



## PSHE and RSE Education Policy

Name of school: Lake Haven School

Date of policy: January 2023

Members of staff responsible for PSHE Education: Proprietors and Headteacher

Line Manager (Member of SLT): Lindsay Taylor - Headteacher

Review date: January 2024

### 1. How this Policy was developed

This policy was written by Coram Education and adapted by Lindsay Taylor, Headteacher, developed in consultation with proprietors and other school staff, at Lake Haven School. As we are a brand new setting, we are at the beginning of our journey with RSE and PSHE. We believe the Coram Life fits with our values and ethos of Lake Haven School for KS2. As our learners move into KS3 and KS4, we will adopt the scheme of learning designed by the PSHE Association. .

### 2. Legal requirements of schools

It is now a statutory requirement for schools to deliver Relationships Education and the Department of Education (DfE) encourages schools to deliver Sex Education that ensures both boys and girls are prepared for the changes adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science – how a baby is conceived and born.

Personal, Social and Health Education is statutory in all Independent schools<sup>1</sup>.

We at Lake Haven school acknowledge that under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum and wish to have a policy that not only covers the statutory content but covers all aspects of our Personal, Social, Health Economic (PSHE) education provision.

<sup>1</sup> Except Independent Schools where PSHE education remains statutory.

### **3. What Personal, Social, Health and Economic (PSHE) education including Relationships Education, is:**

Our PSHE education, including statutory Relationships and Health education, and non-statutory sex education, as recommended by the DfE, provides a framework through which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

The school's PSHE provision supports the school's aims of developing confident citizens and successful learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture. The school has a powerful combination of a planned thematic PSHE program, built around a spiral curriculum of recurring themes, designed to:

- a. Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
- b. Encourage and support the development of social skills and social awareness;
- c. Enable pupils to make sense of their own personal and social experiences;
- d. Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
- e. Enable effective interpersonal relationships and develop a caring attitude towards others;
- f. Encourage a caring attitude towards and responsibility for the environment;
- g. Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
- h. Understand how society works and the laws, rights and responsibilities involved.

We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners.

### **4. How PSHE education, including Relationships Education, is provided and who is responsible for this**

At Lake Haven School we will use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education for KS2 and then PSHE Association for KS3 and 4. An

overview of SCARF can be found in our appendices<sup>2</sup>. It covers all of the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum.

We follow the six suggested half term units and adapt the scheme of work where necessary to meet the local circumstances of our school, for example, we may use our local environment as the starting point for aspects of our work. In the future, we aim for the school council to also be consulted as part of our planning, to ensure pupil voice is considered and fed into the planned programme.

Our Curriculum Lead, Lindsay Taylor, works in conjunction with teaching staff in each phase group and is responsible for ensuring that all staff are equipped with the knowledge, skills and resources to deliver PSHE education confidently. Teachers can access a range of teaching support resources within SCARF, including guidance documents and teacher training films. Any teacher wanting further support should contact the Headteacher in the first instance to discuss their training needs.

Class teachers follow the suggested six half termly units provided by SCARF for each year and in KS3 and 4 the 6 units designed by PSHE Association. Lessons can be a weekly standalone PSHE lesson or be cross curricular. The lesson plans list the specific learning objectives for each lesson and provide support for how to teach the lessons; class teachers and our PSHE lead often discuss this on an informal basis.

We have chosen SCARF and the PSHE Association as our PSHE resource because the lessons build upon children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of the children. There is planned progression across the SCARF scheme of work, so that children are increasingly and appropriately challenged as they move up through the school.

Assessment is completed by the class teacher using the SCARF and PSHE A Summative Assessment 'I can...' statements, which the teacher will decide if the learner has met the objectives.

## 5. What is being taught

In the appendices can be found the SCARF medium term planning for both Key Stage 2 and KS3 as well an overview of our Science programmes of study<sup>3</sup>.

### KS2

The SCARF programme divides the year into 6 themed units:

1. Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;
2. Valuing Difference: a focus on respectful relationships and British values;
3. Keeping Myself Safe: looking at keeping ourselves healthy and safe

<sup>2</sup> SCARF long term planning document <https://www.coramlifeeducation.org.uk/scarf/lesson-plans/policy-and-planning>

<sup>3</sup> *Relationships and Sex Education can also be found within National Curriculum Science*

4. Rights and Responsibilities: learning about money, living the wider world and the environment;
5. Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
6. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside – then collaboratively with – their peers. They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

As many of our children have arrived at Lake Haven with gaps in their learning, we may have to address some of the shortfalls in knowledge prior to starting this programme so we can indeed, build on knowledge.

Within National Curriculum Science in Y2, the children should have learned that animals, including humans, have offspring that grow into adults. They should then be introduced to the concepts of reproduction and growth, but not how reproduction occurs. In Y5, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The DfE recommends that all primary schools should have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils. Within our non-statutory sex education that takes place in UKS2 children will learn about how a baby is conceived, whether through sexual intercourse or IVF. This information builds on content they have previously learnt in the programme about relationships, puberty changes and reproduction; it lays the foundations for their ongoing Relationships and Sex Education in their secondary phase.

### **KS3**

In KS3 and KS4, we will follow the scheme of work outlined by the PSHE Association. This will allow the children a step up in knowledge and also an age appropriate unit to follow and learn.

The PSHE Association programme divides the year into 6 themed units:

- Self Awareness
- Self care, support and safety
- Managing feelings
- Changing and growing
- Healthy lifestyles
- The world I live in

We will ensure that the Science National Curriculum is followed for the subjects of reproduction to ensure that we have adequate coverage and progress is made. In addition to this, we will ensure that we have extensive coverage of life cycles and relationships in the form of healthy relationships, knowing what equates to an abusive relationship. All of our learners are vulnerable and susceptible to unhealthy relationships and advantages being taken from their special needs. We take PSHE and RSE lessons incredibly seriously but also take into account our learners' needs, differences and levels of understanding.

## **6. How PSHE education, including Relationships Education, is taught**

PSHE lessons are taught by their class teacher once a week in their timetabled PSHE lesson, throughout the whole year in their usual classes, in mixed sex groupings, using a range of interactive teaching methods, e.g. activity sheets, films, songs, online games, and drama techniques. We will also be using material from the Andrew Moffat's 'No Outsider's' assembly programme to discuss a range of issues through the use of a photograph and assembly work. This will create a discussion with the children delivered weekly supporting our work around the Equality Act. .

To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment using a group agreement at the beginning of lessons or topics. This includes a confidentiality statement understood by adults and children. The teachers will also use a range of skills, including distancing techniques and the anonymous question box. Teachers will answer children's questions factually and honestly in an age appropriate way and respond to any disclosures following the schools safeguarding procedures/child protection policy which can be requested. [Creating a Safe Learning environment guidance here.](#)

Support is provided to children experiencing difficulties on a one-to-one basis, via our 1:1 mentors. Due to the nature of our children, we will spend a lot of time discussing PSHE and RSE with each and everyone to ensure an understanding is gained at their appropriate level. We see this curriculum subject to the vital importance of the learner understanding the world around them which could lead them to becoming very vulnerable adults should they not receive a suitable education. Relevant leaflets, websites and posters can be found on display referring pupils to sources of help and advice, alongside suitable books which can be found in our library or set aside in our teaching resources for specific subjects.

## **7. How PSHE education is monitored, evaluated and assessed**

At Lake Haven, we are generally working in very small groups or 1:1, therefore, we have a very clear understanding of the children's knowledge and understanding. We will assess and record the understanding of each unit by asking key questions and recording using the standard Lake Haven Assessment sheets which are found in the Google Drive. All of this information will be used to see if any further learning is required and to inform parents and then the next teacher.

This method of recording also enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. We pass this information on to the next teacher at the end of each year.

The monitoring of the standards of children's work and of the quality of PSHE education is the responsibility of the Headteacher. The work of the Headteacher also involves supporting colleagues in the teaching of PSHE education and being informed about current developments in the subject.

The head teacher will produce an annual summary report in which teaching and learning of the subject is evaluated. Areas for development are also identified.

## **8. How the delivery of the content will be made accessible to all pupils**

As all of our pupils will have SEND and an EHCP, it is not our school's policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement, and contribute to it. Lesson plan content will be adapted and extra support provided where necessary to ensure all pupils are enabled to develop key skills, attributes and knowledge developed through the PSHE education programme. Work in PSHE takes into account the targets set for individual children in their EHCPs.

SCARF and the PSHE Association lesson plans are flexible and allow for teachers, who are skilled in adapting curriculum content to meet the needs of the children in their class, to adjust their content in order to meet the learning outcomes.

Our school ensures that the Relationships and Sex Education (RSE) elements of the PSHE education programme are relevant to all pupils; whatever their gender identity. All pupils learn together about all the changes that someone may experience as they go through puberty to help develop empathy and understanding and to reduce incidences of teasing or stigma. This will also ensure any child that identifies as transgender will have access to RSE that is relevant to the puberty they are likely to experience.

Our school acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education.

Research shows that, on average, about 4% of pupils will go on to define themselves as gay, lesbian, bi-sexual or pansexual (GLBP). It is possible that some pupils will also have GLBP parents/carers, brothers or sisters, other family members and/or friends. Our PSHE education acknowledges this through scenarios, in a sensitive, honest and balanced consideration of sexuality. This helps create a safe environment for all pupils and staff. The public sector equality duty, created under the Equality Act, requires schools and other public authorities to eliminate discrimination and to advance equality in its everyday business, in the design of its policies and curriculum. Schools have a legal responsibility for eliminating discrimination; to do this, schools are required to raise pupils' awareness of diversity and promote respectful relationships with those who are different from them.

Please request to see the school's policy on anti-bullying, equality, diversity and inclusion for further information.

## **9. Parental concerns and withdrawal of students**

Parents have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education our school teaches but not Relationships Education. They do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science and Health Education. Parents are invited to view our resources and discuss any concerns with our staff.

Before granting a request to withdraw a child/ren, the head teacher will invite the parent to discuss the request with them to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The head teacher will discuss with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parent proposes to deliver sex education to their child at home instead). The school is responsible for ensuring that should a child be withdrawn, they receive appropriate, purposeful education during the period of withdrawal.

Parents should be given every opportunity to understand the purpose and content of Relationships Education and Sex Education. Good communication and opportunities for parents to understand and ask questions about our school's approach help increase confidence in the curriculum.

It is statutory for our school to show parents examples of the resources we plan to use. We will provide opportunities for parents to view examples through class/year group meetings either face to face or virtually. Ongoing communication with parents about what is planned to be taught and when, will be provided through termly letters home. We advise parents to view the resources in order to support them in carrying out their responsibilities relating to providing RSE at home. It is valuable for a child's development to learn about its own family's values in regards to relationships and sex alongside the information they receive at school.

## **10. Dissemination of the Policy**

This policy has been made accessible to parents, teachers and other school staff, through the school website. Anyone wanting a printed copy or the policy to be provided in another language or format, should make a request to the school office. Should the policy be required in other languages, please contact the school office.

Should further information about PSHE education be required, please contact Lindsay Taylor, Headteacher.

## **11. Policy Review and Development Plan**

The policy will be reviewed every three years, in consultation with parents, teachers and other school staff, proprietors and pupils.

## 12. Sources of Further Information

This policy has drawn on:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance, Department for Education (July 2019)
- Creating a PSHE education policy for your school, The PSHE Association (September 2018)
- Sex and Relationships Education (SRE) for the 21<sup>st</sup> Century, Brook, Sex Education Forum and PSHE Association - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) (2011)

### **This policy should be read in conjunction with the following:**

- Lake Haven's Safeguarding/Child Protection policy (inc. responding to disclosures)
- Lake Haven's Anti-bullying policy
- Lake Haven's Equality, diversity and inclusion policy
- DfE 'Keeping children safe in education' (2023)

### **Useful resources/Appendix**

SCARF – policy and planning: templates, guidance, curriculum mapping and assessment tools (available online).

**Coram Life Education Online Teaching and Learning Training Film Clips and RSE Guidance Document:** supports schools in organising and delivering RSE with confidence. Available as part of the SCARF online comprehensive Relationships Education and Health Education curriculum resources:

<https://www.coramlifeeducation.org.uk/scarf/lesson-plans/relationships-education--teacher-resources-guidance-documents-and-training-films> (password protected).

### **PSHE Association PSHE Policy Guidance**

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/creating-pshe-education-policy-your-school> (members only)

### **The Sex Education Forum RSE Policy Guidance**

<https://www.sexeducationforum.org.uk/resources/advice-guidance/sre-policy-guidance>

The Sex Education Forum have also provided a free resource to assist you in consulting pupils, parents and staff to inform you about what changes need to be made to your RSE policy and practice. 'Activities for consulting about your school sex and relationships policy'.

<https://www.sexeducationforum.org.uk/sites/default/files/field/attachment/Consultation%20activities%20-%20SRE%20policy%20-%20Sept%202014.pdf>

The PSHE Association assessment guides for key stage 1-2 explain how PSHE teachers can use an ipsative model of assessment in PSHE education, and describe a wide range of methods available to assess progress, with accompanying examples from real classrooms.

<https://www.pshe-association.org.uk/system/files/Primary%20assessment%20guide.pdf>