

The Ribblesdale Federation of Schools



PSHE/SRE Policy

Reviewed by: R Shaw June 2021
Approved by governors: July 2021
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Executive Headteacher: T Ward
Chair of Governors: P. Gibbons

The Ribblesdale Federation of Schools
(Personal, Social, Health and Economic (PSHE) Education Policy
incorporating Sex and Relationships Education (SRE)
Policy

Introduction

Personal, social, health and economic (PSHE) education helps to give children and young people the knowledge, skills and understanding they need to lead confident, healthy and independent lives. It aims to help them understand how they are developing personally and socially, tackling many of the moral, social and cultural issues that are part of growing up. It offers learning opportunities across and beyond the curriculum, in specific lessons as well as in assemblies, circle time, special school projects and other activities that enrich pupils' experiences.

Under the new guidance issued by the DfE, by September 2020, Relationships Education at primary school will be compulsory. We believe that, to be effective, RSE should always be taught within a broader PSHE education programme. RSE enhances and is enhanced by learning related to topics including anti-bullying; keeping safe on and off line; keeping physically and mentally healthy, learning about drugs, alcohol and tobacco; and the development of skills and attributes such as communication skills, managing peer pressure, risk management, resilience and decision making.

Statutory requirements

At The Ribblesdale Federation, we teach PSHE and RSE as set out in this policy. The Department for Education introduced compulsory Relationships Education for primary pupils and Relationships and Sex Education (RSE) for secondary pupils in September 2020. Also, from September 2020 it is compulsory for all schools to teach Health Education. Through these subjects, we want to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society. At The Ribblesdale Federation, we have committed to retain our current choice to continue to teach age-appropriate sex education alongside relationships education. In doing so, we have regard to guidance issued by the Secretary of State as outlined in Section 403 of the Education Act 1996.

Our Federation Values/ Ethos

Our ethos and values support a safe learning environment for PSHE and SRE, which will reflect the values of the school.

- An awareness, understanding and respect for self, including self-confidence and self-esteem
- An awareness and respect for others and their views
- Taking responsibility for choices and actions
- The promotion of understanding and empathy to enable all pupils to treat others with fairness and respect
- The development of relationships based on mutual understanding and trust
- Develop a regard for family life, friends and the wider community

Definition and objectives for SRE

RSE is part of lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. SRE, within PSHE, aims to give children and young people essential skills for building positive, enjoyable, respectful and non-exploitive relationships and the skills to stay safe both on and off line. It enables pupils to explore their own and others' attitudes and values and builds their self-esteem and confidence to view their own sexuality positively.

SRE is not about the promotion of sexual activity.

The objective of SRE is life-long learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should help pupils to learn to respect themselves and others by acquiring accurate information, developing skills and forming positive beliefs, values and attitudes. SRE is about the understanding of 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 and to enable pupils to take responsibility for their sexual health and well-being.

Objectives

The aims of PSHE and RSE at The Ribblesdale Federation are to:

- Promote the spiritual, moral, cultural, mental and physical development of all pupils
- Prepare pupils for the opportunities, responsibilities and experiences of later life
- Encourage pupils to value themselves and others
- Allow pupils to acknowledge and appreciate difference and diversity
- Teach pupils how to make informed choices
- Prepare pupils to be positive and active members of a democratic society
- Teach pupils to understand what constitutes a safe and healthy lifestyle
- Provide a framework in which sensitive discussions can take place
- Promote safety in forming and maintaining relationships,
- Provide pupils with a toolkit for understanding and managing their emotions
- Provide pupils with the opportunities to consider issues which may affect their own lives and/or
- Help pupils to identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online.
- 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

Delivery of SRE and the Curriculum

RSE is taught within the personal, social and health (PSHE) education curriculum. Some biological aspects of sex education are taught within the science curriculum. Many aspects are taught through cross-curricular links and as part of everyday class activities. At The Ribblesdale Federation, we follow a scheme of work for Years 1-6 based on the PSHE Association programme of study. These lessons are based around a theme which changes

termly – Autumn: Relationships, Spring – Living in the Wider World, and Summer – Health and Wellbeing.

At The Ribblesdale Federation, we believe that pupils should be taught about the society in which they are growing up. These subjects are designed to foster respect for others and for difference, and educate pupils about healthy relationships. We believe that RSE should meet the needs of all pupils, whatever their developing sexuality or identity – this should include age-appropriate teaching about different types of relationships in the context of the law. Pupils should receive teaching on LGBT relationships, for example, through teaching about different types of family, including those with same sex parents.

Pupils, parents/carers, teachers and governors have all been consulted in the design of our PSHE and SRE programme of study. ***will have been by September**

Pupils with SEND

As far as is appropriate, pupils with special educational needs should follow the same PSHE education programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or teaching assistants work with individual pupils where required, and if appropriate. It is not the 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.

Research indicates the following aspects ensure the delivery of good quality SRE (key sources are the Sex Education Forum and Family Planning Association):

- Structured learning opportunities with consistent messages that are built on year by year
- Age and culturally appropriate SRE which starts in primary school
- Pupils involved in identifying their needs for their SRE curriculum
- Being provided within a learning environment that is safe
- Support for pupils to develop and clarify their individual, family and community values
- Preparing pupils for the physical and emotional changes of puberty and adolescence
- Supporting pupils to develop skills in communication, refusal and negotiation
- A range of sexualities are incorporated into an inclusive SRE curriculum
- Pupils learn about social norms and that the majority of young people do not have sexual relationships before the age of 16
- Young people need to be able to easily access sexual health and contraceptive services in places that are convenient to them, and be supported in their emotional development and self-esteem
- SRE is delivered by competent and confident educators who use active teaching and learning methods and provide opportunities for all pupils to engage with and discuss sensitive issues

Assessing, monitoring, evaluating and reviewing PSHE and SRE

SRE will be assessed in accordance with the school's policy for Assessment, Monitoring, Evaluating and Reviewing of Curriculum Subjects. Assessment of PSHE and SRE should:

- Be planned from the beginning as an integral part of teaching and learning
- Provide regular opportunities for pupils to give and receive feedback on their progress and achievements, helping them to identify what they should do next
- Involve pupils in discussion about learning objectives and desired outcomes
- Include pupils as partners in the assessment process e.g. through self-assessment and peer-assessment
- Enable pupils to identify and gather evidence of their progress in developing knowledge, skills, understanding and attitudes
- Reflect the principles of inclusion and the range of pupils learning styles enabling all pupils to demonstrate their achievement.

The school's Curriculum Lead will be responsible for monitoring the provision of PSHE and SRE in and for reporting the results to the Senior Leadership Team, and via the Headteacher to the Governors' Curriculum Committee. The PSHE co-ordinator is responsible for evaluating the programme of work, reporting the findings on an annual basis, and for making recommendations for changes to the programme.

Monitoring and Evaluation

The PSHE and SRE programme is regularly monitored and evaluated. The views of pupils, parents/carers and teachers are used to make changes and improvements to the programme on an ongoing basis. The policy will be formally reviewed every two years for the following purposes:

- To review and plan the content and delivery of the programme of study for sex and relationships education
- To review resources and renew as appropriate
- To update training in line with current guidance and staff identified needs

Child Protection and Confidentiality

SRE can be a sensitive issue. To protect privacy and engender respect for all, teachers will be expected to develop ground rules with pupils at the onset of work. Pupils should be informed about the remit of confidentiality and that teachers cannot offer or guarantee pupils unconditional confidentiality.

If pupils ask particularly sensitive questions that appear to be inappropriate in the circumstances, teachers will deal with this outside the classroom on a one-to one basis. If the teacher judges it necessary the pupil could be advised to speak to the school nurse, provided with information about where to get further help or, if the matter is considered a potential Child Protection issue, the staff member responsible for this should be notified.

It is the responsibility of the school to support its pupils and to carry out its functions with a view to safeguarding and promoting the welfare of pupils. In fulfilling this duty they must have regard to guidance around safeguarding. Whilst pupils have the same rights to confidentiality as adults no pupil should be guaranteed absolute confidentiality. Staff will report any information or disclosure which raises concern that a child or children may be at risk of significant harm to the school's senior member of staff, with designated responsibility for Child Protection. The Designated person will then, in line with the School's Child Protection policy and the North Yorkshire Safeguarding Children Board guidance and procedures, take action as appropriate. Pupils will be made aware of the law relating to sexual offences and of those circumstances where confidentiality cannot be maintained.

Staff should ensure when making notes that they are factual and based on evidence, in line with the Freedom of Information Act.

Roles and Responsibilities

The PSHE Co-ordinator

The Federation has a co-ordinator for PSHE who is responsible for all aspects of the subject including SRE. In respect of SRE, responsibilities are to:

- Ensure the implementation and quality of long term and medium term SRE schemes of work
- Ensure that all staff are confident in the skills to teach and discuss SRE issues
- Consider the needs of all pupils, and to achieve this recognise that the school might need to address some specific issues
- Consult with pupils to inform SRE provision
- Access appropriate training
- Monitor and advise on SRE organisation, planning and resource issues across the school
- Ensure procedures for assessment, monitoring and evaluation are included.
- Liaise with the named governor for SRE
- Liaise with any service provision to support aspects of sexual health
- Review / update the policy on a two-year cycle or sooner if necessary.

The Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including teaching and learning. The Headteacher's responsibilities in respect of SRE are to:

- Liaise with the PSHE Co-ordinator
- Keep the governing body fully informed of provision, issues and progress in SRE
- Act upon any concerns which may arise from pupil disclosure during SRE sessions.

The Governing Body

The governing body has responsibility to ensure a school has an up-to-date SRE policy that describes the content and organisation of SRE outside of the national curriculum science. The policy should also clearly reference any on site sexual health services. The governing body, in co-operation with the Headteachers, is expected to involve families, pupils, health and other professionals to ensure that SRE addresses the needs of pupils, local issues and trends. The governing body need to ensure pupils are protected from teaching and materials which are inappropriate, having regard to the age, religious and cultural background of the pupils. It is good practice to identify a link governor for SRE. The governing body will continue their involvement through regular evaluation of provision and policy.

Parents / Carers

The school aims to work in active partnership with families, value their views and keep them informed of the SRE provision. If a parent/carer has any concerns about the SRE provision then time will be taken to address their concerns. Families are invited to review the resources and can contact the Headteacher with any queries or concerns.

The Parental Right to withdraw their child from SRE lessons

Parents have the right to withdraw their children from all, or part, of sex and relationship education, which is not part of the National Curriculum. Under section 405 of the Education Act 1996, parents may opt to withdraw their children from SRE lessons. **Parents will be**

notified in writing of the programme and the content for SRE and reminded of their right to withdraw their children. Parents wanting to exercise this right are invited to see the Headteacher or PSHE Co-ordinator who will explore their concerns. If a child is withdrawn they will be provided with alternative work for the duration of the lessons.

External agencies

Whilst the responsibility for organising and delivering most, if not all, of the SRE programme rests with the school, there may be times when an external contributor can add value and bring to the classroom additional experience, skills or knowledge that teachers may not always have. However, they may not possess the skills of organising teaching and learning or managing behaviour. The Partners in Education form (see Appendix three) is strongly recommended to be used when planning, and for evaluating the input of an external contributor. By using this it is more likely that clear learning outcomes will be established, the learning processes to achieve these, and that the work will be tailored to the target audience. It is essential to ensure that at all times a teacher is present when an external contributor is working with pupils. All external visitors should have a DBS check.

Additional guidance to inform a school's SRE policy

Diversity

Children and young people from all faiths and cultures have an entitlement to sex and relationships education (SRE). Teaching effective SRE means being sensitive to the range of different values and beliefs within a multi-faith and multi-cultural society. It is important when developing the SRE curriculum to work in partnership with parents/carers and the wider community. Research has shown that if parents/carers and faith leaders work together to examine assumptions and beliefs and ensure effective communication that reduces misunderstandings and allows for the development of a values framework for SRE.

Lesbian, Gay and Bisexual (LGB)

All families are different so it is important to avoid using language which focuses on the conventional mum and dad family structure and instead talk about families more broadly and provide pupils with the opportunities to learn about different family structures. For older pupils, when discussing sexual relationships and partners, we ensure reference and resources are used that relate to LGB people.

Appendix 1 - Sex and Relationships Education in the Curriculum from the Science Statutory Programme of study and the PSHE Non-Statutory Framework

Key Stage 1 – Sex and Relationships Education in the Curriculum

Science: Statutory Programme of study: (NC, 1999)

Pupils should be taught:
Life processes

That animals, including humans, move, feed, grow, use their senses and reproduce

Humans and other animals

To recognize and compare the main external parts of the bodies of humans and other animals

That humans and other animals can produce offspring and that these offspring grow into adults

PSHE: Non-statutory Framework (NC, 1999)

Pupils should be taught:
Developing a healthy, safer lifestyle

About the process of growing from young to old and how people's needs change

The names of the main parts of the body

Rules for, and ways of, keeping safe...and about people who can help them to stay safe

Developing good relationships and respecting the differences between people

To recognise how their behaviour affects other people

To listen to other people, and play and work cooperatively

To identify and respect the differences and similarities between people

That families and friends should care for each other

That there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying

Key Stage 2 – Sex and Relationships Education in the Curriculum

Science: Statutory Programme of study: (NC, 1999)

Pupils should be taught:
Life processes

That the life processes common to humans and other animals include nutrition, movement, growth and reproduction

Humans and other animals

About the main stages of the human lifecycle

PSHE: Non-statutory Framework (NC, 1999)

Pupils should be taught:
Developing confidence and responsibility and making the most of their abilities

To recognise as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way

Developing a healthy, safer lifestyle

About how the body changes as they approach puberty

To recognise the different risks in different situations and then decide how to behave responsibly, including...judging what kind of physical contact is acceptable and unacceptable

That pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong

Developing good relationships and respecting the differences between people

That their actions affect themselves and others, to care about other people's feelings and to try to see things from their point of view

To be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships

To recognise and challenge stereotypes

That differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability

Where individuals, families and groups can get help and support

Appendix two

**Partners in Education
Support Agreement Form**

Please read this document fully before completing any section.

Uncoloured areas require a school response and shaded areas a response from the provider of services. Dark grey boxes contain words that may be helpful in describing intended outcomes.

School: Address: P/code: Contact person: Post held: Tel: e-mail:	Agency: Address: P/code: Contact person: Post held: Tel: e-mail:
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Details of input:	Numbers	Date(s)	Time(s)	Location e.g. Hall, classroom
Tick target group				
Pupils/students []				
Age-range.....				
Key Stage.....				
Males, females or mixed group? (circle one) M F Mix				
Teachers []				
Governors []				
Non-teaching staff []				
Parents []				
Other (specify) []				

Visitors should be made aware of fire safety procedures, have access to a telephone for emergencies and know where to obtain emergency aid assistance.
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Learning environment details: (Have regard to health & safety issues)	<i>Lecture style</i>
	<i>Theatre style</i>
	<i>Formal seating</i>
	<i>Circle</i>
Space required/available: (state preference for floor level if bringing equipment)	<i>No seating</i>
	<i>Hall</i>
	<i>Classroom</i>
	<i>Outdoor Space</i>
	<i>Sports Hall</i>
Layout:	<i>Power points</i>
	<i>Extension cables</i>
Equipment needed:	<i>Screen</i>
	<i>Tables</i>
	<i>OHP</i>
	<i>Water</i>
	<i>TV</i>
	<i>Video (VHS)</i>
	<i>Computer</i>
	<i>PowerPoint</i>
Provided by: (tick) School Visitor	
•	<input type="checkbox"/> <input type="checkbox"/>
•	<input type="checkbox"/> <input type="checkbox"/>
•	<input type="checkbox"/> <input type="checkbox"/>

Intended learning outcomes: (Consider the information that may be gained, any skills that will be acquired or rehearsed, attitudes and values that may be explored or anticipated behaviour change. In other words, what will participants learn, feel or be able to do at the end of the session compared to before?)	<i>Know</i>
	<i>Understand</i>
	<i>Clarify</i>
	<i>Describe</i>
	<i>Explain</i>
	<i>Identify</i>
	<i>Appreciate</i>
	<i>Demonstrate</i>
	<i>Explore</i>
	<i>Discuss</i>
	<i>Feel</i>
	<i>Show</i>

How will the learning outcomes be achieved? What methods will be used?	<i>Group work</i>
	<i>Role-play</i>
	<i>Case Studies</i>
	<i>Survey</i>
	<i>Debate</i>
	<i>Peer led</i>
	<i>Participatory</i>
	<i>Drama</i>
	<i>Writing</i>
	<i>Problem solving</i>
	<i>Games</i>
	<i>Simulation</i>
	<i>Thought show</i>
	<i>Mind Maps</i>
	<i>Discussion</i>

Which people need to be informed about this activity?	<i>Governors</i>
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<p>Who is responsible for dealing with this and by when?</p> <p>Is a risk assessment needed? – e.g. for blindfold trust games etc?</p>	<p><i>Teacher</i> <i>Support Staff</i> <i>Parents</i> <i>Other pupils</i> <i>Caretaking staff</i> <i>Catering Staff</i> <i>LA</i> <i>Other agencies</i> <i>Neighbours</i> <i>Community</i></p>
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<p>Special and sensitive issues</p> <p>Are there any special needs or sensitive to be aware of? If so what? (Do not name Individuals).</p>	<p><i>Gender</i></p> <p><i>Capabilities –</i> <i>Hearing, sight,</i> <i>speech,</i> <i>Co-ordination,</i> <i>mobility</i> <i>Etc.</i></p> <p><i>Cultural, ethnic</i> <i>Background</i></p> <p><i>Religion</i></p>
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How have the following been addressed?	Comments/action	
		<i>Context</i>
Context of the input in relation to ongoing work:		<i>Policies</i>
Understanding the application of school policies		<i>LA Guidelines</i>
Risk Assessment (if needed)		<i>Resources</i>
Application of national/local guidance		<i>Confidentiality</i>
Appropriateness of materials/resources:		<i>Behaviour & discipline</i>
Level of confidentiality:		<i>Roles</i>
Ground rules/ boundaries for working:		<i>Risk Assessment</i>
Responsibility for behaviour management		<i>Responsibilities</i>
The role of the teacher: (Note: national & local guidance states that the teacher should always be present)		<i>Evaluation</i>
		<i>Follow Up</i>

Evaluation – responsibility for and feedback		
Follow-up work:		

Contingency arrangements in the event of late alteration of plans :

Payment arrangements (if appropriate) :
(Continue overleaf if necessary)

Signed by school representative:

Date:.....

Signed by visitor:

Date:.....

N.B. When complete a copy of this document to be held by both parties.

This policy links to:

- Safeguarding / child protection. North Yorkshire Safeguarding Children Board Procedures and Guidance (www.safeguardingchildren.co.uk)
- Confidentiality Policy
- Inclusion Policy
- Teaching and Learning
- Assessment
- Science

Dissemination of the policy

The policy is available to parents and carers and pupils via the school website. Parents and carers and pupils new to the school may be given a summary on request and there is a copy in the school reception area. The full policy is available to parents and carers and pupils on request and is also available via the school website.