
- Science – teaching and learning on health, drugs (including medicines), sex education and safety.
- Computing – considering the ethical impact of the use of computers on our lives; looking at the impact of legislation such as the Data, Online safety, internet research, email and communication. CV writing and job research.
- History – ideas, beliefs, attitudes and experiences of people from the past, issues of cultural diversity including Britishness & Democracy.
- Geography – implications of sustainable development for pupils' own life, study of cultural differences, skills of geographical enquiry including communication.
- Art and Design – respect of the differences between people through an investigation of artists, craftspeople and designers from Europe and the rest of the world.
- Music – making the most of abilities and working with others when playing or singing, issues of cultural diversity, their value and expression.
- Physical Education and Food Studies – teaching and learning about health, safety and fitness, development of co-operation and commitment, teamwork. Inter school competition.
- Life Skills – issues of self-development and the understanding of the wider community.
- Religious Studies - religious and moral beliefs, values and practices that underpin and influence personal and social issues and relationships.
- Careers and Economics – developing pupils' understanding of the world of work and their role as consumers and aspects of financial capability. This also responds to the Gatsby requirements for career education.

Delivery of Relationships and Sex Education

Relationships Education, RSE and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities. At Stone Bay school teachers will tailor content and teaching to meet the specific needs of pupils at different developmental stages and ensure that their teaching is sensitive, age-appropriate, and developmentally appropriate and delivered with reference to the law.

The aim of RSE is to increase pupil's ' knowledge and understanding by providing them with age and development appropriate information to explore attitudes and values and develop skills in order to make positive decisions about their health, well-being and related behaviour. It also gives pupils a greater understanding of issues relating to personal safety

and places an emphasis on pupils' awareness of personal risk and gaining an understanding of how to protect themselves using a range of strategies.

Relationship Education is statutory for Primary aged pupils and will be delivered by the class teacher and incorporated into the class topic based learning. The focus will be on building healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.

Relationships and Sex Education is Statutory for KS3 & 4 will build on the knowledge acquired at primary level and develop further pupils' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex as and when appropriate for the individual pupil.

At Stone Bay School we aim to help each pupil:

- Develop a personal moral code which is acceptable to society's expectations and demands regarding public and private behaviour.
- Learn the value of family life and marriage and how to provide a stable and loving relationship for the nurturing of children.
- Understand their role within the family and wider community.
- Learn the value of respect, love and care.
- Learn and manage emotions and relationships.
- Develop self-respect and empathy for others.
- Make choices based on an understanding of difference and without prejudice.
- Take account of the local community needs, including the differences and diversity within the school community.
- Understand the consequence of choices made.
- Develop sexual awareness and an understanding of their own sexuality.
- Gain the required knowledge and understanding of what is meant by abuse and learn strategies to protect themselves from abuse, illness, dangers and risks in different settings.
- Understand the importance of good personal hygiene.

Moral Framework

Teachers will be careful to ensure that their personal beliefs and attitudes do not influence the teaching of PSHCE including RSE.

- No teacher or pupil will be expected to answer personal questions.
- No one will be forced to take part in a discussion. The meaning of words will be explained in a sensible and factual manner.

Pupils will be taught RSE within a framework which models and encourages the following values:

- Being honest with themselves and others
- Developing a critical awareness of themselves and others
- Learning to show tolerance, understanding, respect and care for others
- Acknowledging the rights, duties and responsibilities involved in sexual relationships
- Developing an awareness and belief in one's own identity
- Personal safety and self-respect
- Having a positive attitude towards the value of stable relationships for the upbringing of children
- Acknowledging and understanding diversity with regard to religion, culture and sexual orientation

Content

Given the wide range of abilities within a school for pupils with learning difficulties such as Stone Bay School, some of whom have severe and complex needs, it is not anticipated that all of the programmes of study will be suitable for all pupils. However, they should all be able to cover a wide range of the areas of study, adapted and differentiated to their level of understanding and ability.

Our pupils are taught in mixed sex groupings for most PSHCE & RSE sessions although teachers may use single sex groups, small groups or 1:1 sessions as appropriate. Often the content of the lesson is better delivered on a smaller or 1:1 basis. Two members of staff should work together when dealing with any issues which could be considered sensitive or controversial.

RSE and Personal Safety areas covered within the PSHCE and the Science Curriculum takes account of the changes to the National Curriculum (in force from September 2014). Subject content within the Science covers reproduction at Key Stage 3. Other elements of RSE are covered throughout the curriculum, for example:

Human Relationships

Looking at interdependence in relationships with people we live with, friends and people we meet regularly.

Caring Relationships

Looking at the nature of trust and responsibility in caring relationships and the range of caring relationships in which adults may be involved.

Our Bodies

Encouraging respect for our own and others' bodies, recognising and naming different parts of the body and the difference between male and female bodies.

How We Grow Up (Women)

Looking at changes from child to adult female and encouraging a healthy attitude towards menstruation. Explaining the female reproductive cycle.

How We Grow Up (Men)

Looking at changes from child to adult male, including erections, masturbation, sexual feelings and mood swings.

Where We Came From

Explaining the reproductive role of the male and female sex organs in sexual intercourse and looking at conception and the growth of the foetus in the womb.

Pregnancy and Childbirth

Looking at the importance of pre-natal care and the responsibilities involved in caring for a baby.

Care of Children

Encouraging awareness of the on-going needs of children and looking at the responsibilities of the adults who care for them.

Sexual Relationships

Explaining the role of sexual intercourse within a sexual relationship, and the need for consent and privacy for any sexual activity.

Contraception

Looking at the need to limit the size of a family and giving basic information about methods of birth control and the prevention of STI's.

Good Manners

Reviewing learning on social behaviour and developing skills in handling common social situations.

Looking After Our Bodies

Encouraging a responsible attitude towards personal hygiene and preventative health.

Keeping Safe

Understanding the importance of safety rules and developing an awareness of stranger danger.

In the 6th Form, PSHCE & RSE has a particular focus on preparing our pupils for life beyond school. Prior learning is reinforced, however, there is a strong emphasis on personal safety, stranger danger, developing friendships/personal relationships and recognising rights and responsibilities. PSHCE is generally embedded and delivered in small ability groups, with topics being covered as the need arises or when questions are asked.

A range of teaching methods are used which encourage pupils to fully engage in the lesson. This may include the use of the Interactive Whiteboard, DVD's, role play, guest speakers and outside agencies. Resources are adapted to ensure they are appropriate and are relevant to the ability and understanding of the pupil.

Teaching Strategies and Guidance for RSE

In order for pupils to develop confidence in talking, listening and thinking about sex and relationships the following strategies will be put in place:

- Ground rules will be set to help create an environment in which there are clear guidelines, e.g. what is appropriate and inappropriate during a teaching session?
- Staff should be made aware of issues that will be discussed in any given session prior to it taking place. Support should be available for staff for when sensitive issues are to be discussed as this may have an effect on their own emotional wellbeing.
- Provision should be made for the teaching of pupils for whom group sessions may not be appropriate.
- No teacher or pupil will have to answer personal questions or be forced to take part in discussions.
- If a pupil makes a disclosure that causes a staff member concern then they should follow school child protection procedures.
- Pupils will be taught the correct names for body parts and meanings of words will be explained in a sensible and factual way.
- The personal beliefs and attitudes of teachers will not influence their teaching of PSHRE.
- If a question raised by a pupil is too explicit or is inappropriate, the teacher will attend to it later, on an individual basis. If necessary, this may be referred to a senior member of staff Designated Safeguarding Lead or parent for advice. Care will be taken to ensure that the pupil's self-esteem and confidence is not compromised.
- If a pupil makes a disclosure that causes a staff member concern then they should follow school child protection procedures.
- Outside services or agencies may be invited to lead sessions. Where visitors are invited to deliver aspects of the RSE programme, they will be used to support not supplant, the role of the teacher and they will always be accompanied in the lesson by a teacher. Visitors will always be fully briefed on their contribution to the programme.

RSE, Equal Opportunities and Inclusion

The RSE curriculum has been developed to take into account the diversity of the school population and to meet the needs of the pupils at Stone Bay School. The teaching materials we use are regularly reviewed to ensure their suitability.

The PSHCE Coordinator is also the Sex and Relationship Education Coordinator and is responsible for co-ordinating with teachers regarding the delivery of PSHCE to specific groups, whilst ensuring all important areas are covered. Provision should be made for the teaching of pupils for whom group sessions may not be appropriate.

Evaluation and Assessment

Assessment is an integral part of teaching Personal, Health, Social & Citizenship Education (PSHCE) including Relationship and Sex Education (RSE) and enables teachers to measure what has been covered, what has been learnt and decide next steps. The programme is evaluated to ensure it meets the changing needs of the pupils and reflects the views and values of the school community; this is carried out both by teachers and pupils.

Assessment will take place in the classroom as is appropriate to the task being undertaken. In oral work or role play this may be simply an observation of the learning outcome. In some cases, there may be written evidence. Self and Peer assessment will be actively encouraged and pupils allowed time to reflect on their progress and achievement.

Working with Parents and Carers

It is vital that parent and carers and school work together to provide effective Sex and Relationship Education for all pupils.

Information about PSHCE and RSE topics will be made available to parent and carers through class letters and topic information.

Parent and carers will always be informed by letter prior to any talks from outside speakers on puberty, menstruation, contraception sexual health and pregnancy/parenting.

If parents and carers have any concerns they can consult with Class teachers or The Assistant Headteachers for Primary and Secondary on any potentially sensitive issues. If requested, a

more detailed outline will be made available along with samples of worksheets and videos that are to be used during the teaching.

Parents will have a right to withdraw their child from sex education delivered as part of RSE in secondary schools which, unless there are exceptional circumstances, should be granted up to three terms before their child turns 16.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

We would always encourage parent and carers to have a discussion with us about the intended teaching before coming to this decision. At this point, if the child themselves wishes to receive sex education rather than be withdrawn, the school should make arrangements for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent.

There is no right to withdraw from Relationships Education at primary or secondary as the Department for Education recognise the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught

Staff Training

PSHCE and RSE is continually reviewed and modified according to the needs of our pupils and to take account of current Government guidelines.

Staff are kept informed of developments in key aspects of RSE, including links with safeguarding, inclusion, equality, Prevent, child protection and anti-bullying, through regular training provided at staff meetings and INSET days.

Links to other Policies and Guidance

This Personal, Social, Health and Citizenship Education Policy including Relationship and Sex Education is supported by, but not limited to:

- Behaviour Policy
- Health and Safety Policy
- Safeguarding/Child Protection Policy
- Anti-bullying Policy
- Intimate Care Policy
- Relationship and Sex Education Guidance – DfE

This guidance replaces the Sex and Relationship Education guidance (2000). This guidance will be reviewed three years from first required teaching (September 2020) and every three years after that point.

The guidance should be read in conjunction with:

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).
- National Citizen Service guidance for schools