

PSHEE and RSE Policy



Pembridge Hall School

Reviewed: June 2021
Next Review Date: June 2022



the Gold Standard in education

School Vision

Pembridge Hall recognises that our girls will enter a complex and ever-changing world which befits emotionally intelligent, resilient girls who can embrace the wonderful opportunities available to them. Pembridge girls love coming to school and gain an appreciation of wider society and the diversity of nationalities, faiths and languages represented by Pembridge families. We believe that creativity and independence of thought are as integral to the girls' development as traditional forms of learning.

Definition

Personal, Social, Health and Economic Education (PSHEE) including Relationship and Sex Education (RSE) and Health Education (including alcohol, tobacco and volatile substance abuse) is a planned programme of learning opportunities, and experiences, that help children and young people grow and develop; both as individuals and as members of families and of social and economic communities.

Personal wellbeing draws together personal, social and health education, including sex education, the social and emotional aspects of learning, while economic wellbeing draws together economic understanding, careers education, enterprise, financial capability and work-related learning. (PSHE Association 2009)

Aims and Objectives

Our PSHEE programme encourages girls to:

- Develop the confidence and responsibility to make the most of their abilities
- Develop self-awareness, self-esteem, self-confidence, self-discipline and resilience
- Develop good relationships with peers, teachers and people in the wider community
- Recognise personal achievements in all areas of the curriculum
- Develop independence and recognise their own worth
- Learn to respect differences in others and to share in similarities
- Recognise they are part of, and play an active role within, a community
- Learn how to make safe choices
- Maintain a mentally and physically healthy, balanced, lifestyle
- Develop 'mindfulness' skills and a 'growth mindset' attitude to both school and home life
- Understand concepts of economic and personal finance
- Consider, and make decisions about, dilemmas they may face - both now and in the future
- Find out where, and when, to seek advice and support
- Prepare for the physical and emotional changes that will occur as they grow up

Through our PSHEE programme, we aim to provide girls with the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. PSHEE, Citizenship and PSED Education promote democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. These values are embedded within our planning, teaching and extracurricular activities.

At Pembridge Hall, RSE is taught within the PSHEE curriculum. In providing girls with an understanding of healthy and respectful relationships and appropriate boundaries, we consider

effective RSE to be a fundamental part of our approach to supporting pupils to grow into confident, caring, responsible and respectful young citizens.

Our RSE programme aims to:

- Provide a consistent standard of relations, sex and health education across the school
- Help pupils develop feelings of self-respect, confidence and empathy
- Promote responsible behaviour
- Create a positive culture of communication around issues of relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- 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
- Give pupils an understanding of reproduction and sexual development
- Ensure that all pupils, by the time they reach secondary school age, are well equipped and on an equal footing, to deal with the secondary RSHE curriculum
- To provide all pupils with knowledge, skills, and attitudes that will enable them to make positive and healthy choices concerning relationships as they grow up and deal with risk
- Combat exploitation

These aims complement those of the Science curriculum in KS1 and KS2.

Roles and responsibilities

Alpha Plus Governors have overall responsibility for the PSHEE and RSE policy. The PSHEE programme will be led by the PSHEE Coordinator, who will:

- Ensure PSHEE is taught consistently across the school
- Ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity
- Monitor this policy on a regular basis and report to governors on the effectiveness of the policy

All staff are responsible for:

- Delivering PSHEE and RSE in a sensitive way
- Modelling positive attitudes to PSHEE and RSE
- Responding to the needs of individual pupils
- Monitoring progress

Pupils are expected to engage fully in PSHEE and RSE and always treat others with respect and sensitivity.

Pembridge Hall is well aware that the primary role in children's PSHEE and RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Will carry out our statutory duty to consult with parents and governors on the contents of this policy
- Inform parents about the school's PSHEE and RSE policy and practice
- Answer any questions that parents may have about the PSHEE of their child; this includes providing opportunities for parents to view the resources that are used in lessons

- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for PSHEE and RSE in the school
- Acknowledge parents have the right to withdraw their children from the non-statutory components of sex education within RSE. However, this rarely happens as, by working in partnership with parents, they recognise the importance of this aspect of their child's education

RSE Statutory Requirements

This policy has been written in accordance with the statutory guidance document 'Relationships and Sex Education (RSE) and Health Education' (DfE, 2019).

The teaching of Sex Education in primary schools remains non-statutory, with the exception of the elements of sex education contained in the Science national curriculum: including knowledge of the main external body parts; the changes as humans develop to old age and reproduction in some plants and animals. Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within PSHEE education lessons.

Within the statutory guidance document for RSE and Health Education, the DfE also encourages schools to deliver age-appropriate sex education if they feel their pupils need this information:

"It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement.."

"It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that 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."

As such, PSHEE and RSE curriculum content will be review annually taking into account the emotional maturity of each cohort. Full Government guidance here: [Relationships Education, Relationships and Sex Education and Health Education guidance \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/404222/Relationships_Education_Relationships_and_Sex_Education_and_Health_Education_guidance.pdf)

Non-Statutory Sex Education

As part of statutory Health Education, children are taught in an age-appropriate way about puberty and the associated physical and emotional changes from Year 4 onwards. As part of the Science curriculum, children learn in Year 2 that animals, including humans, have offspring which grow into adults. In Year 5, they describe the changes as humans develop to old age and about how reproduction occurs in some plants and animals.

Alongside this, children in Year 4 are taught to recognise the signs and changes that may occur during the onset of puberty, in preparation for further lessons on this subject which also focus on emotional changes and menstruation in Year 4. These lessons form part of the statutory requirements for Health Education.

The DfE guidance 2019 also recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of pupils, and this should include how a baby is conceived and born. We are not teaching human reproduction and conception, although, this is reviewed annually depending on the physical, and emotional, maturity of pupils.

Teaching and Learning

Our PSHEE and RSE programme has been created in conjunction with the [PSHE Association](#). Content is thematic across the school, to create a cohesive, comprehensive and progressive curriculum. This approach allows different year groups to work on similar themes at the same time, building a spiral programme year on year, whilst offering flexibility. The three central themes are:

- Relationships
- Living in the Wider World
- Health and Wellbeing

The provision of PSHEE, Citizenship and PSED shares interdependent aims with other subjects in the curriculum i.e. English, Geography, Maths and History. There are many other areas where PSHEE is covered outside of the dedicated lesson time:

- Assemblies: aspects of PSHEE will be covered in assemblies.
- Leadership roles for children: we recognise the importance of leadership roles for children within the school environment promoting responsibility, belonging and ownership within the school community. Designated roles will be encouraged in individual classes. Across the school leadership roles extend into, but are not exclusive to, School Council representative; Green Girl representative; Head/Deputy House Captain and Head/Deputy Girl.
- School Council: the School Council is an important forum for children to express views and opinions about life at Pembridge Hall.
- Awards: Golden Apples and Head's Awards are given out weekly. Many other awards and certificates for specific subjects are awarded across the academic year.
- Wellbeing: the **Wellbeing Lead** shares resources with staff and parents to promote the wellbeing of all.
- Charity Work: we support many local and international charities yearly, often chosen by the girls.
- Links with the community: children take part in local visits to promote responsibility and knowledge about our community and local history. Food donations collected at Harvest Festival are distributed to the needy in our local community through St. Matthew's Church.

Delivery of PSHEE (including RSE)

Our PSHEE programme will be delivered in an age appropriate and sensitive manner by class teachers. We aim to provide a learning atmosphere where children feel safe and relaxed, and where they feel confident to engage in discussions around potentially sensitive subjects and themes.

Ground rules in class and across the school are essential when discussing sensitive subject matter. Clear ground rules are established in partnership with the class, then reinforced at the start of each relevant lesson. As a minimum, ground rules are likely to include the following basic guidelines:

- Listen politely to each other
- Everyone gets a turn to speak, if they want to
- Everyone has a right not to speak
- Everyone's contribution is respected
- We don't ask, or have to answer, any personal questions
- We use correct anatomical language when we have learnt it

Delivery methods will be adjusted should the need for remote learning continue.

Dealing with sensitive issues and difficult questions

Pupils' questions will be dealt with honestly and sensitively and in an age-appropriate way. A question box will also be available for pupils to ask anonymous questions.

If staff are faced with a question that they do not feel comfortable answering within the classroom, techniques such as distancing, the use of a question box, or creating a time to talk to a child individually will be used. Children may also be signposted back to parents/carers and the teacher will contact parents/carers to give context to conversations that have been held in class. If any questions raise safeguarding concerns, teachers will refer to the Designated Safeguarding Lead.

Since PSHEE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including playtimes. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

Parents' right to withdraw

As previously stated, our RSE curriculum consists only of statutory elements. Consequently, parents do not have the right to withdraw their daughter from statutory relationships education, health education or the science curriculum.

Special Educational Needs

Pupils with special educational needs will be given the opportunity to fully participate in PSHEE lessons, and a differentiated program will be provided where necessary, to ensure that all pupils gain a full understanding.

Diversity

Schools, like all public institutions, have specific responsibilities in relation to equality and protected characteristics. Planning and resources are reviewed to ensure they comply with equalities legislation and the school's Equal Opportunities and Diversity policy. All PSHEE is taught without bias and in line with legal responsibilities such as those contained within the Equality Act (2010). Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.

The personal beliefs and attitudes of staff delivering PSHEE will not influence the teaching of the subject in school. In our school we seek to recognise and embrace the diverse nature of our

community. We aim to value and celebrate religious, ethnic and cultural diversity as part of modern Britain. We will explore different cultural beliefs and values and encourage activities that challenge stereotypes and discrimination and present children with accurate information based on the law. We will use a range of teaching materials and resources that reflect the diversity of our community and encourage a sense of inclusiveness. We do not use PSHEE as a means of promoting any form of sexual orientation.

Monitoring and Review

Pupils' development in PSHEE is monitored by class teachers as part of our internal assessment systems. This may include: peer and self-assessment and half termly assessment. Girls will have opportunities to review and reflect on their learning during lessons. Additionally, pupil voice will be influential in adapting and amending planned learning activities.

Pupils' personal development is reported to parents every half term – via written reports or Parent Consultation evenings.

Monitoring of the standards of children's work and of the quality of teaching in PSHEE, Citizenship and PSED is the responsibility of the PSHEE Coordinator. The work of the PSHEE Coordinator also involves supporting colleagues in the teaching of PSHEE, being informed about current developments in the subject and providing a strategic direction for the subject at Pembridge Hall.

Linked Policies

- Behaviour, Discipline and Exclusion Policy
- Safeguarding Policy
- Anti-bullying Policy
- Equal Opportunities and Diversity Policy

Please see below a useful document produced by the government, which provides answers to frequently asked questions around RSE and Health Education:

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