


Foreland Fields School

Personal, Social, Health and Citizenship Education Policy including Relationship and Sex Education.

Governing Body Approval and Categories

Date of Last Review / Scrutiny	17 th November 2020
Date (Month / Year) of Next Review /Scrutiny	November 2023
Date Policy was Ratified	25 th November 2020
Category of the Policy	Teaching and Learning
Named Lead for Writing the Policy	PSHCE/RSE Lead
Named Governor for Scrutiny	Chair of Learning and Development
Approval Body	Full Governing Body
Display on Main Web Site	Yes
NOTE: IF THIS POLICY HAS BEEN SCRUTINISED BY A DIFFERENT LEAD GOVERNOR OR BEEN RATIFIED BY A DIFFERENT GOVERNING TEAM PLEASE STATE WHICH TEAM	
Signed – Chair of Governors 	Date <i>27-11-20</i>

United Nations Convention on the Rights of the Child

Foreland Fields School is a Rights Respecting School thereby this policy ensures that the following rights are acknowledged:



Article 16 (right to privacy) - Every child has the right to privacy. The law should protect the child's private, family and home life, including protecting children from unlawful attacks that harm their reputation.

Article 17 (access to information from the media) - Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.

Article 24 (health and health services) - Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy.

Article 34 (sexual exploitation) - Governments must protect children from all forms of sexual abuse and exploitation.

Article 36 (other forms of exploitation)

Governments must protect children from all other forms of exploitation, for example the exploitation of children for political activities, by the media or for medical research.



Personal, Social, Health and Citizenship Education Policy including Relationship and Sex Education.

The policy reflects the Department of Education 2019 Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance and guidance from the PSHE Association and the local authority.

Links to other Policies and Guidance

This Personal, Social, Health and Citizenship Education Policy including Relationship and Sex Education is supported by, but not limited to:

- Behaviour Policy
- Health and Safety Policy
- Safeguarding/Child Protection Policy
- School Visits
- Confidentiality Policy
- Equality Policy
- Anti-bullying Policy
- Intimate Care Policy
- Relationship and Sex Education Guidance – DfE

School Vision

At Foreland Fields School we are passionate about educating students to ensure they have knowledge and skills to enjoy a healthy and fulfilled life. In our specialist environment, students are empowered so they can understand, learn, express their ideas, communicate feelings and thoughts, develop friendships and become confident young adults. We nurture and inspire children to develop confidence and resilience in an environment where efforts are valued and all children flourish.

Context and Principles

Personal, Health, Social & Citizenship Education (PSHCE) including Relationship and Sex Education (RSE) is a timetabled subject within Foreland Fields Schools curriculum.

The students at Foreland Fields School have profound, severe and complex needs including ASD. This must be borne in mind when providing access to a broad and balanced curriculum which incorporates PSHCE including RSE. All students have some level of difficulty with social interaction and frequently have reduced levels of self-awareness. These impairments can have a significant impact on their daily functional living which can make accessing the PSHCE and RSE curricula a challenge.

Signed (Chair of Governors):

2


27-11-20
Date:

We recognise that pupils will function at different levels of maturity during their school career, having faced a variety of life experiences and developed a range of attitudes and feelings. As such, lessons are planned to allow each individual the opportunity to articulate their perceptions, with all contributions being valued and respected. At all times the teacher will ensure that the teaching point is conveyed through learning that is accessible to every pupil.

Students from Key Stage Key Stage 2 onwards receive weekly PSHCE and RSE learning opportunities. This ensures that students are helped to develop skills and understanding necessary to live life as confidently, healthily and independently as possible.

Through work in lessons and a range of activities across and beyond the curriculum, pupils gain practical knowledge and skills to help them live healthily, develop strategies to maintain positive mental health and wellbeing and deal with the spiritual, moral, social and cultural issues they may face as they approach adulthood. It develops pupils' well-being and resilience, enabling them to take responsibility for their learning and future choice of courses and career. Students develop an understanding of the features of relationships that are likely to lead to happiness and security.

PSHCE including RSE at Key Stage 3 to 5 builds on the pupils own experiences and work done in Key Stage 2. It also compliments Life Skills lessons on the school curriculum covering areas such as issues in politics, the law, family, the environment, relationships, British Values, extremism, e-safety, self-awareness and the media. Students learn about safe, healthy relationships and sex (including understanding consent, negotiating life online, intimate relationships). Students develop an understanding of how to keep themselves safe from relevant risks such as abuse, sexual exploitation and extremism, including when using the internet and social media


Aims and Objectives

The aim of PSHCE Including RSE education is to help and support young people through their physical, emotional and moral development. They will be helped to learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

PSHCE including RSE aims to help students develop the following skills with or without support depending on the student's level of need:

1. Equal Opportunities -To provide pupils with the experience of school and as a caring, supportive community where life is enjoyable and there is equal provision of opportunity, regardless of gender, race, culture or ability.
2. Critical reflection – Recognising personal strengths, values, emotions and areas for development, and then identifying strategies to progress in these areas. Critical

Signed (Chair of Governors):

3


27.11.20
Date:

reflection can also help pupils develop self-awareness, enabling students to use their knowledge and experience of how they think and feel to choose their behaviour, plan their learning and build positive relationships.

3. Decision making and managing risk – This involves finding and using accurate information, weighing up the options and identifying the risks and consequences of each option in order to make an informed choice. These skills can be applied to most situations, including those that involve issues relating to health, personal safety, personal and sexual relationships, personal and social change, leisure and learning opportunities.
4. Developing relationships and working with others – Learning how to build and maintain a range of positive relationships by using skills of negotiation, communication, assertiveness and collaboration. Social and emotional aspects of learning are important for personal and social development and for safely challenging inappropriate behaviour. This includes the ability to listen actively, to empathise and to understand the consequences of aggressive, passive and assertive behaviour in relationships.
5. Self-development – Building and maintaining self-esteem through reviewing experiences and achievements. Being able to identify the major life roles that students will experience in their lives and how they develop their needs, interests, values and skills within all learning environments to ensure they are successful in their future roles.
6. Exploration – Learning how to use a variety of information sources to explore options and current trends. For example: using a variety of sources to explore post sixteen options and the relevant employment trends which may limit these choices, whilst also understanding that bias and inaccuracies may exist within the information they examine.
7. Enterprise – The ability to handle uncertainty and respond positively to change; to create and implement new ideas and new ways of doing things; and to make reasonable risk / reward assessments and act on them in their personal and working life.
8. Financial capability – Being able to understand the value of money and understand the risks and rewards associated with financial products, such as bank accounts and credit cards. Also recognising how finance will play an important part in their lives and in achieving their aspirations.
9. Responsibility - to equip pupils for their adult roles in society and help them to understand the responsibilities of being parent and carers, citizens, partners and consumers.
10. Informed Choices - enable pupils with or without support to make informed choices when considering the development of a healthy and safer lifestyle, this includes healthy living, and informed consent.
11. Taking informed and responsible action – Students understand their impact on communities and the wider world.

The objectives for PSHCE including RSE are:

1. To provide a comprehensive curriculum which is differentiated to meet the specific requirements of our students.
2. To prepare all students for the opportunities, responsibilities and experiences of life, through a developing awareness of their surroundings and models of appropriate behaviour, forming healthy relationships and coping with external pressures in a range of situations.



3. To promote children's spiritual, moral, social and cultural development by fostering an atmosphere whereby students develop a positive attitude and are encouraged to show respect and tolerance towards others.
4. To promote students' awareness of the communities they belong to (local, national, and international), the rights and responsibilities they hold in each community, and the appropriate ways in which they can incite change if they disagree with an element of that community.
5. To provide opportunities for all students to learn and achieve by encouraging them to identify and develop their strengths and coping strategies in order to overcome frustration and areas of personal difficulty.
6. To ensure students have tools to support their mental health and wellbeing and an understanding of support available to help this

National Curriculum

It is widely accepted that PSHE provides a vital foundation for the personal development of young people in preparing them for adult life. The PSHE and RSE curriculum became statutory from September 2020.

Cross Curricular Links

Many of the skills students develop during PSHE including RSE can be transferred to other situations around school, both within lessons and at more informal time. PSHE including RSE involves 24-hour learning, students are continuously exposed to PSHE including RSE learning in all curriculum subjects.

- English – skills in enquiry and communication, use of resources, discussion and presentation of arguments, texts with personal, health and relationship issues.
- Mathematics – aspects of financial capability
- Science – teaching and learning on health, drugs (including medicines), sex education and safety.
- Computing – considering the ethical impact of the use of computers on our lives; looking at the impact of legislation such as the Data, Online safety, internet research, email and communication. CV writing and job research.
- History – ideas, beliefs, attitudes and experiences of people from the past, issues of cultural diversity including Britishness & Democracy.
- Geography – implications of sustainable development for pupils' own life, study of cultural differences, skills of geographical enquiry including communication.
- Art and Design – respect of the differences between people through an investigation of artists, craftspeople and designers from Europe and the rest of the world.
- Music – making the most of abilities and working with others when playing or singing, issues of cultural diversity, their value and expression.
- Physical Education and Food Studies – teaching and learning about health, safety and fitness, development of co-operation and commitment, teamwork. Inter school competition.
- Life Skills – issues of self-development and the understanding of the wider community.
- Religious Studies - religious and moral beliefs, values and practices that underpin and influence personal and social issues and relationships.



27-11-20

- Careers and Economics – developing pupils’ understanding of the world of work and their role as consumers and aspects of financial capability. This also responds to the Gatsby requirements for career education.

Delivery to Pioneer Students

PSHCE including RSE is taught to pupils from Key Stage 2 onwards. In all Key stages, students receive at least weekly PSHCE including RSE learning opportunities.

PSHCE including RSE will also be taught through other lessons and as part of the whole school day. In KS4 and 5 students study vocational qualifications which include many aspects of the PSHCE curricula.

Delivery to Discoverer Students

Students follow a Life Skills curriculum which incorporates all aspects of PSHCE in everyday learning opportunities rather than standalone subjects.

Delivery to Explorer Students

Students learn holistically through life experiences, stories and visual aids. Students do not cover the broader aspects of PSHCE but rather focuses on basic health education and RSE.

Aspects of PSHCE including RSE are delivered by staff during lessons and specifically by outside agencies who are specialists in their particular fields. The specialists will include Health Professionals, Police, Fire Brigade, Librarian, Mencap, Theatre Groups and Young Peoples Services.

Good teaching will use a variety of methods during lessons and across various units of work.

All staff are encouraged to use a variety of flexible, active learning methods:

- Good questioning skills.
- Ground rules.
- Working together.
- Understanding another point of view.
- Reflection, review and evaluation.
- Role play.
- Discussion and debate.
- Scenarios
- Quizzes
- Voting.

Correct medical vocabulary will be used throughout the RSE and PSHCE curriculum

Resources

A variety of resources are used to assist in the delivery of the subject. Individual teachers generally prepare activity sheets tailored to their own groups of students. Commercially prepared worksheets are sometimes used although frequently they require modification in order to make them suitable for our students. Videos produced by Channel 4 Schools and BBC



Bitesize are used to back up teaching where appropriate. A comprehensive selection of video material, largely recorded from general TV programmes, is stocked particularly for use in the secondary school. This is invaluable in relating issues to everyday life.

Outside speakers and other personnel are invited to contribute to students' education where desirable e.g. Health Professionals, Police, Fire Brigade, Politicians, Magistrates, Theatre Groups and Young Peoples Services.

Differentiation

Differentiation is essential when planning and delivering lessons in order to meet the varied needs of our students. Staff can adopt a variety of methods and approaches in the delivery of PSHCE including RSE to provide differentiation for our students' needs. No one approach is sufficient in itself. Some examples can be applied as follows:

Differentiation by task

- provide different activities suited to the needs, abilities and learning styles of the students.
- provide a range of different types of learning experiences, e.g. practical activities, discussion, use of materials and resources such as posters, photographs or pictures, use of drama and role play and ICT.
- present activities in different ways, e.g. discussion, stories, music, demonstration, written or oral instruction, whole class introduction followed by individual or group support.
- provide extra support in the form of adult/peer help, further instruction, use of signing symbols or visual display, consolidation and support activities.
- mind-mapping.
- ranking, i.e. listing a series of statements or pictures according to the demands of the task

Differentiation by outcome

- vary pace of delivery.
- Timings for activities: time to make decisions, give answers, time on task, amount of work to be completed, recording forms used.
- Modify assessment depending on need (evidence for learning can be written work, videos and photos or practical evidence)

Students should be provided with practical and concrete experiences set into context and built upon previous and existing knowledge and experience. They should also be provided with more demanding and challenging activities in order to sustain interest and motivation, broaden their horizons, build self-esteem and enable them to take pride in their achievements.

Personal Disclosures

A set of 'ground rules' agreed by both students and teachers at the outset of lessons should reduce the chances of personal disclosures being made. If, however, a member of staff

Signed (Chair of Governors):



Date:

27-11-20

suspects that a child is a victim of abuse or have reason to believe that he/she is at risk of abuse, the schools' safeguarding procedures will be followed.

Answering Difficult Questions

- Teachers will be careful to ensure that their personal beliefs and attitudes do not influence the teaching of PSHCE including RSE.
- No teacher or pupil will be expected to answer personal questions.
- No one will be forced to take part in a discussion. The meaning of words will be explained in a sensible and factual manner.

Assessment

Assessment will take place in the classroom as is appropriate to the task being undertaken. In oral work or role play this may be simply an observation of the learning outcome. In some cases, there may be written evidence. Self and Peer assessment will be actively encouraged and pupils allowed time to reflect on their progress and achievement.

Equal Opportunities

All students have a right to receive PSHCE including RSE according to their needs; we aim to provide this. Boys and girls are treated equally, though sometimes content is taught in single sex groups to reduce discomfort for students when dealing with very personal questions or areas of development.

Health and Safety

All materials used with students are carefully selected to ensure that students are protected from any that may be inappropriate for their ability and cultural background.

Parent and carers and Carers Links


Parent and carers will be involved in the development and review of the PSHCE and RSE policy. A copy will be available should any parent or carer want to review and discuss it.

It is vital that parent and carers and school work together to provide effective Sex and Relationship Education for all students. Subject teachers are available to discuss matters with parent and carers on request, and may consult parent and carers if necessary.

Information about PSCHE and RSE topics is made available to parent and carers through class letters. If parent and carers have any concerns they can consult with Class teachers or Leaders of Learning on any potentially sensitive issues. If requested to do so, a more detailed outline will be made available along with samples of worksheets and videos that are to be used during the teaching.

Parent and carers are always informed by letter prior to any talks from outside speakers on puberty, menstruation, contraception sexual health and pregnancy/parenting.

Signed (Chair of Governors):

8


Date: 27-11-20

Training such as internet safety and consent is provided via parent and carers workshop meetings. Other workshops related to PSHCE and RSE can be provided on parent and carer's request through responses from yearly parent surveys.

Parents will have a right to withdraw their child from sex education delivered as part of RSE in secondary schools which, unless there are exceptional circumstances, should be granted up to three terms before their child turns 16. This should be done by letter to the Headteacher. We would always encourage parent and carers to study carefully what we intend teaching before coming to this decision. At this point, if the child themselves wishes to receive sex education rather than be withdrawn, the school should make arrangements for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent.

There is no right to withdraw from Relationships Education at primary or secondary as the Department for Education recognise the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

If students are withdrawn, we will make alternative arrangements e.g. joining a different subject area for that/those lessons. Resources are provided to parent and carers and lesson plans should the parent and carers want to provide selective education at home.

Further Development

PSHCE and RSE is continually reviewed and modified according to the needs of our students and to take account of current Government guidelines.

Staff are kept informed of developments in key aspects of RSE, including links with safeguarding, inclusion, equality, Prevent, child protection and anti-bullying, through regular training provided at staff meetings and INSET days.

