



Winchelsea School

**Guernsey Road
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PSHE and SRE Policy 2018-2019			
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Introduction

At Winchelsea we recognise that Personal, Social, Health and Economic Education (PSHE) is a vital area of the curriculum for our pupils and is an integral part of their learning and well-being. We believe that the delivery of quality PSHE is core to maximising pupil development and ensuring they lead happy, healthy and independent lives. As PSHE is cross curricular and aims to foster the development of happy, confident and independent learners it has strong links with all our curriculum and pastoral policies, including teaching and learning, behaviour, anti-bullying, playtimes and lunchtimes, community visits, after-school clubs and all interventions offered throughout the school.

We teach PSHE in the Reception and key stage 1 classes as an integral part of the topic work covered during the year. In the Foundation Stage we relate the PSHE and Citizenship aspects of the pupils' work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHE matches the aim of developing a child's personal, emotional and social development as set out in the ELGs. We also support citizenship education in reception classes when we teach "how to develop a child's knowledge and understanding of the world".

In Key Stage 2 and 3 pupils have two discrete double lessons per week. We also teach PSHE as an integral part of all curriculum areas covered during the year. In addition to this pupils have a careers lesson once a week and a Sex and Relationship Education (SRE) lesson weekly for two terms of the year. PSHE is delivered at key stage 4 through their chosen accreditation. The SRE and drugs education modules are delivered by the class teachers weekly for a term each year. In addition to this pupils have a careers lesson.

Aims

By ensuring that PSHE is a central aspect of each pupils learning experience, we aim to enable children to:

- know and understand what constitutes a healthy lifestyle
- be aware of safety issues
- understanding friendships and relationships with others
- have respect for others
- be independent and responsible members of the school community
- be positive and active members of a global community
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues
- develop understanding of their own bodies and changes
- aspire to economic well-being

The Personal, Social, Health and Economic Education Curriculum

Every pupil has a learning journey made up of descriptors that are designed to map pupils' development and understanding. This ensures personalised learning, focused on skills that are important to each individual.

PSHE is taught in six main areas, each of which link closely to the core themes set out within the PSHE programme of study.

Health and Wellbeing	Relationships	Living in the Wider World
1. Self-Care	2. Social Skills	3. Life Skills
4. Physical Development and Wellbeing	5. Sex and Relationship Education (SRE)	6. Rights Respecting

Self-Care: Where pupils learn how to look after themselves to the best of their ability. This ranges from toileting and dressing/undressing to making the bed, washing clothes and being able to shave safely.

Social Skills: Where pupils learn the skills needed to be around and communicate appropriately with others both in school and out of school. This ranges from basic play skills to forming and maintaining friendships.

Life Skills: Where pupils have the opportunities to develop skills that they are going to need when they leave school to have as much of an independent life as possible. This ranges from basic table etiquette to understanding and accessing public amenities.

Physical Development and Wellbeing: Where the pupils learn the skills to lead healthy lives, to learn new sporting skills, to recognise what they need to do to feel good. This ranges from gross motor skills to fine motor skills.

Sex and Relationship Education (SRE): Where pupils are split into groups based around level of understanding and sometimes gender. The aim is to develop their friendship and relationship skills, as well as providing a vital insight into their own bodies and the changes that happen, the opposite sex, sexual relationships and consent and the law.

Rights Respecting: Where pupils are taught about their rights and encouraged to consider how their own morals and values might look at present and in the future. This is taught across the whole year and is included in all areas of the curriculum. This ranges from gaining an awareness of basic rights to understanding the importance of being able to voice their opinion.

The Sex and Relationship Education Curriculum

Definition of SRE

Sex and Relationship education is defined as a life-long process of acquiring information and forming attitudes, beliefs and values about sexual identity, relationships and intimacy (Lenderyou, 1993).

Winchelsea is a special school, it recognises that it has a sensitive role to play with regards to Sex and Relationship Education. Pupils with learning difficulties generally need more help in coping with the physical and emotional aspects of growing up, they may need more help in learning what sorts of behaviours are and are not acceptable and they may need to be warned and prepared against unacceptable behaviour by adults. It is recognised that the prime responsibility for bringing up children rests with parents and carers, and that they are key figures in helping their child to cope with the emotional and physical aspects of moving into adolescence and adulthood. Teaching at the school therefore aims to be complementary and supportive to the role of parents and carers.

At Winchelsea School the main aim of Sex and Relationship Education is to help and support pupils through their physical, emotional and moral development. It promotes pupils respect for themselves and others and supports the transition from childhood through adolescence and into adulthood. The overarching aims of SRE are:

- To make pupils aware that meaningful relationships are built on trust
- To recognise the need for responsible and caring relationships within the family unit
- The exploration of both personal and collective attitudes and feelings
- The acknowledgement of peer group pressure and the associated moral dilemmas
- The acquisition of knowledge relating to personal health and keeping safe.
- The encouragement and development of positive decision making skills
- The recognition of a range of options
- Acknowledging the effect of lifestyles and one's actions
- The acceptance of one's own and others sexuality
- Learning to give and receive support

All those who teach aspects of SRE within school, including visitors, are expected to be guided by the following values framework which represents the values held in common by the whole school community. The teaching of SRE will encourage pupils to:

- Value and respect themselves;
- Value and respect others and
- Value and respect differences in people's religion, culture, sexual orientation, physical and mental ability and social background.

Delivery of SRE

For pupils in Key Stages 2, 3 and 4 SRE is delivered discretely through PSHE and Science lessons and where appropriate this is also integrated in other cross-curricular areas. Relationship Education is taught through PSHE during Spring 1 within mixed sex class groups. Sex Education is taught during Summer 2 within single sex groups to provide an appropriate environment to learn about aspects such as male or female anatomy, masturbation and menstruation. There is also a unit covering reproduction that is covered as part of the Science curriculum. However, it is also important to study reproduction in the light of 'relationships', hence the opportunities to discuss issues within PSHE lessons. Lower School have opportunities for continual development of identity and self-awareness. These are built into daily practice and all lower school themes. For some older or more able pupils individual sessions can be organized with the class teacher or school nurse using more in depth resources available.

Teachers are not directed on specific topics to cover as our pupils learning needs to be personalised to areas that are most important to them. Therefore, teachers are required to assess pupils' current knowledge and understanding against the SRE descriptors, then liaise with parents, carers and teaching staff to determine the most relevant topics to cover with each individual or group.

Relationship Education consists of:

1. Introduction to Relationships
2. Starting a Relationship
3. Developing a Relationship
4. Coping with Problems
5. When a Relationship Ends
6. Looking to the Future

Sex Education consists of:

7. Body Awareness
8. Let's Talk About Sex
9. Sex Rules
10. Sex Aware

Roles and Responsibilities

Governors	Have an overall responsibility to be continually involved in writing and maintaining an up to date policy that is made available to parents and carers.
Headteacher	Is responsible for the implementation of the policy and liaising with the governing body, LA, parents, carers and other appropriate agencies.
PSHE Co-Ordinator	The coordinator, together with the headteacher, has a general responsibility or supporting other members of staff in the implementation of this policy and will also disseminate information and provide required training relating to SRE.
Teachers	Responsible for the implementation of the policy as well as planning, resourcing, delivering and recording pupils levels in relation to the descriptors for each area. Teachers are also involved in curriculum development process and training is made available where appropriate.
Parents and Carers	The school recognises that the parents/carers are key figures in helping their children to cope with the emotional and physical aspects of growing up and therefore have more responsibility in preparing them for challenges and responsibilities which sexual maturity brings. Parents/carers are encouraged to support the school's SRE and have access to this policy.
All Staff	SRE is a whole school issue. All staff both teaching and non-teaching should be aware of this policy and how it relates to them.

Involvement of Parents, Carers, Pupils and Staff

The policy is available to all parents, carers, pupils and staff. This year the PSHE and SRE descriptor have been re-written and developed by the PSHE coordinator, then reviewed and further developed by all teaching staff. Parents/carers are consulted in writing before Sex Education is taught each academic year, outlining the content and material to be used. They are also encouraged to contact the PSHE coordinator or headteacher should they have any queries or concerns relating to the SRE policy or provision.

Monitoring and Evaluation

Due to the practical, skills-based nature of PSHE and SRE, progress is monitored using descriptors where teachers evaluate and record whether pupils have Experienced (E), are Developing (D), or have Achieved (A) each statement. This allows us to clearly map pupils' strengths and areas for development, which is vital preparing our pupils for life beyond Winchelsea. The PSHE co-ordinator gathers feedback from teachers during PSHE curriculum development sessions.

Right to Withdrawal

Parents/carers will be notified in writing, informing them of the policy, the teaching content and materials to be used before the discrete units on Sex and Relationship Education are delivered in either PSHE or Science. Any parent/carer wishing to withdraw their child is encouraged to make an appointment with the headteacher to discuss the matter. Parents/carers who wish to withdraw their child from any aspect of the school's SRE programme should notify the headteacher in writing. Pupils cannot be withdrawn from any part of SRE which falls within the statutory National Curriculum Science orders. Any complaints about the content or delivery of SRE should be addressed to the head teacher.

The Statutory Provisions

The National Curriculum in England Framework Document (December 2014) for primary and secondary states that "All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education".

The Department for Education have made **Relationships Education compulsory in all primary schools** in England and **Relationships and Sex Education compulsory in all secondary schools**, as well as making **Health Education compulsory in all state-funded schools**. Content must; be age appropriate, taught sensitively and inclusively, be respectful of backgrounds and beliefs, provide pupils with the knowledge they need of the law (Department for Education, 2018). Department for Education guidance:

Relationships Education	Relationships and Sex Education	Health Education
All schools providing primary education, including all-through schools and middle schools	All schools providing secondary education, including all-through schools and middle schools	All maintained schools including schools with a sixth form, academies, free schools, non-maintained special schools and alternative provision, including pupil referral units.
		The statutory requirement to provide Health Education does not apply to independent schools – PSHE is already compulsory as independent schools must meet the Independent School Standards as set out in the Education (Independent School Standards) Regulations 2014. Independent schools, however, may find the principles in the guidance on Health Education helpful in planning an age-appropriate curriculum.
The statutory requirements do not apply to sixth form colleges, 16-19 academies or Further Education colleges, although we would encourage them to support students by offering these subjects. These settings may find the principles helpful, especially in supporting pupils in the transition to FE.		

Safeguarding and Confidentiality

All staff need to be aware that effective SRE, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. Any person receiving an allegation, observing evidence or identifying a suspicion of abuse is to be known as an alerter. Upon receipt of a disclosure or the raising of a concern, alerters must refer to the Designated Safeguarding Lead. A member of staff cannot promise confidentiality if concerns exist.

For further information on Safeguarding and Confidentiality, please refer to the Winchelsea School Safeguarding Policy on the school website.

Foundation Stage and Key Stage 1

We teach PSHE in the Reception and key stage 1 classes as an integral part of the topic work covered during the year. In the Foundation Stage we relate the PSHE and Citizenship aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHE matches the aim of developing a child's personal, emotional and social development as set out in the ELGs. We also support citizenship education in reception classes when we teach "how to develop a child's knowledge and understanding of the world".

Key Stage 2

Pupils have two timetabled lessons (4 hours) of PSHE per week. We also teach PSHE in key stage 2 classes as an integral part of all curriculum areas covered during the year.

Key Stage 3

Pupils have two timetabled lessons (4 hours) of PSHE per week. In addition to this pupils have a careers lesson once a week and as part of this provision SRE lessons take place weekly for a term of the year.

Key Stage 4

PSHE is delivered at key stage 4 through their chosen accreditation. The SRE and drugs education modules are delivered by the class teachers weekly for a term each year. In addition to this pupils also have a careers lesson and follow an accreditation in 'Employability', this covers some aspects of careers and financial management in preparation for their futures.

Pupils with SEN

We teach PSHE to all children, through differentiated learning opportunities appropriate to the individual needs of children with learning difficulties. When teaching PSHE we take into account the targets set for the children in their Pupil Plan Targets.

Our PSHE curriculum offers pupils with learning difficulties opportunities to:

- make choices and decisions
- develop personal autonomy by having a degree of responsibility and control over their lives
- make a difference or make changes by their individual or collective actions
- find out that there are different viewpoints which lead to a respect for the opinions of others.

Monitoring and Evaluation

Due to the practical, skills-based nature of PSHE and SRE, progress is monitored using descriptors where teachers evaluate and record whether pupils have Experienced (E), are Developing (D), or have Achieved (A) each statement. This allows us to clearly map pupils' strengths and areas for development, which is vital preparing our pupils for life beyond Winchelsea. The PSHE co-ordinator gathers feedback from teachers during PSHE curriculum development sessions.

Assessment and Recording

Assessment of PSHE is through the recording of progress using our own assessment tool that has been created to show progress in more breadth. Progress is reported to parents/carers at the end of each term using this document, which will go up through the school with the child until they leave. This system enables consistent progress to be shown from when they start at school to when they leave and also ensures that any gaps in learning are focused on and not missed.

Resources

All resources for PSHE are kept in a central resource area and on the school network. They are added to over the year by all members of staff and sorted by the PSHE co-ordinator yearly.

References

Department for Education (July 2018) Relationship Education, Relationship and Sex Education (RSE) and Health Education: Guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers. Draft for consultation.

Department for Education (2014) The National Curriculum in England Framework Document.

Lenderyou, G. (1993) Primary School Workbook: Teaching Sex Education within the National Curriculum. London. Family Planning Association.