



Combe Pafford

PSHE Policy

Incorporating previous Health Education Policy, RSE policy and BV policy.

Approved by:
Last reviewed on: June 2023
Next review date: June 2024

This policy will be available on the school website for parents and carers to view its content

<https://www.combepaffordschool.co.uk/page/?title=Policies&pid=28>

This policy is informed by Combe Pafford School's safeguarding/child protection policy...

Combe Pafford School aims to tailor the curriculum to the needs of the pupils throughout Key stage 2 – key stage 5. This is embedded and underpinned by British Values within our school.

The aims of our school's Personal, Social, Health & Economic (PSHE) education policy are to:

- Give our pupils the knowledge and understanding which will enable them to play an active role in society.
- Encourage pupils to have confidence in their own thoughts and believe that they can achieve their goals if they put their mind to it.
- Provide pupils with opportunities to discover their physical, emotional and social selves within the environment of the school.
- Promote respect and tolerance for those who choose to live their lives differently to us.
- Support pupils with the development of social skills and social etiquette.
- Help pupils to know how they can support each other, manage their own behaviour and get help for themselves or their friends when they need it.
- Support pupils to have responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle.

The majority of content taught through PSHE became statutory in September 2020 under the Children and Social Work Act. The statutory elements to the curriculum are:

Relationships education KS2, Relationship and Sex Education (RSE) KS3 – 5, and Health Education KS2 – KS4.

How will PSHE education, including Relationships Education be provided?

Our PSHE curriculum is designed around three core themes that are revisited each year to ensure pupils' learning is developed over time. These themes are: **Health and Wellbeing, Relationships** and **Living in the Wider World**.

We ensure that our PSHE curriculum is accessible for all of our pupils. Lessons are primarily discussion based and provide pupils with the opportunity to develop their speaking and listening skills. The curriculum builds on, revisits and consolidates the knowledge, understanding and skills to match pupils' needs. Teachers respond to issues that are relevant to pupils in their class as and when they arise. Where possible, teachers will use real - life experiences to support and enhance learning.

Assessment of PSHE

Ongoing assessment takes place throughout lessons and learning. Teachers assess pupils based on their input, responses and behaviour.

Formal assessment takes place through a progressive and sequenced curriculum where pupils are RAG rated against objectives. These RAG ratings enable us to continually review the curriculum to ensure it is meeting the needs of all pupils.

Who plans & teaches PSHE?

The PSHE curriculum has been planned and mapped by the PSHE leads and is underpinned by the PSHE association planning for KS3 - KS5. Teachers will use the PSHE association for planning, teaching and assessing learning to meet the needs of pupils in their class. Continuous Professional Development (CPD) for PSHE will take place via online and face to face training.

Teaching staff will be timetabled to teach pupils the PSHE association content, via a spiral curriculum which is revisited and built upon, this will be diversified to meet/suit pupil's individual needs. We promote the needs & interests of all pupils irrespective of their: gender, culture, ability and personal circumstances. The curriculum has been planned to take into account the age, ability, readiness and cultural backgrounds of all pupils. Teaching and support staff will promote British values throughout all lessons and promote diversity and inclusion for all of our pupils' needs.

Our PSHE curriculum recognises that our pupils come from a range of different family structures and backgrounds such as our Cared for Children and pupils who have been exposed to Adverse Childhood Experiences (ACES). It is always our aim to uphold and support the wellbeing of every child and young person. We have a dedicated teacher for Cared for Children (Alise Smith) who can provide additional support if needed.

Confidentiality & Handling disclosures

We will set the 'ground rules' at the beginning of each lesson

We will ensure confidentiality by reminding pupils and staff that all lesson content is for this room only, unless there is a particular cause for concern

If any pupils make a disclosure it will be reported via our safeguarding recording platform: CPOMS

B Williams September 2023

Pupil's questions throughout the delivery of any lesson will be answered, so long as it is in line with age appropriate learning and is in context set within the 'ground rules'. Pupils will be offered an opportunity to ask questions anonymously, however, if the question triggers a safeguarding concern we will investigate the matter further and offer support to pupils.

Links to other curriculum policies

This policy supports/compliments & links with other areas of learning here at Combe Pafford School for example: some content of **RSE** is a statutory requirement within **Science IT** & online safety is taught in IT lessons as well as PSHE.

Communication

PSHE is at its strongest when there is a clear and open line of communication between school and home. Here at Combe Pafford School, we are committed to communicate with all parents and carers. We endeavour to offer support and materials to explore with their children, which support their understanding of lesson content.

We will notify our parents/carers via letter of our intention to deliver **RSE** content to their child. Parents of primary school age pupils have the right to withdraw their child from aspects of RSE which do **NOT** form part of the Science curriculum.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425618/PRIMARY_national_curriculum_-_Science.pdf

Additional information about the PSHE curriculum, including when different topics are taught, can be found on our school website.

<https://www.combepaffordschool.co.uk/>

RELATIONSHIP AND SEX EDUCATION POLICY



Rationale

Our Relationship and Sex Education Policy is based on the statutory guidance from the DfE issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. In addition, the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education

When we refer to Relationship and Sex Education (RSE); we place great emphasis upon relationships, supporting students' understanding and skills in developing positive and healthy relationships. We acknowledge that this work is a lifelong learning process; it is about physical, moral and emotional development. It is about understanding the importance of stable and loving relationships, marriage, respect, love and care. It also involves teaching about sex, sexuality and sexual health.

RSE in our school is part of the Personal, Social and Health Education (PSHE) curriculum. We use the government endorsed PSHE Association's Programme of Study to help inform the content of our PSHE/RSE lessons. When we inform our pupils about relationships and sexual issues, we do this with regard to morality and individual responsibility, and in a way that allows children to ask and explore moral questions.

Context

We teach about relationships and sex in the context of our school's aims and values. RSE in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code, and the 'Twelve principles' of good quality RSE, which are supported by the PSHE Association, children's charities and education unions (published November 2017).

We teach RSE on the understanding that:

- it is taught in the context of modern family life;
- it is part of a wider process of social, personal, spiritual and moral education;
- children should be taught to have respect for their own bodies;
- children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- it is important to build positive relationships with others, involving trust and respect;
- it makes a significant contribution to our duty to safeguard and protect all children.

In accordance with the principles of the Equality Act (**last updated 2010**), we believe that every child is entitled to receive RSE regardless of ethnicity, gender, religion, age, cultural heritage, disability, sexuality, language needs or special educational needs. It is the intention of this school that we meet the requirements of this act to advance equality of opportunity by providing these important life-skills to all children. We use an inclusive, whole school approach to ensure RSE can be accessed in an age and developmentally appropriate way throughout a child's school career.

The new RSE curriculum & PSHE curriculum guidance (last updated 2021) has been used to structure learning within our school.

Aims

- To adopt a whole school approach to relationships and sex education in the curriculum, which fulfils the entitlement of every child to learning in this area
- To prepare our young people for adult life, its challenges, complexities and responsibilities. To give reassurance of their value and self-worth in an atmosphere of dignity, self-respect and self-restraint.
- To inform on matters of developmental changes (physical, emotional and social) and the human reproductive process.
- To enable pupils to communicate effectively by developing appropriate terminology for sex and relationship issues.
- To inform about personal hygiene, its practice and related health issues.
- To provide information on relationships and changing inter-actions between different kinds of people, including stable partnerships and marriage.
- To nurture a responsible attitude towards personal relationships including aspects of mutual respect and care.
- To enable pupils to develop sensitivity towards the needs of others encompassing fidelity and loyalty.
- To inform on how to avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.
- To ensure pupils know the associated risks of early sexual activity including S.T.I. and HIV/Aids infertility, and cervical cancer.
- To inform about family roles, relationships and responsibilities - changes brought about by the birth of a new baby, including financial and emotional implications.
- To ensure pupils understand family planning and birth control; contraception types, abortion, morning-after pill.
- To make pupils aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary
- To inform on how the law applies to sexual relationships.
- To ensure that our children are aware of how to keep themselves safe on the internet and to avoid making themselves vulnerable to strangers.
- To inform about the avoidance of unplanned pregnancy.

Organisation and Content of Relationship and Sex Education

Our school delivers Relationship and Sex Education through its PSHE Programme, RE and Science lessons at KS2, KS3 and KS4. The PSHE Programme and Science National Curriculum is taught in every year. In KS5 the RSE is taught as part of the PSHE programme.

The majority of the Relationship and Sex Education at our school takes place within PSHE lessons. Form tutors and teachers deliver the PSHE Curriculum, with support from professionals where

appropriate. These lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty, reproduction and sexual health are also included.

Those topics which are statutory elements of the Science Curriculum are delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

Any RSE lesson may consider questions or issues that some students will find sensitive, such as sexual diversity LGBT+. Before embarking on these lessons, ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

Advice for teachers is available from the PSHE Association helpline. Refer to KCSIE (2023) for further information. Support is also offered from the PSHE co-ordinators Bridget Williams & Tracey Kelly who will help with planning or delivery lessons if required.

Assessment is carried out during and after lessons, and at the end of modules, and involves teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills, and attitudes.

Issues Considered

- Statutory Legal Requirements, Sex Education and the Law
- The Children's Act (2004) - relating to child's right to confidentiality
- Pupils' needs - including those with physical difficulties and complex needs
- RSE will be timed to be delivered early - for example before puberty, before feelings of sexual attraction begin and before young people develop sexual relationships.
- The differing physical, intellectual and emotional rates of development are acknowledged and individual needs will be addressed as pertinent.

Specific Issues Statements

Confidentiality

We aim to provide an environment where pupils feel able to share concerns with staff in confidence, without fear of being judged or reprimanded

However, it is agreed that staff cannot promise absolute confidentiality on all sex education issues and that pupils will need to understand that a confidence would not be broken without the child being first informed.

Any child protection issues would need to be recorded on CPOMS and referred to Child Protection designated officer (currently Matt Davey - and in his absence Jane McEwan. The Child Protection

procedures are based on the principle that the interests and welfare of the child are of paramount importance.

Where a teacher learns from a pupil under 16 years of age that they are having or contemplating having sexual intercourse he/she should, wherever possible, persuade the young person to talk to a parent/carer. The Pastoral team would be informed because Child Protection issues must be addressed and relevant health agencies/support services brought in to give guidance.

If the pupils is over 16 years of age, then their emotional capabilities will be considered, and the Pastoral team will make the decision as to whether to involve the parents.

Health professionals are bound by their own codes of conduct to maintain confidentiality, in a one-to-one situation outside of the classroom.

- **Withdrawal Procedures** - Parents will be informed in writing of the timing and content of RSE lessons. Parents have the right to withdraw from all or part of the RSE except that which is included in National Curriculum Science orders. They should request withdrawal in writing and be invited to discuss their concerns with the teacher in charge of PSHE and Headteacher. If withdrawal is still preferred alternative classroom arrangements will need to be made.
- **Equal Opportunities** - In support of the equal opportunities policy it is expected that all pupils, regardless of age, ability or disability, sex or race will have the same opportunities to benefit from the sex education resources and teaching methods.
- **Bullying** - Refer to policy document on behaviour. All staff are aware of and act upon incidents/comments relating to sexual bullying/harassment including homophobic attitudes and vocabulary.
- **Use of Visitors** - Health professional/agency workers are used as part of planned schemes of work (see use of Visitors Policy). They have met County vetting procedures, are always with a teaching member of staff and are aware of the morals/values framework within the RSE policy.
- **Content of RSE** - See Curriculum Overview

Further guidance and information can be found in the following places:

PSHE: statutory guidance (2021)

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe>

Reducing teenage conception: guidance (2013/14)

[https://www.torbay.gov.uk/DemocraticServices/Data/Overview%20and%20Scrutiny%20Board/20091014/Agenda/\\$Report%2009%2019%20Reducing%20Teenage%20Conception%20Three%20Year%20Strategy%20-%20Appendix.doc.pdf](https://www.torbay.gov.uk/DemocraticServices/Data/Overview%20and%20Scrutiny%20Board/20091014/Agenda/$Report%2009%2019%20Reducing%20Teenage%20Conception%20Three%20Year%20Strategy%20-%20Appendix.doc.pdf)

PSHE: guidance (2020)

<https://pshe-association.org.uk/>

Equality act: statutory guidance (2010)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/85021/public-sector.pdf

RSE: statutory guidance (2021)

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education#full-publication-update-history>

children's act (2004): statutory guidance

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942455/Working_together_to_safeguard_children_Statutory_framework_legislation_relevant_to_safeguarding_and_promoting_the_welfare_of_children.pdf

children's and social work act (2017): statutory framework

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942455/Working_together_to_safeguard_children_Statutory_framework_legislation_relevant_to_safeguarding_and_promoting_the_welfare_of_children.pdf

KCSIE: statutory (2022)

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Safeguarding: statutory framework (2017)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942455/Working_together_to_safeguard_children_Statutory_framework_legislation_relevant_to_safeguarding_and_promoting_the_welfare_of_children.pdf

British Values

At Combe Pafford we actively promote British Values. We recognise the diversity within our society; we celebrate it, learn from it and add these positive experiences to our wider understanding of being British. We ensure that British Values are embedded in our curriculum and across all our processes and experiences.

We agree with the Department for Education's five part definition of British Values:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

The teaching of British Values is integrated as part of the Spiritual, Moral, Social and Cultural (SMSC) development of our pupils and takes place across all curriculum areas. Actively promoting these values means challenging opinions or behaviours in school that are contrary to fundamental British Values.

Below is an outline of how we promote these values in our school community.

We promote British Values in the following ways:

Democracy - A culture built upon freedom and equality, where everyone is aware of their rights and responsibilities.

- Pupil voice plays a big part of life at Combe Pafford School and is encouraged throughout all lessons.
- All pupils are given the chance to be a School Council representative in the Lower, Middle and Upper School or a Student Voice representative in the Sixth Form. This demonstrates fair play and freedom of speech. School councillors play a strong role in school improvement.
- Our School Council/Student Voice promotes the democratic process; pupils nominate and vote for class representatives.

- Class and Phase representatives give representation to all pupils to determine the views that are taken to School Council/Student Voice meetings.
- Pupil conferencing is regular including to establish their ideas and viewpoints including choosing library books and helping to design our reward system. We feel that these opportunities to shape their school will sow the seeds for a better understanding of democracy in the future.
- Parent surveys are conducted regularly for their ideas and viewpoints.

The Rule of Law - *The need for rules to make a happy, safe and secure environment to live and work.*

- The involvement of our pupils in the creation of the class rules helps them to understand the reasons behind rules and the consequences if these rules are broken.
- Reinforcement of laws and rules of the class, school, community and country are demonstrated through lessons, assemblies, School Council, Student Voice and when dealing with behaviour that goes against these, including Anti-Bullying Week. We want our pupils to understand that whether these laws govern the class, the school, the neighbourhood or the country, they are set for good reasons and should be followed.
- Laws are studied further within lessons including PSHE, Lifeskills, Humanities and English including in Reformation and Slavery.
- Throughout the year we welcome visits from members of the wider community. We believe that clear explanations and real life stories emphasise the importance of the Rule of Law for our pupils. We all have responsibilities to follow the law and that there are consequences when laws are broken.
- Pupils follow and respect the rules of our consequence system and different rules in different situations; e.g. in P.E. lessons, whilst representing the school in sports teams or other events, on trips, residential or visits.
- The Family support coordinator works closely with parents to maintain outstanding attendance and punctuality.
- Pupils are praised for their positive attitudes that promote hard work, learning from mistakes, persistence and resilience.
- The school promotes and supports pupils to learn to regulate their own behaviour and make appropriate choices for the wellbeing of themselves and others.

Individual Liberty - *Protection of your rights and the right of others you work with.*

- We focus heavily on creating a positive culture in our school, so pupils are in a safe environment where choices and freedoms are encouraged. Our positive behaviour approach encourages pupils to make individual choices.
- Through PSHE and E-Safety lessons, we help develop the pupils on their rights and personal freedoms as well as supporting them in recognising how to exercise these freedoms safely.
- Pupils have key roles and responsibilities across the school including School Councillors, Student Voice representatives.
- Pupils are encouraged to know, understand and exercise their rights and personal freedoms with guidance given via assemblies, E-Safety, and through implicit and explicit teaching.
- Pupils know who to talk to if they are worried or concerned about themselves or others.

- Pupils have the opportunity to take part in a wide range of different extra-curricular activities including lunchtime clubs where pupils have the freedom to choose from, based on their interests. We believe that valuing choice and freedom in daily school life will foster a value for individual liberty as the pupils embark upon their adult lives.

Mutual Respect - *Show respect for the thoughts and feelings of others; give respect to others and we can expect others to show us respect.*

- Mutual respect is promoted daily through school rules, lessons including PSHE and Thrive, assemblies and also Anti Bullying Week where we state that we are "all different, all equal".
- Pupils work in different groupings and situations in different lessons, share ideas in public and show respect for the opinions of others during assemblies, lessons and performances.
- We support a range of charities through fundraising activities including Children in Need, foodbank collections and Comic Relief.
- Pupils participate in assemblies throughout the year.
- Our reward system can give Combe Pafford Points or Class Dojos to pupils who have been respectful or kind to others. Lower School give out an 'Act of Kindness' and 'Worker of the Week' certificate to a pupil from each class in the weekly assembly.
- All staff members treat each other with respect and model tolerance and respect in their behaviour towards colleagues, parents, visitors and pupils.

Tolerance of those of Different Faith and Beliefs - *Understanding that we all don't share the same beliefs and values. Respecting the values, ideas and beliefs of others whilst not imposing our own others.*

- Through our curriculum and the routines of our daily school life, we strive to demonstrate tolerance and help pupils to become knowledgeable and understanding citizens who can build a better Britain for the future.
- We offer a culturally rich and diverse curriculum in which all major religions are studied and respected.
- Our R.E. and PSHE curriculum provides broad and balanced learning about the main world religions and reinforces messages of tolerance and respect for others. Pupils visit local places of worship.
- Members of different faiths and religions from our community are encouraged to share their knowledge to enhance and extend learning opportunities.
- Pupils learn about the contributions to society that people from different ethnic groups have made.
- We offer a range of residential visit to different places so our pupils can celebrate diversity.

B. Williams

September 2023

Reviewed

B Williams September 2023

Review date

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