

PSHCE Policy

Relations and Sex Education Policy (from 2020)

Approved by:	Mrs Zarah Gadatara	Date: Autumn Term 2024
Last reviewed on:	Autumn Term 2024	
Next review due by:	Autumn Term 2025	

Aims:

This policy is a working document, which provides guidance and information on all aspects of PSHCE and RSE and aims to provide a secure framework within which staff can work.

Who is this policy for?

- Staff
- Parents/Carers
- Board of Trustees
- Visitors to the school

Statutory Requirement

The teaching of PSHE Education is compulsory in independent schools, as set out in the Education (Independent Schools Standards) Regulations 2014.

We must teach relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in statutory guidance.

We must teach health education under the same statutory guidance.

Section 2.5 of the National Curriculum Framework states that all schools should make provision for PSHCE, drawing on good practice. This curriculum fulfils our statutory responsibility to support pupils' spiritual, moral, cultural, mental and physical development, and prepare children for the opportunities, responsibilities and experiences of life as set out in Section 78 of the Education Act 2002. This PSHCE (RSE) Policy works with, and alongside, our, Anti-Bullying, Careers, Safeguarding, Inclusion and Equal Opportunities Policies.

Why do we teach PSHCE at JUS Education ?

PSHCE education prepares our students to live their 'best lives' - both now and in the future.

- PSHCE education is a planned, developmental programme of learning through which our pupils acquire the knowledge, understanding and skills they need to manage their lives.
- As part of a whole-school approach, PSHCE education develops the qualities and attributes students need to thrive as individuals, family members and members of society.
- PSHCE education helps in reducing, or removing, many of the barriers to learning experienced by our pupils, significantly improving their capacity to learn, achieve and raise aspirations.
- Our PSHCE education programme makes a significant contribution to students' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and our statutory responsibility in promoting their wellbeing.
- Our PSHCE programme contributes to students' careers education through exploration of career paths, meaningful encounters with employers.
- The learning provided through our PSHCE education provision is an essential contribution to the safeguarding of our students.

What impact do we want from PSHCE for our students?

- Students are equipped with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives.
- Students are encouraged to be enterprising.
- Students are supported in making effective transitions, positive learning and career choices, and in achieving economic wellbeing.
- Opportunities are provided for students to reflect on and clarify their own values and attitudes, and explore those of others around them.
- Students are supported in building their confidence, resilience and self-esteem.
- Students are able to identify and manage risk, make informed choices and understand what influences their decisions.
- Students are supported 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.
- Students will develop an understanding of themselves, empathy and the ability to work with others,
- Students will be supported to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

How is PSHCE delivered at JUS Education ?

As a school community, we offer learning experiences which:

- Contain accurate and relevant knowledge
- Provide 'quality not quantity'
 - Use student feedback (e.g. School Council, Student Voice and student Questionnaires) and local data (e.g. Public Health) to prioritise the focus of our learning
 - Provide links (e.g. the health risks of using drugs with the awareness of peer pressure)
 - Respect students' prior learning, experience, needs and readiness
 - Provide opportunities to turn knowledge into personal understanding
 - Provide opportunities to 'know about...' 'know how to...' 'be able to...'
 - Provide opportunities to explore, clarify and challenge their own and others' values, attitudes, beliefs, rights and responsibilities
 - Provide the skills, language and strategies they need to live healthy, safe, fulfilling, responsible and balanced lives
- Is inclusive and acknowledges and accommodates the diversity within our school in terms of gender, religion, language, race, social background, culture, appearance, family set-up, special needs, ability or disability

Staff are responsible for:

- Delivering PSHCE in a sensitive way
- Modelling positive attitudes to PSHCE
- Monitoring progress
- Responding to the needs of individual students

Students

Students are expected to engage fully in PSHCE, and when discussing issues related to PHSE, treat others with respect and sensitivity.

What resources do we use to deliver PSHCE?

Our PSHCE resources are chosen and checked for:

- inclusivity
- positive, healthy and unbiased messages
- age appropriateness
- promoting positive values
- accuracy
- being up to date

How do we use outside-agencies?

Occasionally, appropriate and suitably experienced and knowledgeable visitors from outside school may be invited to contribute to the delivery of PSHCE at JUS Education . Our 'Code of Practice' for visitors will ensure:

- Visitors are invited into school because of the particular expertise or contribution they are able to make
- All visitors are familiar with and understand the school's PSHCE policy and work within it
- All input is part of a planned programme and negotiated and agreed with staff in advance
- All visitors are supervised/supported by a member of staff at all times
- The input of visitors is monitored and evaluated by staff and students, which will be used to inform future planning

How do we assess and monitor PSHCE?

- Opportunities for Assessment for Learning (AfL) and Assessment of Learning (AoL) are built into provision
- Monitoring arrangements also include:
 - Classroom observations
 - Learning Walks
 - Book scrutiny
- Students are provided with opportunities to reflect on and assess their learning and recognise its relevance to their day to day lives
- Progress in PSHCE education is recorded and reported to parents in line with all other noncore curriculum subjects
- Questionnaires
- Discussions
- Teacher assessments
- Pupils' self-assessment and evaluations

What PSHCE Programme of Study do we deliver?

- Our programme of study runs through 3 core themes:
 - Health and Wellbeing
 - Relationships
 - Living in the Wider World
- Is taught in accordance with students' readiness
- Reflects the universal needs shared by all children and young people as well as the specific needs of JUS Education
- Is taught through a spiral programme whereby we revisit themes, increase challenge, broaden scope, and deepen pupils' thinking and understanding
- Links are made with relevant subjects to provide consistency and consolidation (e.g. The Prince's Trust).

Relationships, Sex and Health Education (RSHE)

Aims:

The aims of relationships 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

Statutory Requirements:

We do not have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

At JUS Education we teach the elements that form part of the new legal requirement that all schools are expected to have started teaching by the summer term 2021.

Further information can be found in the links below:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/907640/RSE_secondary_schools_guide_for_parents.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1019542/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

Policy development

When making changes to this policy we intend to consult with staff, students and parents. The consultation and policy development process will involve the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Student consultation – we investigated what exactly students want from their RSE
5. Ratification – once amendments were made, the policy was shared with board of trustees and ratified

Definition

RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

Curriculum

Our Curriculum is set out as per Appendix 2, but we may need to adapt it as and when necessary.

Delivery of RSE

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendices 1 and 2.

These 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).

Roles and responsibilities

The Board of Trustees

The board of trustees will approve the RSE policy and hold the head of school to account for its implementation.

The board of trustees has delegated the approval of this policy to Mrs Zarah Gadatara

The head of school

The head of school is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw a student from components of RSE Appendix 4.

Staff

Staff are responsible for:

Delivering RSE in a sensitive way

Modelling positive attitudes to RSE

Monitoring progress

Responding to the needs of individual pupils

Responding appropriately to pupils whose parents wish them to be withdraw from components of RSE

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.

Students

Students 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 components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

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

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.

Alternative work will be given to students who are withdrawn from sex education.

Training

The head of school will invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Monitoring arrangements

Students' development in RSE is monitored by class teachers as part of our internal assessment systems. The delivery of RSE is monitored by the Curriculum Officer through:

- Opportunities for Assessment for Learning (AfL) and Assessment of Learning (AoL) are built into provision
- Monitoring arrangements also include:
 - Classroom observations
 - Learning Walks
 - Book scrutiny
- Students are provided with opportunities to reflect on and assess their learning and recognise its relevance to their day to day lives
- Progress in PSHCE education is recorded and reported to parents in line with all other noncore curriculum subject
- Questionnaires
- Discussions
- Teacher assessments
- Pupils' self-assessment and evaluations

This policy will be reviewed by Mrs Zarah Gadatara, Deputy Director annually. At every review, the policy will be approved by the board of trustees.

Links to Other Policies

Safeguarding

Behaviour

Bullying

Remote Learning

Curriculum

Appendix 1: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<p>That there are different types of committed, stable relationships</p> <p>How these relationships might contribute to human happiness and their importance for bringing up children</p> <p>What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</p> <p>Why marriage is an important relationship choice for many couples and why it must be freely entered into</p> <p>The characteristics and legal status of other types of long-term relationships</p> <p>The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</p> <p>How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed</p>
Respectful relationships, including friendships	<p>The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</p> <p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</p> <p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable</p> <p>The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</p>
Online and media	<p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</p> <p>About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</p> <p>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</p> <p>What to do and where to get support to report material or manage issues online</p> <p>The impact of viewing harmful content</p> <p>That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</p> <p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</p> <p>How information and data is generated, collected, shared and used online</p>
Being safe	<p>The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</p> <p>How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</p>
Intimate and sexual relationships, including sexual health	<p>How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</p> <p>That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing</p> <p>The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</p> <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex</p> <p>The facts about the full range of contraceptive choices, efficacy and options available</p> <p>The facts around pregnancy including miscarriage</p> <p>That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</p> <p>How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</p> <p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</p> <p>How the use of alcohol and drugs can lead to risky sexual behaviour</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</p>

Appendix 2: Parent form: withdrawal from PSHE and/or sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from PSHE and/or sex education within relationships and sex education ** ** Delete as appropriate			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	**

** Include notes from discussions with parents and agreed actions taken.

E.g.: Joe Bloggs will be taking part in all relationship's lessons and during the sex education lessons, he will be working independently on a project discussed with the school and completed within a designated school area or classroom within the school.