



Taunton Deane
Partnership College

Safeguarding is everyone's responsibility

PSHE Policy and RSE Policy

Policy Date	July 2024
Approved by & date	Head Teacher - July 2024
Review Period	Annual
Review Date	July 2025

Contents

PSHE Policy	2
Introduction	2
Aims	2
Intent	2
Cross Curricular Links	3
Objectives	3
Statutory Requirements.....	4
Equalities	5
RSE Policy	5
Aims	5
Statutory requirements.....	6
The Management Committee.....	7
Roles and Responsibilities.....	7
Parents' right to withdraw	7
Monitoring arrangements.....	8

PSHE Policy

Introduction

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

At Taunton Deane Partnership College school, we teach PSHE as a whole-school approach. We aim to support and enable them to understand and respect who they are and the world they live in and to equip them for life and learning.

Our curriculum is personalised with a real focus on relationships and supporting students with SEN and those from disadvantaged backgrounds. Our PSHE curriculum across all ages uses Jigsaw which has inclusion at its heart.

Aims

- To provide pupils with the knowledge, understanding, attitudes, values and skills they need to reach their potential as individuals.
- To deliver a wider range of experiences through the delivery of a bespoke programme
- To utilise a range of external sources and speakers to deliver and engage our young people
- To help pupils learn to reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.
- To encourage pupils to recognise their own worth, work well with others and become increasingly responsible for their own learning.
- To help pupils develop feelings of self-respect, confidence and empathy.
- To foster understanding and respect for our common humanity, diversity and differences so that pupils can go on to form effective, fulfilling relationships that are an essential part of life and learning.
- To help children to understand the consequences of their actions and to behave responsibly within relationships.
- To enable pupils to be able to recognise unsafe situations, protect themselves and ask for help and support.

Intent

To teach young people about keeping themselves safe, to protect themselves from harm and to enable them to lead healthy lives. The curriculum promotes the physical, social and emotional well-being of all young people. The aim is to prepare pupils to make a positive contribution as responsible members of the community and society. To provide experiences, information and guidance in preparation for further education, training, careers and life after school. To provide opportunities for spiritual, moral,

cultural and social development of our young people and to understand about the local community and wider world. To teach young people about British values, how to be a good citizen and make a positive contribution to the community.

The content of the curriculum incorporates National Curriculum guidelines whilst addressing specific areas of importance to pupils with SEND, and in particular SEMH needs. It is the responsibility of the teachers to plan and deliver the relevant modules, tailoring the content to match the needs and maturity of the individuals in their class. This is done through PSHE lessons, PSHE project sessions and Tutor time, as well as activities throughout the school year.

Access to the RSE Curriculum for Pupils with SEND Under the 2019 Equalities Act, it is imperative that those pupils who have Special Educational Needs & Disabilities (SEND), must enjoy full and unrestricted access to the RSE curriculum. The school and the teachers must be flexible and mindful of tailoring content and teaching to meet the needs of all SEND children, regardless of their developmental stage. This may require further work to be undertaken with a pupil/group of pupils; consideration given to differentiation and if necessary, the school should deliver sessions on a one-to-one basis. It is worth noting that children with SEND are more vulnerable to exploitation, bullying and other issues related to their specific need(s).

Cross Curricular Links

PSHE, is a discrete subject, as is Citizenship. There are links to and within these subjects across the whole curriculum at both primary and secondary. All areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers)

Objectives

Our curriculum aims to:

- Build self-esteem and self-confidence
- Value self and others
- Develop self-identity
- Form relationships
- Make informed and safe decisions
- Build communication and interpersonal skills
- Work with others as part of a team
- Build resilience when faced with change and challenge
- Be an active citizen
- Take ownership of their learning
- Make a positive contribution within the community and wider society
- Become healthy individuals
- Accept difference and diversity
- Keep safe online and offline

Statutory Requirements

Our PSHE programme promotes the spiritual, moral, cultural, mental and physical development of pupils., preparing them for the opportunities, responsibilities and experiences of later life. We have incorporated a programme of study using Jigsaw which not only reflects the specific needs of the pupils but also reflects the universal needs shared by all pupils. “The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.”

DfE Guidance p.8 “Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.” “This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools.” “In primary schools, we want the subjects to put in place the key building blocks of 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.” “These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

Secretary of State Foreword DfE Guidance 2019 p.4-5 “Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.” DfE Guidance p.8

Our PSHE policy is informed by existing DfE guidance:

- Keeping Children Safe in Education - statutory guidance
- Relationships and sex education (RSE) and health education - GOV.UK (www.gov.uk)
- 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 Equality Act 2010: advice for 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

Equalities

The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics." The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people. Inclusive RSE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b). Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states "Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment."

RSE Policy

Aims

The aims of relationship and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies • To ensure pupils have a greater understanding of how to keep themselves safe
- Address directly risk-taking behaviour by vulnerable students
- Respond to current need in the community

Statutory requirements

Relationship education is statutory within **primary schools**. The content set out in the government guidance covers everything that primary schools should teach about relationships and health, including puberty.

Topics covered are:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships & being safe.

The National Curriculum for Science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

The aim of RSE for **secondary pupils** is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed. Schools should continue to develop knowledge on topics specified for primary pupils as required and in addition cover the following content by the end of secondary education:

- Families
- Respectful relationships, including friendships,
- Online and media, being safe & Intimate and sexual relationships, including sexual health.

Further details of what is included in the statutory guidance for what pupils need to know by the end of primary and secondary phase are include in the appendices.

RSE is about the emotional, social and cultural development of all pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It also explores pupils learning to keeping themselves safe, including keeping safe online.

RSE is taught alongside the personal, social, health and economic (PSHE) education curriculum as a separate lesson. The biological aspects of RSE are also taught within the science curriculum. The curriculum is taught through a tiered approach as detailed in the PSHE curriculum and follows 3 key themes across all Key Stages:

- Health & wellbeing
- Relationships
- Living in the wider world.

For our longer stay students this is built into an annual program, for shorter stay into a focused 12-week single term program, identifying the priority areas. The curriculum for RSE is flexible and adaptable and we will change what we teach to meet the current and local needs of our cohorts to address the issues within the community.

The focus for primary pupils is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. This starts and exploring issues and values. RSE is not about the promotion of sexual activity.

Further guidance can be found at

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

The Management Committee

The Management Committee will approve the RSE policy and hold the Head to account for its implementation.

The Head is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see below).

Roles and Responsibilities

Sam Walters (SENCO) is responsible for coordinating RSE across the school, with delivery of RSE being the responsibility of teachers and HLTAs

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Responding to the needs of individual pupils by delivering a differentiated approach that meets pupil need.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Parents' right to withdraw

Parents' have the right to withdraw their children from the [non-statutory/nonscience] components of RSE. Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action. This process is the same for pupils with SEND. However, there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision

The headteacher invites visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Monitoring arrangements

The delivery of RSE is monitored by the senior leadership team through:

- Planning scrutiny
- Learning walks
- Monitoring of RSE interventions

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Curriculum Lead annually. At every review, the policy will be approved by the Management Committee.