



# **Personal, Social, Health, Citizenship and Economic Education (PSHCE) Relationships and Sex Education policy**

<b>APPROVED BY:</b>	<b>Board of Governors</b>
<b>APPROVED BY SIGNATURE (Chair):</b>	
<b>DATE APPROVED:</b>	<b>March 20<sup>th</sup> 2024</b>
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<b>DATE OF NEXT REVIEW:</b>	<b>March 2026</b>

## Introduction

This policy covers our approach to Personal, Social, Health, Economic and Citizenship Education (PSHCE) including Relationships and Relationships and Sex Education (RSE). It aims to set out the purpose of PSHCE and RSE and the intended outcomes for pupils; it also includes our curriculum coverage and how it is delivered.

PSHCE education is currently a non-statutory subject. However, section 2.5 of the National Curriculum asserts all state schools *'should make provision for personal, social, health and economic education (PSHCE)'*.

The PSHE Association states that, *'PSHE education contributes to schools' statutory duties outlined in the Education Act 2002 and the Academies Act 2010 to provide a balanced and broadly-based curriculum and is essential to Ofsted judgements in relation to personal development, behaviour, welfare and safeguarding.'*

In addition, the Relationships and Relationships and Sex and Health and Wellbeing areas of PSHCE have been compulsory in primary schools since September 2020.

## Purpose

We believe PSHCE and RSE is an important and necessary part of all pupils' education. In our school, it is a key element of school life and, as well as explicit teaching sessions which will draw on good practice and national recommendations, it is built into many aspects of the wider curriculum. Our school believes PSHCE and RSE is a shared responsibility of school staff, parents, carers, pupils and, where appropriate, the wider community.

## Aims

Rigby Hall School use the PSHE Association Planning Framework for Pupils with SEND. All schools are required to teach the majority of PSHE education from September 2020. This includes Relationships Education at key stages 1 and 2, Relationships and Sex Education (RSE) at key stages 3 and 4, and Health Education in both primary and secondary phases. The framework provides adapted learning where statutory content may not be accessible for pupils with SEND.

Rigby Hall School adopt the following key aims as set out in the PSHE Association Planning Framework for Pupils with SEND:

Encountering	Foundation	Core	Development	Enrichment	Enhancement
effective engagement in the learning process	underpinning learning	fundamental learning elements	increasing understanding of learning	deepening of application of learning	applying learning in different contexts

- To experience taking and sharing responsibility.
- To feel positive about themselves and others.
- To reflect on their perceptions and experiences.
- To develop the understanding, language, communication skills and strategies required to exercise personal autonomy wherever possible.
- To carry out or take part in daily personal living routines.
- To make real decisions (with support where necessary so that they can act upon them).
- To take part in group activities and make contributions.
- To develop and maintain positive relationships and interactions with others.
- To recognise and celebrate their achievements and successes.

## Wider School Aims

This policy supports the following school aims:

- To support the active development of a school culture that prioritises physical and mental health and wellbeing, providing pupils with skills to evaluate and understand their own wellbeing needs, practise self-care and contribute positively to the wellbeing of those around them.
- To equip pupils with essential skills for life and develop the whole child through carefully planned and resourced lessons that develop the knowledge, skills and attributes children need to protect and enhance their wellbeing.
- To teach pupils how to stay safe and healthy, build and maintain successful relationships and become active citizens, responsibly participating in society around them.
- To deliver a wide range of the social and emotional aspects of learning, enabling pupils to develop their identity and self-esteem as active, confident members of their community.
- To define Relationships Education as learning about the many strands of relationships and growing up. This includes family relationships, friendships and relationships with peers and adults, healthy and unhealthy relationships, the characteristics of positive relationships, relationships online and the emotional, social and physical aspects of growing up.
- To create a safe and supportive learning environment where pupils can develop the confidence needed to clearly communicate their thoughts and feelings in a climate of openness, trust and respect, and know when and how they can seek the support of others.
- To have a positive impact on the whole child, including their academic development and progress, by mitigating any social and emotional barriers to learning and building confidence and self-esteem. This will ensure that all pupils are able to develop the knowledge, skills and attributes they need to succeed at school and in the wider world.
- To explore the knowledge and understanding pupils need to stay safe, be happy and healthy and fulfil their potential, while also preparing them for life, both in the present and future.
- To equip the pupils with the skills they need to live successfully as citizens of the communities to which they belong and enable them to celebrate diversity and treat all people with kindness and respect.
- To encourage pupils to develop positive mental health and emotional wellbeing, and empower them with the knowledge of why this is important and how it can be achieved.
- To maximise an individual's potential in mobility, physical abilities, communication skills, sensory capabilities and personal independence.
- To promote a pleasant learning environment which promotes effective learning and enables pupils to experience a sense of enjoyment and achievement throughout their school career.
- To guide young people towards a realistic assessment of career possibilities and post school opportunities.
- To ensure equality of opportunity regardless of gender, race, culture, religion, social disadvantage or disability.

## Consultation

This policy has been written in consultation with:

- Teaching Staff at Rigby Hall School through PSHCE feedback.
- The Senior Leadership Team through consultation of the draft policy.
- Governing Body through review of the policy

## Sources and References

This policy takes into consideration the following legal requirements, national strategies and government guidance. The following documents have been used to support the writing of this policy:

[Personal, social, health and economic \(PSHE\) education - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[Equality Act 2010: guidance - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[Keeping children safe in education - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[Mental health and behaviour in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

## Roles and Responsibilities

The Governing Body are responsible for:

- To ensure this policy is reviewed as per the identified review date.
- To ensure this policy is updated and reflects the latest guidance as per the DfE.
- To ensure PSHCE and RSE practise is in accordance with the contents of the policy.

The Headteacher is responsible for:

- To ensure the PSHCE and RSE Subject Lead is following the contents of the policy.

The PSHCE and RSE Lead is responsible for:

- To ensure day to day leadership of PSHCE and RSE at Rigby Hall School.
- To provide a whole school long term subject plan for PSHCE and RSE, both of which must be accessible to all school staff.
- To provide medium term plans to all classes and pathways in KS1, KS2 and KS3.
- To monitor curriculum planning and delivery.
- To review and maintain the PSHCE and RSE policy.
- To conduct work trawls.
- To collate data and present pupil progress for pupils in KS1, KS2, KS3 to Headteacher.
- To update resource lists, working within an annual budget.
- To plan PSHCE and RSE whole school engagement days, for example, Anti-Bullying week, World Kindness Day etc.
- To attend relevant courses and ensure subject knowledge in line with statutory guidance.
- To liaise with parents/carers and outside agencies.
- To review PSHCE and RSE across the school and the development of the subject in line with current trends, pupil needs and statutory guidance.
- To provide appropriate support to staff.
- To consult and feedback to the Headteacher.

Teachers are responsible for:

- To deliver the PSHCE and RSE curriculum as per MTPs and LTP.
- To report any concerns to the Designated Safeguarding Lead (DSL) in regard to the health, safety and welfare of any pupils that may arise due to the nature of the subject.
- To raise any concerns to the PSHCE and RSE Lead with regard to the subject.
- To maintain pupil work (floor books, Tapestry)
- To ensure all learning activities are appropriately differentiated and personalised to meet the needs of the individual pupils and as per EHCP targets and outcomes.
- To ensure parent/carer consent has been granted when delivering the Sex Education aspect of the curriculum.
- To plan and provide additional learning activities a separate environment for pupils who do not have consent to take part in the Sex Education aspect of the lesson.

## Planning

Rigby Hall School adopt the Learning Outcomes and Core Themes provided by the PSHE Planning Framework for pupils with SEND (Key Stages 1-4). The framework provides a comprehensive PSHE programme and we are able to use the Learning Outcomes to support targets and identified areas of need in a pupils' Educational Health Care Plan (EHCP).

The Planning Framework is organised into six sections:

1. **Self-Awareness** (Me, who I am, my likes, dislikes, strengths and interests)
2. **Self-care, Support and Safety** (Looking after myself and keeping safe)
3. **Managing Feelings** (Understanding feelings, how I feel, how others feel, choices and behaviour)
4. **Changing and Growing** (How I and others are changing; new opportunities and responsibilities)
5. **Healthy Lifestyles** (Being and keeping healthy, physically and mentally)
6. **The World I Live In** (Living confidently in the wider world)

Each of the six sections is subdivided into topic areas, please see below.

Section	Key stage 1 and 2 Topic areas	Key stage 3 and 4 Topic areas
<b>Self-Awareness</b>	<ol style="list-style-type: none"> <li>1. <i>Things we are good at</i></li> <li>2. <i>Kind and unkind behaviours</i></li> <li>3. <i>Playing and working together</i></li> <li>4. <i>People who are special to us</i></li> <li>5. <i>Getting on with others</i></li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Personal strengths</i></li> <li>2. <i>Skills for learning</i></li> <li>3. <i>Prejudice and discrimination</i></li> <li>4. <i>Managing pressure</i></li> </ol>
<b>Self-Care, Support and Safety</b>	<ol style="list-style-type: none"> <li>1. <i>Taking care of ourselves</i></li> <li>2. <i>Keeping safe</i></li> <li>3. <i>Trust</i></li> <li>4. <i>Keeping safe online</i></li> <li>5. <i>Public and Private</i></li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Feeling unwell</i></li> <li>2. <i>Feeling frightened/worried</i></li> <li>3. <i>Accidents and risk</i></li> <li>4. <i>Keeping safe online</i></li> <li>5. <i>Emergency situations</i></li> <li>6. <i>Public and private</i></li> <li>7. <i>Gambling</i></li> </ol>

<b>Managing Feelings</b>	<ol style="list-style-type: none"> <li>1. Identifying and expressing feelings</li> <li>2. Managing strong feelings</li> </ol>	<ol style="list-style-type: none"> <li>1. Self-esteem and unkind comments</li> <li>2. Strong feelings</li> <li>3. Romantic feelings and sexual attraction</li> <li>4. Expectations of relationships/abuse</li> </ol>
<b>Changing and Growing</b>	<ol style="list-style-type: none"> <li>1. Baby to adult</li> <li>2. Changes at puberty</li> <li>3. Dealing with touch</li> <li>4. Different types of relationships</li> </ol>	<ol style="list-style-type: none"> <li>1. Puberty</li> <li>2. Friendship</li> <li>3. Healthy and unhealthy relationship behaviour</li> <li>4. Intimate relationships, consent and contraception</li> <li>5. Long-term relationships/parenthood</li> </ol>
<b>Healthy Lifestyles</b>	<ol style="list-style-type: none"> <li>1. Healthy Eating</li> <li>2. Taking care of physical health</li> <li>3. Keeping well</li> </ol>	<ol style="list-style-type: none"> <li>1. Elements of a healthy lifestyles</li> <li>2. Mental wellbeing</li> <li>3. Physical activity</li> <li>4. Healthy eating</li> <li>5. Body image</li> <li>6. Medicinal drugs</li> <li>7. Drugs, alcohol &amp; tobacco</li> </ol>
<b>The World I Live In</b>	<ol style="list-style-type: none"> <li>1. Respecting differences between people</li> <li>2. Jobs people do</li> <li>3. Rules and laws</li> <li>4. Taking care of the environment</li> <li>5. Belonging to a community</li> </ol>	<ol style="list-style-type: none"> <li>1. Diversity/rights and responsibilities</li> <li>2. Managing online information</li> <li>3. Taking care of the environment</li> <li>4. Preparing for adulthood</li> <li>5. Managing Finances</li> </ol>

Early Years: LTP is provided by Early Years Department Lead and is linked to the area 'Personal Social and Emotional Development.

Classes: Sapling and Sycamore

	Autumn	Spring	Summer
<b>Personal, Social and Emotional Development</b>  <b>*Reception pupils only</b>  <b>KS1 to follow PSHE curriculum map</b>	Transitioning back to school. Making new relationships with staff. Building relationships with peers with support. Supported to explore activities and make choices. How are you feeling today? Introduction to emotions and zones of regulation board. Following class rules.	Developing turn taking with adult support. Sharing toys and turn taking in structured games. Developing independence and confidence in accessing play opportunities. Making choices. Access personalised zones of regulation board with support.	Turn taking and sharing with more independence. Develop cooperative play with a peer. Make confident choices in play, requesting resources. Begin to recognise what being healthy means (healthy food choices, exercise). Oral hygiene. Begin to be independent in self-regulation (with support of Zones of Regulation). Begin to recognise feelings of others.

KS1: LTP and MTP's provided by PSHCE and RSE Subject Lead. (2-year cycle)

PSHE EDUCATION COORDINATOR: Claire Amos  
 PLANNING FRAMEWORK FOR PUPILS WITH SEND KEY STAGES 1-4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle One Four (22/23)	Marvellous Musicians <b>SELF AWARENESS</b> SA3: Playing & Working Together	World Cup <b>SELF-CARE, SUPPORT &amp; SAFETY</b> SSS1: Taking Care of Ourselves	A Land Before Time (Dinosaurs) <b>SELF-CARE, SUPPORT &amp; SAFETY</b> SSS4: Keeping Safe Online <i>*Safer Internet Day TBC</i>	Chocolate <b>SELF-CARE, SUPPORT &amp; SAFETY</b> SSS5: Public & Private	Super Shopping <b>HEALTHY LIFESTYLES</b> HL1: Healthy Eating <b>HEALTHY LIFESTYLES</b> HL2: Taking Care of Physical Health	Under the Sea/Blue Planet <b>SELF-CARE, SUPPORT &amp; SAFETY</b> SSS2: Keeping Safe
	Heroes <b>SELF AWARENESS</b> SA4: People Who Are Special To Us <b>THE WORLD I LIVE IN</b> WILI1: Respecting Differences Between People	Fantastic Films <b>SELF AWARENESS</b> SA1: Things we are good at.	Wonderful Worcestershire <b>CHANGING &amp; GROWING</b> CG4: Different Types of Relationships <b>SELF-CARE, SUPPORT &amp; SAFETY</b> SSS4: Keeping Safe Online <i>*Safer Internet Day Tuesday 6<sup>th</sup> February 2024</i>	Perfect Planet <b>MANAGING FEELINGS</b> MF1: Identifying and Managing Feelings <b>MANAGING FEELINGS</b> MF2: Managing Strong Feelings	Amazing Machines <b>HEALTHY LIFESTYLES</b> HL3: Keeping Well	Olympics <b>THE WORLD I LIVE IN</b> WILI2: Jobs People Do

KS2: LTP and MTP's provided by PSHCE and RSE Subject Lead. (2-year cycle)

PSHE EDUCATION COORDINATOR: Claire Amos  
 PLANNING FRAMEWORK FOR PUPILS WITH SEND KEY STAGES 1-4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle One Four (24/25)	People Who Help Us <b>CHANGING &amp; GROWING</b> CG1: Baby to Adult <b>CHANGING &amp; GROWING</b> CG2: Changes at Puberty	Amazing Artists <b>SELF-CARE, SUPPORT &amp; SAFETY</b> SSS5: Public & Private <b>CHANGING &amp; GROWING</b> CG3: Dealing with Touch	Toys, Gadgets and Games <b>SELF-CARE, SUPPORT &amp; SAFETY</b> SSS4: Keeping Safe Online <i>*Safer Internet Day TBC</i>	Super Space <b>HEALTHY LIFESTYLES</b> HL1: Healthy Eating <b>HEALTHY LIFESTYLES</b> HL2: Taking Care of Physical Health	Awesome Africa <b>THE WORLD I LIVE IN</b> WILI6: Money	Mindful Me <b>MANAGING FEELINGS</b> MF2: Managing Strong Feelings <b>SELF-CARE, SUPPORT &amp; SAFETY</b> SSS2: Keeping Safe
	Heroes <b>THE WORLD I LIVE IN</b> WILI1: Respecting Differences Between People	Fantastic Films <b>THE WORLD I LIVE IN</b> WILI5: Belonging to a Community	Wonderful Worcestershire <b>SELF AWARENESS</b> SA2: Kind and Unkind Behaviours <b>THE WORLD I LIVE IN</b> WILI3: Rules & Laws <b>SELF-CARE, SUPPORT &amp; SAFETY</b> SSS4: Keeping Safe Online <i>*Safer Internet Day Tuesday 6<sup>th</sup> February 2024</i>	Perfect Planet <b>THE WORLD I LIVE IN</b> WILI4: Taking Care of the Environment	Amazing Machines <b>SELF-CARE, SUPPORT &amp; SAFETY</b> SSS3: Trust	Olympics <b>CHANGING &amp; GROWING</b> CG4: Different Types of Relationships <b>HEALTHY LIFESTYLES</b> HL3: Keeping Well

KS3: LTP and MTP's provided by PSHCE and RSE Subject Lead. (3-year cycle)

PSHE  
Key Stage 3 LTP overview

PSHE EDUCATION PLANNING FRAMEWORK FOR PUPILS WITH SEND  
KEY STAGES 1-4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year One (25/26)	Food Glorious Food <b>SELF-AWARENESS</b> SA3: Prejudice & Discrimination	Show Time <b>SELF-AWARENESS</b> SA4: Managing Pressure	Exciting Egyptians <b>SELF-CARE, SUPPORT &amp; SAFETY</b> SSS1: Feeling unwell SSS4: Keeping Safe Online  *Safer Internet Day TBC	Amazing Animals <b>CHANGING &amp; GROWING</b> CG4: Intimate Relationships, Consent & Contraception	Express Yourself <b>CHANGING &amp; GROWING</b> CG5: Long-term Relationships & Parenthood	Holidays <b>MANAGING FEELINGS</b> MF1: Self-esteem & Unkind Comments  <b>HEALTHY LIFESTYLES</b> HL2: Mental Well-being HL5: Body Image
Year Two (23/24)	Heroes <b>SELF-AWARENESS</b> SA1: Personal Strengths SA2: Skills for Learning	Fantastic Films <b>SELF-CARE, SUPPORT &amp; SAFETY</b> SSS2: Feeling Frightened and/or Worried	Wonderful Worcestershire <b>SELF-CARE, SUPPORT &amp; SAFETY</b> SSS6: Public & Private SSS4: Keeping Safe Online  *Safer Internet Day is Tuesday 6 <sup>th</sup> February 2024	Perfect Planet <b>THE WORLD I LIVE IN</b> WILF3: Taking Care of the Environment	Amazing Machines <b>MANAGING FEELINGS</b> MF2: Strong Feelings  <b>CHANGING &amp; GROWING</b> CG1: Puberty	Olympics <b>HEALTHY LIFESTYLES</b> HL1: Elements of a Healthy Lifestyle HL3: Physical Activity HL4: Healthy Eating
Year Three (24/25)	People Who Help Us <b>SELF-CARE, SUPPORT &amp; SAFETY</b> SSS3: Accidents & Risks SSS5: Emergency Situations	Amazing Artists <b>CHANGING &amp; GROWING</b> CG2: Friendship	Toys, Gadgets and Games <b>SELF-CARE, SUPPORT &amp; SAFETY</b> SSS7: Gambling SSS4: Keeping Safe Online  *Safer Internet Day TBC February 2025	Super Space <b>HEALTHY LIFESTYLES</b> HL6: Medicinal Drugs HL7: Medicinal Drugs, Drugs, Alcohol & Tobacco	Awesome Africa <b>MANAGING FEELINGS</b> MF3: Romantic Feelings & Sexual Attraction	Mindful Me <b>CHANGING &amp; GROWING</b> CG3: Healthy/Unhealthy Relationship Behaviours

KS4: LTP is provided by Secondary Department Lead and MTP's provided by class teachers. (2-year cycle) ASDAN Life skills Challenge

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year Two (23/24) Y10	Heroes	Fantastic Films	Wonderful Worcestershire	Perfect Planet	Amazing Machines	Olympics
	<b>MANAGING FEELINGS</b> MA2: Strong Feelings <b>HEALTHY LIFESTYLES</b> HL1: Elements of a healthy lifestyle HL2: Mental Well-being HL5: Body Image	<b>HEALTHY LIFESTYLES</b> HL1: Elements of a Healthy Lifestyle HL2: Mental wellbeing HL3: Physical Activity HL4: Healthy Eating <b>SELF-CARE, SUPPORT &amp; SAFETY</b> SSS2: Feeling Frightened SSS3: Accidents & Risks SSS5: Emergency situations	<b>CHANGING &amp; GROWING</b> CG4: Intimate Relationships, Consent & Contraception <b>SELF-AWARENESS</b> SA4: Managing Pressure <b>HEALTHY LIFESTYLES</b> HL5: Body Image <b>THE WORLD I LIVE IN</b> WIL12: Managing Online Information <b>SELF-CARE, SUPPORT &amp; SAFETY</b> SSS4: Keeping Safe Online SSS6: Public and Private SSS7: Gambling *Safer Internet Day is Tuesday 6 <sup>th</sup> February 202	<b>THE WORLD I LIVE IN</b> WILF3: Taking Care of the Environment	<b>MANAGING FEELINGS</b> MF2: Strong Feelings  <b>CHANGING &amp; GROWING</b> CG1: Puberty	<b>HEALTHY LIFESTYLES</b> HL1: Elements of a Healthy Lifestyle HL3: Physical Activity HL4: Healthy Eating
	Module1: Emotional Well-being	Module2: Keeping Safe & Healthy	Module3: Social Media	Module 4: Alcohol	Module5: Drugs and Tobacco	Module6: Sexual Health



Year Two (23/24)  Y11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Heroes	Fantastic Films	Wonderful Worcestershire	Perfect Planet	Amazing Machines	Olympics
	<b>THE WORLD I LIVE IN</b> WIL4: Preparing for Adulthood  <b>SELF-AWARENESS</b> SA1: Personal Strengths SA2: Skills for Learning	<b>CHANGING &amp; GROWING</b> CG1: Puberty CG4: Intimate relationships, consent and contraception. CG5: Long-term relationships and parenthood. <b>MANAGING FEELINGS</b> MF3: Romantic, feelings and sexual attraction. <b>SELF-AWARENESS</b> SA3: Prejudice and discrimination	<b>THE WORLD I LIVE IN</b> WIL4: Preparing for Adulthood WIL5: Managing Finances	<b>SELF-AWARENESS</b> SA3: Prejudice and discrimination <b>CHANGING &amp; GROWING</b> CG3: Healthy Unhealthy Relationship behaviours. CG4: Intimate relationships, consent and contraception. CG5: Long-term relationships and parenthood. <b>MANAGING FEELINGS</b> MF2: Strong Feelings MF3: Romantic, feelings and sexual attraction.	<b>THE WORLD I LIVE IN</b> WIL1: Diversity, rights and responsibility  <b>SELF-AWARENESS</b> SA3: Prejudice and discrimination	
	Module10: Careers & Future	Module8: Families and Parenting	Module9: Financial Choices	Module7: Respectful Relationships	Module11: Living in Modern Britain	Transition

KS5: LTP is provided by Post 16 Department Lead and MTP's provided by teachers who work within this department. ASDAN/OCR/AQA Accredited Units of Work

Class 1 – Pre-entry level students.

Subject area	Autumn 1 and 2	Spring 1 and 2	Summer 1 and 2
PSHCE/RSE	ASDAN TI. – Engaging with the world around me.	ASDAN TI. - Personal Care; Routines AQA UAS -118509 Healthy living; personal hygiene	ASDAN TI. – Developing communication skills.

Class 1 – E1/E2 students

Subject area	Autumn	Spring	Summer
PSHCE/RSE	OCR E2 – E2 Emotional wellbeing (20GLH)	OCR E2 – E2 Healthy living (20GLH)	AQA UAS – 116581 Introduction to basic sexual health

Class 2 – E2/ E3 level students

Subject area	Autumn	Spring	Summer
PSHCE/RSE	OCR E3 – E3 Emotional wellbeing (20GLH)	OCR E3 – E3 Healthy living (20GLH)	AQA UAS – RSE 116581 Introduction to basic sexual health

All MTP's are split into 3 pathways to accommodate moderate, severe and complex needs. Green (Moderate MLD), Purple (Severe SLD), Orange (Complex CN).

<b>Green Pathway</b> Pupils who need minimal support and can work as part of a class group. Pupils may need additional support and prompting to engage in learning tasks.
<b>Purple Pathway</b> Pupils who can work as part of a class but with adaptations to the curriculum (e.g. sensory, TEACCH approach). Pupils need a higher level of support to engage in class tasks and may need 1-1 support to complete focus work in class. Pupils may have difficulties with their coordination and completing self-help tasks without support from adults.
<b>Orange Pathway</b> Pupils who require a high level of adult support to access the curriculum due to their complex learning needs. Pupils may have sensory impairments, physical difficulties or a severe medical condition which affects learning. Pupils are supported to learn through sensory stimulation.

## Implementation and Organisation

PSHCE and RSE is taught using a cross curricular approach throughout the school day. In addition, designated lessons are timetabled in all classrooms on a weekly basis.

- Early Years, KS1 and pupils following the orange pathway (complex learners) implement PSHCE across the school day with particular emphasis during break and lunch times.
- Pupils in KS3, KS4 and KS5 have PSHCE and RSE as a weekly timetabled session.

PSHCE and RSE is reflected in the ethos of the whole school. Lessons provide pupils with the knowledge, skills and understanding they need to lead confident, healthy, and independent lives. Pupils participate in daily practices in daily school life:

- Communication and self-help skills (developing independence when making choices about what to eat, or drink at meal time, using cutlery, sitting with others at a table, encouraging table manners and social opportunities.)
- Pupil Voice (pupils asked weekly to share their opinions and/or ideas, ensuring their views are listened to and valued.)
- Assemblies (weekly phase assemblies and half-termly whole school assemblies support whole school participation, a feeling of belonging and a fantastic opportunity to celebrate successes.)
- House-points (all pupils and staff are assigned to a house, red, green, yellow, or blue. House points are awarded for good work, good manners, good choices, excellent work ethic etc and achievements are celebrated and shared during assemblies.)
- Residential Visits (pupils are given the opportunity to transfer skills learnt in school whilst being away from home.)
- Pastoral (pupils can drop-in for breakfast club and chat to our specially trained staff. Interventions such as; art, jewellery making, horse therapy and fishing are some of the groups currently delivered to some of our pupils experiencing trauma.)

It is important to remember that PSHCE and RSE can be taught flexibly and with the pupil and their current needs at the centre. PSHCE and RSE should be relevant to the pupil, so that it can be used as a tool to acquire knowledge for current and significant topics to them.

A broad, balanced and enriching PSHCE and RSE curriculum supports cross curricular opportunities for the delivery in other subjects and underpins many of our special events, for example:

- Children in Need and Comic Relief fundraising days.
- Anti-bullying and World Kindness Days.
- Enterprise Days.
- Sports Days, after-school clubs and holiday clubs.
- Visits to places within our local community, links with our local church St Godwald's Church.
- School trips
- Guest speakers in school
- World of Work (work experience)
- Accredited Courses (ASDAN Life Skills, Duke of Edinburgh)

## **Assessment and Moderation**

Opportunities for 'Assessment for Learning' are built into our provision:

- Pupils are provided with opportunities to reflect on and assess their learning and recognise its relevance to their day to day lives.
- Progress in PSHCE and RSE is recorded and reported to parents in line with all other non-core curriculum subjects.
- Questionnaires, discussions and Teacher and Teaching Assistant assessments all form part of the assessment process.
- Pupils are provided with opportunities to self-assess and evaluate their learning.

## **Monitoring and Evaluation**

The progress of pupils within PSHCE and RSE is monitored through:

- Moderation of pupil work.
- Staff observations and discussion.

## **RSE Statement**

This statement covers our approach to Relationships Education; a statutory component of the PSHCE curriculum from September 2020. It aims to set out the purpose of Relationships Education and the intended outcomes for pupils.

At Rigby Hall School we believe relationships and sex education is important for our school because it should help all pupils to understand their physical and emotional development and enable them to make positive decisions.

We define Relationships Education as learning about the many strands of relationships and growing up. This includes family relationships, friendships and relationships with peers and adults, healthy and unhealthy relationships, the characteristics of positive relationships, relationships online and the emotional social and physical aspects of growing up.

## **Purpose and Principles**

At our school, we believe in providing every pupil with open, honest, accurate and learning experiences that are developmentally appropriate lessons all about relationships. Through the school's ethos and values, we aim to develop pupil's knowledge, skills, opinions, strategies and confidence, enabling them to cope with life and love safely and happily in the modern world.

We highly value the partnership between home and school and will promote open and informative two-way communication. We aim to provide parents and carers with accurate information about what pupils are learning in school.

Our RSE curriculum is inclusive and meets the needs of all pupils. We promote gender equality and represent the LGBT+ community in our provision.

## **Aims**

We aim to provide all pupils with:

- To have the knowledge and understanding of a variety of relationships.
- To have the ability to identify any concerns they have about a relationship.
- To have coping strategies and an awareness of how and where to seek support.
- To understand their rights and responsibilities within a range of relationships.
- To have an awareness of the process of growing up and the changes they and others will experience.
- To understand the characteristics of a positive relationship.

## **Statutory Regulations**

From September 2020, all schools must deliver Relationships Education as stated in the Education Act 2002. All schools must ensure the curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils
- Prepares pupils for the opportunities, responsibilities and experiences of later life.

## **Safeguarding**

Teachers are aware that effective RSE which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. In this instance, teachers will consult with the designated safeguarding lead.

Visitors and external agencies which support the delivery of Relationships Education will be required to adhere to the school's safeguarding policy and policies relating to the subjects they are teaching or contributing towards.

## **Rights of Withdrawal from Lessons**

The Department for Education (DfE) recognises the key role of parents and carers in talking to their children about RSE guidance. Parents/carers have the right to withdraw their children from RSE content that is not part of statutory National Curriculum Science, however pupils are not allowed to withdraw from Relationships or Health Education.

As part of our whole school approach to RSE, Parent Information sessions and opportunities for parents and carers to view the materials and resources used will be available if requested. We will notify parents and carers when Relationships and Sex education will be taught. A letter will be sent home and outline the content of the RSE to be taught. Parents and carers who opt to withdraw their child from the RSE lessons will be invited to discuss any concerns with the RSE Subject Lead. Any complaints about the content or delivery of RSE should be submitted via the school's complaints procedure.

## **Equal Opportunities**

RSE is an entitlement to all pupils, regardless of race, religion, gender or ability. The RSE curriculum at Rigby Hall School is differentiated to meet the age and cognitive development of each pupil. RSE may include discussion of issues relating to sexual preference, in order to discourage prejudice. Rigby Hall School understand the importance of equal opportunities and will support pupils with regard to LGBTQIA+ concerns.