



**WESTBOURNE  
SCHOOL**

# **EP9 PSHEE and RSE policy**

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<b>Date reviewed:</b>	September 2021	<b>Policy:</b>	PSHEE and RSE policy
<b>Review due:</b>	September 2022	<b>Reviewed by:</b>	D Harte

## Contents

1.	Rationale
2.	PSHEE in our school
3.	Equal opportunities
4.	Key principles
5.	The use of visitors in the classroom
6.	Students with additional educational needs
7.	Monitoring and evaluation
8.	Confidentiality
9.	Assessment, recording and reporting
10.	Organisation of the programme
11.	Teaching methods and approaches
12.	Dealing with sensitive issues
13.	Relationship and Sex Education
14.	Monitoring, evaluation and review

<b>Date reviewed:</b>	September 2021	<b>Policy:</b>	PSHEE and RSE policy
<b>Review due:</b>	September 2022	<b>Reviewed by:</b>	D Harte

## 1. Rationale

Personal, social, health and economic education (PSHEE) is a planned programme of learning opportunities and experiences that help children and young people grow and develop as individuals and as members of families and of social and economic communities. It equips them with knowledge and practical skills to live healthy, safe, fulfilled and responsible lives. PSHEE encourages young people to be enterprising and supports them in making positive education and career choices and in managing their finances effectively. PSHEE also enables children and young people to reflect upon and clarify their own values and attitudes, and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

Our school will use its PSHEE programme to equip students with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. PSHEE will also be used to build on the statutory content outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, relationship and sex education (RSE) and the importance of physical activity and diet for a healthy lifestyle.

## 2. PSHEE in our school

PSHEE is central to the development of the students in our school. Our planned programme is designed to help students deal with the difficult moral, social, health and economic-related issues that arise in their lives and in society. It also helps students to develop the knowledge, skills and understanding they need to live confident, productive, independent and healthy lives as individuals, parents, workers and members of society.

Provision for a comprehensive PSHEE programme is central to achieving our school's own aims, objectives and mission statement. PSHEE provides learning that makes an essential contribution to:

- reducing or removing barriers to learning by providing an education that promotes positive relationships and supports students in reaching their full potential
- developing key concepts, language skills, strategies and understanding to enable students to make positive lifestyle choices now and in their future
- developing the key concepts and skills that both support and transcend academic learning and are essential to employability, within a rapidly changing global economy.

The values and ethos of the school are not only made explicit in PSHEE, they shape what happens in PSHEE. It is the planned provision through which we promote both the present and future personal and economic wellbeing of our students. Our PSHEE programme is embedded within other efforts to ensure children and students have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported. The school provides opportunities for children and students to make real decisions about their lives, to take part in activities that simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.

<b>Date reviewed:</b>	September 2021	<b>Policy:</b>	PSHEE and RSE policy
<b>Review due:</b>	September 2022	<b>Reviewed by:</b>	D Harte

### 3. Equal opportunities

We promote the needs and interest of all students irrespective of gender, culture, ability or aptitude. Teaching strategies will take into account the ability, age, readiness and cultural backgrounds of the students to ensure that all can access the full PSHEE provision. We promote social learning and expect our students to show a high regard for the needs of others. PSHEE is a good vehicle for addressing both multi-cultural and gender issues and ensuring equal opportunities for all.

### 4. Key principles that underpin our PSHEE provision

We recognise that our students bring with them prior learning and real life experiences. Our lessons respect this fact and build on these, providing a programme that reflects the universal and unique needs of our students. Our PSHEE programme is taught within a safe and supportive learning environment where our students can develop the confidence to ask questions, challenge the information they are offered, contribute their own experience, views and opinions and put what they have learned into practice in their own lives.

Our PSHEE programme is just one part of what the school does to help students develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. The learning provided by the PSHEE programme supports and is supported by other curriculum areas; cross-curricular learning opportunities; the school's commitment to providing a 'healthy schools' climate and culture and the embedded pastoral system. The school is committed to providing a setting where the responsible choice becomes the easy choice. The personal and social development of students is the responsibility of all staff supported in partnership with families and the wider community. A variety of school reward systems including credits, prize draw slips and Pastoral leaderboard help pupils understand what good decisions are and how to be a successful member of the wider school community. Restorative practice also provides an integral part of the pupil experience. Helping and guiding pupils to understand how their behaviours make themselves and others feel as well as what a better course of action may have been consistently reinforces the idea of citizenship.

The purpose of each lesson is made clear and learning experiences meet the needs of all the students in the class. The programme offers a wide variety of teaching and learning styles within PSHEE, with an emphasis on interactive learning and the teacher as facilitator. Where information is provided it is realistic and relevant and reinforces positive social norms. Learning takes a positive approach which does not attempt to induce shock or guilt but focuses on what students can do to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic wellbeing.

Students are encouraged to take responsibility for their own learning and to record their own progress. PSHEE encourages students to reflect on their learning and the progress they have made, and to transfer what they have learned to say and to do from one school subject to another, and from school to their lives in the wider community.

<b>Date reviewed:</b>	September 2021	<b>Policy:</b>	PSHEE and RSE policy
<b>Review due:</b>	September 2022	<b>Reviewed by:</b>	D Harte

## **5. The use of visitors in the classroom**

Visitors to the classroom enrich the PSHEE programme by providing expert knowledge or accounts of personal experiences. These inputs are always part of a planned developmental programme and the teacher is always present to manage the learning. Visitors are resources to enable learning and not a substitute for a planned developmental programme. Within the programme there is both learning prior to the visit and as follow-up to the visit.

## **6. Students with additional educational needs**

As far as is appropriate, students with special educational needs follow the same PSHEE programme as all other students. Careful consideration is given concerning the level of differentiation needed and in some cases the content or delivery will be adapted.

Teaching assistant's work with individual students, where required, sometimes on a one-to-one basis. It is the school's policy not to withdraw students with special educational needs from PSHEE to catch up on other National Curriculum subjects, as we believe that these aspects of personal and social development are of equal importance to and underpin academic achievement.

## **7. Monitoring and evaluation**

The PSHEE leade will monitor the planning, teaching and learning of PSHEE regularly. Planning is monitored termly and observations of teaching will take place in accordance with the school's monitoring, learning cycle. Feedback is given to teachers. The scheme of work and policy are also be reviewed according to the learning cycle.

## **8. Confidentiality**

Due to the nature of the topics covered in the PSHEE programme, all teachers are made aware of the school's guidelines on confidentiality and disclosure. The boundaries around confidentiality are made explicit to learners.

## **9. Assessment, recording and reporting**

As with any learning, the assessment of students' personal, social and emotional development is important. It provides information, which indicates students' progress and achievement and informs the development of the programme. Students do not pass or fail within this area, but have the opportunity to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them. The process of assessment has a positive impact on students' self-awareness and self-esteem and there are opportunities to record learning and progress in different ways. Self, peer and teacher-assessment is planned into PSHEE lessons and activities enable students to be independent learners. Students self-evaluate at the end of each unit and complete a formal end of unit assessment where appropriate. Teachers of PSHE Education are required to keep marked work. This work is collated and retained to help inform policy and progress.

<b>Date reviewed:</b>	September 2021	<b>Policy:</b>	PSHEE and RSE policy
<b>Review due:</b>	September 2022	<b>Reviewed by:</b>	D Harte

## 10. Organisation of the programme

The PSHEE lead is responsible for the organisation of PSHEE Education. The PSHEE schemes of work is developed by the PSHEE lead in line with statutory requirements (2020) to suit the age and needs of the students. Whole school assemblies also provide an element of PSHEE Education.

Areas of PSHE Education (such as Relationship and Sex Education (RSE), drugs education and certain Citizenship topics) are also delivered in other subject areas, such as in Science, English, Humanities, Philosophy and Ethics.

## 11. Teaching methods and approaches

PSHEE, by its very nature, deals with issues which are both personal and sensitive such as puberty, bereavement, debt, family breakdown, etc. It is essential that a safe and positive learning environment is established and maintained so that all students feel able to fully participate.

Teachers of PSHEE do not promote their personal attitudes and beliefs to students but should provide comprehensive, unbiased and correct information. Lessons enable students to develop and consider their own attitudes and values and those of other people. Lessons use active learning techniques, which give students responsibility for their own learning and maximise participation of all students.

A variety of teaching methodology is used in lessons in order to enable and encourage all students to participate fully. Resources used by PSHEE teachers includes board work, PowerPoint presentations, worksheets and videos. Teaching methodology includes whole class discussion, group work, individual work, debates, case studies, role play and media analysis.

## 12. Dealing with sensitive issues

Teachers develop a supportive climate in their classroom, with clearly defined ways of working and the appropriate language to use. Clear ground rules are established in PSHEE lessons.

Students must feel confident when discussing sensitive issues and when asking questions both in lessons and around school. In most cases, students' questions are answered openly and honestly. However, on occasion, students may ask questions that are not appropriate – e.g. questions about a teacher's personal life. Advice on using distancing strategies to de-personalise sensitive and controversial issues can be sought from the PSHEE lead, Assistant Headteacher or Principle.

### Links to pastoral support and community services:

In PSHEE lessons students are made aware of pastoral services within the school and community. Outside speakers may represent agencies in the drugs, health and advice services. In lessons students are encouraged to be independent learners and may contact and research community and support groups.

This enables them to be aware of community services and provides students with the skills to

<b>Date reviewed:</b>	September 2021	<b>Policy:</b>	PSHEE and RSE policy
<b>Review due:</b>	September 2022	<b>Reviewed by:</b>	D Harte

access them. External health professionals may also be involved in delivering SRE and providing students with up to date information and advice.

### **13. Relationship and Sex Education (RSE)**

RSE is lifelong learning about physical, moral and emotional development. It is about understanding 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. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.

Within our school, RSE has three main elements:

#### **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.

#### **Use of materials**

<b>Date reviewed:</b>	September 2021	<b>Policy:</b>	PSHEE and RSE policy
<b>Review due:</b>	September 2022	<b>Reviewed by:</b>	D Harte

The teaching of some aspects of sex and relationship education might be of concern to teachers and parents. Sensitive issues are covered by the school’s policy and in consultation with parents. Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to enter into sexual activity – it can help them learn the reasons for, and the benefits to be gained from, delaying such activity. Through excellent relationships between the schools tutor teams and parent/carers, discussions play a vital role in supporting the pupils and parents/carers where the schools cover sensitive subject areas in enabling our partners to request their child be withdrawn from areas within this curriculum. This is completed as part of our ongoing and regular communications between the school and home.

Materials used in schools must be in accordance with the PSHEE framework and the law. Inappropriate images will not be used nor should explicit material not directly related to explanation. We will ensure that students are protected from materials which are inappropriate, having regard for the age and cultural background of the students concerned. The Headteacher or appointed Deputy will discuss with parents and take on board concerns raised, both on materials which are offered to schools and on sensitive material to be used in the classroom. We will ensure that students are protected from accessing unsuitable materials on the Internet.

**Secondary RSE**

During Year 7, our school will support students’ ongoing emotional and physical development effectively. As well as consulting parents more generally about the school’s overall policy, we will consult with parents before and will offer parents support in talking to their children about sex and relationship education and how to link this with what is being taught in school.

We have clear parameters on what children will be taught. This includes:

- changes in the body related to puberty, such as periods and voice breaking
- when these changes are likely to happen and what issues may cause young people anxiety and how they can deal with these
- how a baby is conceived and born.

RSE forms an integral part of our PSHEE framework, in addition to the Science Curriculum topics. We set sex education within a broader base of self-esteem and responsibility for the consequences of one’s actions. We clearly establish what is appropriate and inappropriate in a whole-class setting and how to deal with individual questions.

Within RSE at secondary, we discuss:

- relationships, love and care and the responsibilities of parenthood as well as sex
- building self-esteem
- taking on of responsibility and the consequences of one’s actions in relation to sexual activity and parenthood
- information about different types of contraception, safe sex and how they can access local sources of further advice and treatment.

Where it is appropriate, we use young people as peer educators to:

- give students a clear understanding of the arguments for delaying sexual activity and resisting pressure
- link sex and relationship education with issues of peer pressure and other risk-

<b>Date reviewed:</b>	September 2021	<b>Policy:</b>	PSHEE and RSE policy
<b>Review due:</b>	September 2022	<b>Reviewed by:</b>	D Harte

- taking behaviour, such as drugs, smoking and alcohol
- ensure young people understand how the law applies to sexual relationships.

#### **14. Monitoring, evaluation and review**

The school will review this policy at least once a year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

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