



**Villa Real School**  
*together we achieve*

# Personal, Social, Health, Citizenship Education (PSHCE) and Relationships, Sex and Health Education (RSHE) Policy 2024

Author Name: Alex Morris

Date: February 2024

Signed & Adopted by the Governing Body:

Chair of Governors

Date: 04.03.24

Date to be reviewed: February 2025

## **INTRODUCTION and RATIONALE**

This policy is a working document which was developed in response to;

- Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfES Statutory Guidance Published 25<sup>th</sup> June 2019) in Updated September 2021
- Supplementary Guidance Sex and Relationship Education (SRE) for the 21<sup>st</sup> Century 2014
- Equalities Act 2010
- Not Yet Good enough: personal, social health and economic education in schools, (Ofsted 2013)
- Life Lessons: PSHCE and SRE in schools: Fifth Report (House of Commons Education Committee 2015)
- Children and Social Work act 2017, which informed the need for the draft guidance for RSE nationally
- Working Together 2024
- Keeping Safe in Education 2023
- Sexual Abuse and Harassment 2021
- Latest research and advice re identity and sexuality

The policy can also be read in conjunction with;

- Keeping Children Safe in Education (statutory guidance)
- 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/ students)
- Equality Act 2010 and 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'/students' spiritual, moral, social and cultural (SMSC)

- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils'/students' spiritual, moral, social and cultural development).
- National Citizen Service guidance for schools

This policy provides guidance and information on all aspects of PSHCE and RSHE in the School for staff, parents/carers and Governors. To be accessible to all of these groups the document needs to be available on request and presented in a way that is easy to understand.

### **MORAL VALUES AND FRAMEWORK**

Personal, social, health and citizenship education (PSHCE) and Relationships, Sex and Health Education (RSHE) is an integrated, planned programme of teaching and learning that promotes pupils and students' personal and social development and their health and wellbeing. It includes the teaching of Relationships Education (Key Stages 1 and 2) and Relationships, Sex and Health Education (Key Stages 3 and 4), which became compulsory in September 2020. It helps to give pupils/students 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, and tackles many of the moral, social and cultural issues that are part of growing up. Citizenship, it helps to produce motivated and responsible learners, who relate positively to each other, to staff and to the surrounding community.

The school's curriculum on relationships and sex complements, and is supported by, the school's wider policies on behaviour, inclusion, respect for equality and diversity, bullying and safeguarding. The subjects will sit within the context of a school's broader ethos and approach to developing pupils/students socially, morally, spiritually and culturally; and our pastoral care system. This is also the case for teaching on mental health within health education. The curriculum on health education complements, and is supported by, the school's wider education on healthy lifestyles through physical education, food technology, science and sport, extra-curricular activity and school food.

The consultation process has involved:

- Pupil/ student focus groups/ school council
- Questionnaires/consultation to parents/ carers/ staff
- Review of RSHE curriculum content with staff, pupils/students and parents/carers

Consultation with wider school community-Educate and Celebrate regional representative

- DISC Charity
- Ongoing work and support from Durham County Council
- Special Schools RSE Cluster meetings
- consultation, agreement and implementation of policy by School Governors

At Villa Real school we actively promote a whole school approach to PSHCE and RSHE as it is at the centre of all teaching and learning. PSHCE/ RSHE is evident in all areas of school life, is central to our aims and underpins the ethos of the school, reaching out into the wider community. We therefore consider it essential to identify those everyday opportunities, but also plan special events and activities. A programme of visits and visitors are paramount to providing a breadth of opportunities, experiences and challenges to further enrich the children's lives.

What is Relationships, Sex Education and Health Education?

To embrace the challenges of creating a happy and successful adult life, pupils/students need knowledge that will enable them to make informed decisions about their health and wellbeing. with the aim to develop appropriate and meaningful relationships and to build their self-efficacy. Pupils/students can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support. Pupils/students and parents are surveyed annually re their views and wishes to inform the curriculum. The curriculum also responds to local risks in the community and indeed in wider society.

Relationships Education in Early Years

In the Early Years curriculum all pupils are actively encouraged to develop early social and play skills and if ready encouraged to share and play with toys or in games together.

Relationships Education Key Stage 1-2

The focus in Key Stage 1-2 should be 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 with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them.

### Relationships and Sex Education Seniors

RSE provides clear progression from what is taught in Key Stage 1-2 in Relationships Education. Teachers build on the foundation of Relationships Education and, as pupils/students grow up, at the appropriate time extend teaching to include intimate relationships. Alongside being taught about intimate relationships, pupils/students should also be taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult. This teaching should enable pupils/students to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful.

Whatever our gender, ability, culture, faith, sexuality and cultural background, we are all sexual beings, with the same needs for good and appropriate RSE. Children and young people with learning difficulties have the same rights to education, information, dignity and respect. All children and young people have the legal right to education and support which prepare them for their responsibilities and experiences now and in later life. (Sex Education Forum 2014, SRE for children and young people with learning difficulties) Children with a disability are three times more likely to be abused than other children (this includes sexual, physical and emotional abuse), (NSPCC 2014 'We have the right to be safe Protecting disabled children from abuse.')

### **AIMS AND OBJECTIVES**

Relationships Education creates an opportunity to enable pupils/ students to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing. Through Relationships Education, schools aim to teach pupils/students the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In our school, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This also includes understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online.

The aim of RSHE 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.

The aim of teaching pupils/students about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. We aim to teach the characteristics of good physical health and mental wellbeing. Teachers are to be clear that mental wellbeing is a normal part of daily life, in the same way as physical health. This starts with pupils/students being taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving pupils/students the language and knowledge to understand the normal range of emotions that everyone experiences. This will enable pupils/students to better articulate how they are feeling (with the use of appropriate AAC for many), aim to develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

Our Relationships, Sex and Health Education programme is delivered as part of PSHCE and aims to prepare pupils/students for an adult life in which they can:

- develop confidence and make the most of their abilities through raising self esteem
- play an active role as citizens
- develop a healthy, safer lifestyle
- develop good relationships and respect differences between people
- take responsibility
- feel positive about themselves
- participate in all aspects of life according to their age/ stage
- develop skills in language, decision making, assertiveness and make real choices
- develop appropriate friendships, and know what being a good friend involves
- consider social and moral dilemmas
- be supported to find information and advice, and know who and when advice is required
- prepare for change

### **TEACHING AND LEARNING**

The key themes of PSHCE/ RSHE are delivered within each Key Stage in a spiral approach, which gradually revisits and reintroduces topics at a deeper and more complex level at each key stage, whilst rehearsing, embedding and

emphasizing the skills and attributes the young people need to support their independence to manage their lives as much as they possibly can.

Varying strategies and approaches will be used to ensure maximum accessibility to PSHCE/ RSHE programme, and will vary from class to class; often with targets written in the child's short-term targets, which are reviewed each term. These strategies may include small group work, whole class or individual work, using materials and resources that pupils and students can understand through sight, touch, sound, taste or smell. Other strategies include:

- immersing students in real life learning of skills which supports the use and consolidation of such skills. This also provides an opportunity to demonstrate their understanding.
- organising a range of activities to compensate for a lack of first-hand experiences, for example DVD's, computer programs
- active learning through role play, visits, drama, puppets, discussion in pairs or as a group, social modelling and thought showers
- using ICT, visual and other materials to increase pupils and students' knowledge of their personal surroundings and the wider world, for example, through sensory stories
- providing augmentative, alternate communication systems to aid individual pupils and students and students
- using specialist aids and equipment, adapting tasks or environments, or providing alternative activities, where necessary
- encouraging support from adults or other pupils and students, whilst giving pupils and students space and freedom to do things for themselves and allowing time to respond
- use of consistent and sensitive responses and support of staff to ensure proper access to learning opportunities
- being aware of the pace at which pupils and students work and of the physical effort required
- balancing consistency and challenge, according to individual needs.
- giving opportunities to make choices and have control in all or most activities
- a supported work experience programme in the community, in KS4 and 5

Across the Key Stages we offer learning within six areas, within the discreet PSHCE/ RSHE lessons;

1. **Self-Awareness;** *Me, who I am, my likes, dislikes, talents and interests*
2. **Self-care, support and safety;** *Looking after myself, and keeping safe, this includes aspects of Relationship, Sex and Health Education*

3. **Relationships: Managing Feelings;** *Understanding feelings, and that how I feel and how others feel affects choices and behaviour, this includes aspects of Relationship, Sex and Health Education*
4. **Relationships: Changing and Growing;** *How I see others are changing, new opportunities and responsibilities, this includes aspects of Relationship, Sex and Health Education*
5. **Healthy lifestyles;** *Being and keeping healthy on the 'outside' and on the 'inside'*
6. **The World I live in;** *Living confidently in the wider world*

Villa Real specifically delivers Relationships, Sex and Health education explicitly through its PSHCE Programme. Elements of PSHCE/ RSHE learning are complemented, revisited, deepened within ICT/ Computing, RE, P.E. and Science lessons.

Class Managers generally deliver the PSHCE/ RSHE Curriculum with support from professionals where appropriate. Class teachers work closely with their pupils/students over a number of years and we believe that they are usually the best people to work with the students on many of the RSHE topics as they are aware of each student's individual circumstances.

The Science National Curriculum is delivered by class teachers in pathways 1-3. The RSHE Science content lessons predominantly focus on the physical aspects of development and reproduction, although the importance of relationships is not forgotten. To meet the needs of all of our pupils/students, we will provide a varied range of learning opportunities to ensure greater depth of understanding.

At Villa Real School. Students participate in large numbers of extra-curricular activities to enrich their learning, in real life situations, within their community. The students learn about Citizenship through a number of initiatives within school – School council, student leadership opportunities and through the provision of staff dedicated to supporting 'Pupil Voice' across all learning opportunities – no matter their level of expressive communication – all needs are met. Pupils are also taught careers and enterprise throughout the school in a sequenced and progressive manner. SEND Gatsby benchmarks are adhered to. We have taken into account the contextual needs of our students when designing the curriculum.



KCSIE 2023 extended and developed advice on learning that supports the prevention of sexual harassment and sexual violence. Villa Real School is both proactive as well as responsive. The PSHCE/ RSHE lessons are an ideal context for addressing issues as they arise in the public consciousness.

Laying the foundations in Key Stage 1 and 2 – although sexual harassment, abuse and violence would not directly be covered with young children, the foundations of learning will be introduced from KS1, e.g., learning about: asking, giving and not giving permission; what makes a good friend; boundaries and privacy; and body parts that are private. This learning will support primary pupils' current safety whilst preparing them for more specific learning in the secondary phase.

Addressing harassment and abuse in KS3, 4 and 5 – The statutory RSHE guidance (2021) identifies a wide range of relevant content relating to treating others respectfully, recognising unhealthy relationships and seeking support. The guidance and our curriculum equips students with the skills and attributes to apply this understanding in the real world.

### **ASSESSMENT, MONITORING AND REPORTING**

The role of teachers and leaders is to:

- ensure that the school delivers age-appropriate sex and relationships education that meets pupils'/students' needs and contributes to safeguarding them from inappropriate sexual behaviours and sexual exploitation
- implement systems to effectively track pupils'/students' progress in PSHCE education and monitor pupils'/students' engagement in extra-curricular activities that develop their personal and social skills
- raise teachers' expectations of the quality of pupils'/students' work in PSHCE education to ensure it is commensurate with expectations of pupils'/students' work in other subjects

Assessment will be gathered based on a variety of evidence, including some of the following:

- self-assessment
- peer assessment
- individual written work
- group work
- pre-prepared worksheets
- discussion
- role play
- observation
- photographic
- Earwig

- BSquared

It is the responsibility of the PSHCE/ RSHE Coordinator to oversee and organise the monitoring and evaluation of PSHCE, in the context of the overall school plans for monitoring the quality of teaching and learning.

Subject Coordinator will monitor;

- through evaluation of Medium-Term Plans (Termly)
- through ASDAN Accreditation (Yearly)
- R.E.A.L. Assessment/ reporting schedules incorporating attainment across all areas of development as they impact so greatly upon one another (Termly evaluations of short-term targets and end of year report to parents/carers)
- through Annual Reviews
- Performance Descriptions (B Squared Assessment)
- Engagement Profiles and Steps

The school's governing body will review Policy documentation annually. The Governor responsible for overseeing PSHCE/ RSHE will meet with the coordinator and discuss the subject area's Action Plan and Impact reports in greater detail.

### **INCLUSION and EQUAL OPPORTUNITIES**

Life Skills and careers education equip young people with knowledge, understanding, attitudes and practical skills to live healthy, safe, productive, fulfilled, capable and responsible lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in managing their finances effectively.

Villa Real is committed to providing PSHCE/ RSHE to all of its pupils/students and is guided by the PSHE Association' planning framework for pupils/students with SEND, which is used as a resource and to provide a context for planning and learning, which is appropriate to the age and needs of our pupils/students. To ensure the individual needs of our pupils/students are fully met, the framework has 6 progressive stages within each area of PSHCE/ RSHE learning domain, starting with the first stage 'Encountering', through to the final stage 'Enhancement'. The successive outcomes build on previous outcomes to ensure all pupils/students are provided with learning at relevant and appropriately challenging levels at each key stage.

We aim to ensure that the needs of all pupils/ students are met and that all understand the importance of equality and respect. School will ensure that our

teaching is sensitive and age appropriate in its approach and content. Villa Real School will actively promote and support the respect of differences and similarities (physical, cultural, faith, ethnicity, gender, sexual orientation) of all our students and staff.

#### Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns. Cultural differences in respect to puberty, routines and practices are to be discussed and be made aware of.

#### Gender, Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of gender, sexual orientation, identity and answer appropriate questions with an offer of support. Young people, whatever their developing sexuality, need to feel that sex and relationship education is relevant to them. The DfES Statutory Guidance (2021) expects “all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum.” The school will follow the latest DfE advice regarding any issues of identity.

#### RIGHT OF WITHDRAWAL OF STUDENTS FROM RELATIONSHIP AND SEX EDUCATION.

Relationships, Sex and Health Education (DfES Statutory Guidance September 2021) states “Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSHE. There is no right to withdraw from Relationships Education or Health Education.”

We would make alternative arrangements in such cases. Parents/carers are encouraged to discuss their decisions with staff at the earliest opportunity. Parents/carers are welcome to review any RSHE resources the school uses.

#### CONFIDENTIALITY AND SAFEGUARDING

It should be made clear to pupils/students that teacher and all adults in school cannot guarantee absolute confidentiality if they have any concerns about the safety and well-being of a pupil/student. This should be made clear when forming the class Ground Rules or Group Agreement.

Young People under the age of 13

A child under 13 is not legally capable of consenting to sexual activity. Any offence under The Sexual Offences Act 2003 involving a child under 13 is very serious and should be taken to indicate a risk of significant harm to the child. Cases involving under 13's should always be discussed with the nominated child protection lead.

Under the Sexual Offences Act, penetrative sex with a child under the age of 13 is classed as rape. Therefore, in all cases where the sexually active young person is under 13, a referral should be made to First Contact (formerly Social Care Direct), identifying the young person, and the sexual partner if known. Following this, a Strategy Meeting or discussion will be held. The meeting will involve a Team Manager, Social Worker, Police, Health Worker, Education and Welfare and other relevant agencies, to discuss appropriate next steps.

Where the allegation concerns penetrative sex, or other intimate sexual activity occurs, there would always be reasonable cause to suspect that a child, whether girl or boy, is suffering or likely to suffer significant harm. All cases involving under 13's should be fully documented and reported.

Young people between 13 – 16

Sexual Activity with a young person in this age group is a criminal offence under the Sexual Offences Act 2003. The Act reinforces that whilst mutually agreed, non-exploitive, or coercive sexual activity between teenagers does take place and that often no harm comes from it, the legal age of consent remains 16. This acknowledges that this group of young people is still vulnerable, even when they do not view themselves as such. Recent changes in law around consent places the emphasis on proving that consent is secured by the person initiating sex, and not the assumption that it has been obtained from the other person. This is based on them being free, able, has capacity to give consent, and that on each occasion it is negotiated and agreed.

Due to the needs and level of vulnerability in our School, every case of sexual activity involving 13-15 will lead to a discussion with other agencies and whether a referral should be made to Safeguarding and Specialist Services. Cases of concern should be discussed with the nominated Safeguarding Lead and subsequently with other agencies as required.

When confidentiality needs to be preserved a discussion can still take place as long as it does not identify the child (directly or indirectly).

Where there is a reasonable cause to suspect that significant harm to a child has occurred/might occur, there should be a presumption that the case is reported to Safeguarding and Specialist Service.

All cases should be carefully documented including when a decision is taken not to share information.

Health professionals in school are bound by their codes of conduct but have a duty to share information with relevant others, if they believe that a pupil/student is suffering abuse.

Fraser Guidelines - It is good practice for doctors and other health professionals to follow the criteria outlined by Lord Fraser in 1985, "The House of Lords" ruling commonly known as the Fraser Guidelines.

- the young person understands the health professional's advice
- the health professional cannot persuade the young person to inform his or her parents or allow the Doctor to inform the parents that he or she is seeking contraceptive treatment
- the young person is very likely to begin or continue having intercourse with or without contraceptive treatment
- unless he or she receives contraceptive advice or treatment, the young person's physical or mental health or both are likely to suffer
- the young person's best interests require the health professionals to give contraceptive advice, treatment or both without parental consent

These procedures should be read in conjunction with the Durham LSCB protection procedures ([link](#)) with special reference to Sections 3 'Referral and Investigation' and Section 6.13 'Sexually Active Children under 18'

At Villa Real, we adhere to and support the use of Fraser guidelines but we acknowledge that for some of our pupils/students would need to be protected due to their vulnerabilities and capacity to understand and in these cases a decision would be made to assess an individual's competency by the School Nurse or Safeguarding Leads.

### **MOST ABLE**

Pupils who have been identified as Most Able will have specific strategies and interventions appropriately planned by the class manager and offered additional 'Kidsafe' adapted programmes which will also be overseen by Senior Management to ensure that their specific needs are met.

## **PSHCE/ RSHE AND BRITISH VALUES**

Villa Real is committed to working closely and in harmony with its community and celebrating the diversity of the UK. We aim to prepare our students for life in modern Britain and to ensure that our school ethos, curriculum and approaches to teaching and learning reflect and actively promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs (including none).

Through the ethos of our school, we encourage students to accept responsibility for their behaviour, to show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school, and to society more widely. We actively challenge opinions and behaviours that are contrary to fundamental British Values.

Our RE Curriculum teaches about a range of faiths, beliefs and cultures.

Other related policies and documents include: Anti-Bullying Policy, Drugs Education Policy, Child Protection Policy, Single Equality Policy, CEIAG Action Plan, SMSC Policy, Policy, Mental Health and Wellbeing Policy.