



**The Grange
Therapeutic School**

GP41

PSHE and SRE POLICY

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1. Rationale

Personal, social, health and economic education (PSHE) is a planned programme of learning opportunities and experiences that help children and young people grow and develop as individuals and as members of families and of social and economic communities. It equips them with knowledge and practical skills to live healthy, safe, fulfilled and responsible lives. PSHE encourages young people to be enterprising and supports them in making positive education and career choices and in managing their finances effectively. PSHE also enables children and young people to reflect upon and clarify their own values and attitudes, and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

Section 2.5 of the National Curriculum Framework states that all schools should make a provision for PSHE, drawing on good practice. Our school will use its PSHE programme to equip students with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. The curriculum will also be used to build on the statutory content outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, Relationships Education, Sex and Relationships Education (SRE) and Health Education.

2. PSHE in our school

PSHE is central to the development of the students in our school. Our planned developmental programme is designed to help students deal with the difficult moral, social, health and economic-related issues that arise in their lives and in society. It also helps students to develop the knowledge, skills and understanding they need to live confident, productive, independent and healthy lives as individuals, parents, workers and members of society.

Provision for a comprehensive PSHE programme is central to achieving our school's own aims, objectives and mission statement. PSHE provides learning that makes an essential contribution to:

- Reducing or removing barriers to learning by providing an education that promotes positive relationships and supports students in reaching their full potential
- Developing key concepts, language skills, strategies and understanding to enable students to make positive lifestyle choices now and in their future
- Developing the key concepts and skills that both support and transcend academic learning and are essential to employability, within a rapidly changing global economy.

The values and ethos of the school will not only be made explicit in PSHE, they will be shaped by what happens in PSHE. It is the planned provision through which we promote both the present and future personal and economic wellbeing of our students. Our PSHE programme and whole school approach to PSHE is embedded within other efforts to ensure children and students have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported. The school provides opportunities for children and students to make real decisions about their lives, to take part in activities that simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions. Our PSHE programme contributes to our pupils' spiritual, moral, social and cultural (SMSC) development as well as providing an essential contribution to the safeguarding of our students.

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3. Equal Opportunities

We promote the needs and interest of all students irrespective of gender, culture, ability or aptitude. Teaching strategies will take into account the ability, age, readiness and cultural backgrounds of the students to ensure that all can access the full PSHE provision. We promote social learning and expect our students to show a high regard for the needs of others. PSHE is a good vehicle for addressing both multi-cultural and gender issues and ensuring equal opportunities for all.

4. Key principles that underpin our PSHE provision

We recognise that our students bring with them prior learning and real life experiences. Our lessons respect this fact and build on these, providing a programme that reflects the universal and unique needs of our students. Our PSHE programme is taught within a safe and supportive learning environment where our students can develop the confidence to ask questions, challenge the information they are offered, contribute their own experience, views and opinions and put what they have learned into practice in their own lives.

Our PSHE programme is just one part of what the school does to help students develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. The learning provided by the PSHE programme supports and is supported by other curriculum areas; cross-curricular learning opportunities; the school’s commitment to providing a ‘restorative’ climate and culture; and the embedded behavior mentor system. The school is committed to providing a setting where the responsible choice becomes the easy choice. The personal and social development of students is the responsibility of all staff supported in partnership with families and the wider community. A variety of school reward systems, including credits, help pupils understand what good decisions are and how to be a successful member of the wider school community. Restorative practice also provides an integral part of the pupil experience. Helping and guiding pupils to understand how their behaviours make themselves and others feel as well as what a better course of action may have been consistently reinforces the idea of citizenship.

The purpose of each lesson is made clear and learning experiences meet the needs of all the students in the class. The programme offers a wide variety of teaching and learning styles within PSHE, with an emphasis on interactive learning and the teacher as facilitator. Where information is provided it is realistic and relevant and reinforces positive social norms. Learning takes a positive approach which does not attempt to induce shock or guilt but focuses on what students can do to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic wellbeing.

PSHE encourages students to reflect on their learning and the progress they have made, and to transfer what they have learned to say and to do from one school subject to another, and from school to their lives in the wider community.

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5. The use of visitors in the classroom

Visitors to the classroom enrich the PSHE programme by providing expert knowledge or accounts of personal experiences. These inputs are always part of a planned developmental programme and the teacher is always present to manage the learning. Visitors are resources to enable learning and not a substitute for a planned developmental programme. Within the programme there is both learning prior to the visit and as follow-up to the visit.

6. Students with additional educational needs

As far as is appropriate, students follow the same PSHE programme as all other students. Careful consideration is given concerning the level of differentiation needed and in some cases the content or delivery will be adapted.

Teachers, Teaching Assistants' or Learning Mentors may work with individual students, where required, sometimes on a one-to-one basis. It is the school's policy not to withdraw students from PSHE to catch up on other National Curriculum subjects, as we believe that these aspects of personal and social development are of equal importance to and underpin academic achievement. Our therapy department also provides support in some of our PSHE lessons.

7. Monitoring and evaluation

The PSHE programme is monitored regularly. Planning will be monitored and observations of teaching will take place in accordance with the school's monitoring cycle. Feedback will be given to teachers. The scheme of work and policy will also be reviewed according to the review cycle.

8. Confidentiality

Due to the nature of the topics covered in the PSHE programme, all teachers are made aware of the school's guidelines on confidentiality and disclosure. The boundaries around confidentiality are made explicit to learners.

9. Assessment, recording and reporting

As with any learning, the assessment of students' personal, social and emotional development is important. It provides information, which indicates students' progress and achievement and informs the development of the programme. Students have the opportunity to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them. The process of assessment has a positive impact on students' self-awareness and self-esteem and there are opportunities to record learning and progress in different ways. Self, peer and teacher-assessment is planned into PSHE lessons and activities enable students to be independent learners. Opportunities for Assessment for Learning(AfL) are built into lessons and the lessons regularly involve questionnaires, discussions teacher and self-assessments. In years 8 and 9 and Nurture pupils work their way towards an ASDAN award called Key Steps. In Years 10 and 11 students can earn an ASDAN qualification (A Level 1 Award and Certificate through Open Awards for the work they do in their PSHE lessons). Students self-evaluate at the end of each unit and complete a formal end of unit assessment where appropriate. Teachers of PSHE Education are required to keep marked work. (It is portfolio based so assessment takes place in many different methods depending on the unit) This work will be gathered and retained to help inform policy and

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progress.

10. Organisation of the programme

The PSHE scheme of work is developed for Years 8, 9, 10 and 11 in line with QCA guidelines to suit the age and needs of the students. Whole school assemblies also provide an element of PSHE Education.

Areas of PSHE Education (such as Sex and Relationships Education (SRE), drugs education and certain citizenship topics) are also delivered in other subject areas, such as in Science, English and Topic. The PSHE scheme of work for Lower School is developed from the national curriculum and statutory guidance (including 'Relationships Education, Sex and Relationships Education and Health Education 2020).

11. Teaching methods and approaches

PSHE, by its very nature, deals with issues which are both personal and sensitive such as puberty, bereavement, debt, family breakdown etc. It is essential that a safe and positive learning environment is established and maintained so that pupils feel able to participate fully.

Teachers of PSHE will not promote their personal attitudes and beliefs to students but should provide comprehensive, unbiased and correct information. Lessons will enable students to develop and consider their own attitudes and values and those of other people. Lessons use active learning techniques, which give students responsibility for their own learning and maximise participation of all students.

A variety of teaching methodology is used in lessons in order to enable and encourage all students to participate fully. Resources used by PSHE teachers include Board works, PowerPoint presentations, worksheets, videos and DVDs. Teaching methodology includes whole class discussion, group work, individual work, debates, case studies, role play and media analysis.

12. Dealing with sensitive issues

Teachers will develop a supportive climate in their classroom, with clearly defined ways of working and the appropriate language to use. Clear ground rules will be established in PSHE lessons.

Students must feel confident when discussing sensitive issues and when asking questions both in lessons and around school. In most cases, students' questions will be answered openly and honestly. However, on occasion, students may ask questions that are not appropriate --- e.g. questions about a teacher's personal life. Advice on using distancing strategies to depersonalise sensitive and controversial issues can be sought from SLT.

Links to pastoral support and community services:

In PSHE lessons students are made aware of behavior mentor services within the school and community. Outside speakers may represent agencies in the drugs, health and advice services. In lessons students are encouraged to be independent learners and may contact and research community and support groups. This enables them to be aware of community services and provides students with the skills to access them. External health professionals may also be involved in delivering SRE and providing students with up to date information and advice.

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13. Sex and Relationships Education (SRE)

SRE is lifelong learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.

According to the National Curriculum:

‘Sex and relationship education (SRE) is compulsory from age 11 onwards. It involves teaching children about reproduction, sexuality and sexual health. It doesn’t promote early sexual activity or any particular sexual orientation. Some parts of sex and relationship education are compulsory - these are part of the national curriculum for science. Parents can withdraw their children from all other parts of sex and relationship education if they want.’

Within our school, SRE has three main elements:

Attitudes and Values

- learning the importance of values and individual conscience and moral considerations;
- learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- developing critical thinking as part of decision-making.

Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively
- developing self-respect and empathy for others;
- learning to make choices based on an understanding of difference and with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict;
- learning how to recognise and avoid exploitation and abuse.

Knowledge and Understanding

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception and the range of local and national sexual health advice, contraception and support services;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- the avoidance of unplanned pregnancy.

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Use of materials

The teaching of some aspects of sex and relationship education might be of concern to teachers and parents. Sensitive issues are covered by the school’s policy and in consultation with parents. Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to enter into sexual activity – it can help them learn the reasons for, and the benefits to be gained from, delaying such activity.

Materials used in schools must be in accordance with the PSHE framework and the law. Inappropriate images will not be used nor should explicit material not directly related to explanation. We will ensure that students are protected from materials which are inappropriate, having regard for the age and cultural background of the students concerned. The Principal or appointed deputy will discuss with parents and take on board concerns raised, both on materials which are offered to schools and on sensitive material to be used in the classroom. We will ensure that students are protected from accessing unsuitable materials on the Internet.

Primary SRE

Within our primary school, we will provide a sex and relationship education programme tailored to the age and the physical and emotional maturity of the students. It will ensure that students know about puberty and how a baby is born – as set out in the Key Stage 2 National Science Curriculum.

All students, including those who develop earlier than the average, will be taught about puberty before they experience the onset of physical changes. In the early primary school years, education about relationships will focus on friendship, bullying and the building of self-esteem.

Meeting these objectives will mean we provide a graduated, age-appropriate programme of sex and relationship education. Teaching methods will take account of the developmental differences of students and the potential for discussion on a one-to-one basis or in small groups. We will set a framework for establishing what is appropriate and inappropriate in a whole-class setting.

During the transition year before moving to secondary, our school will support students’ ongoing emotional and physical development effectively. As well as consulting parents more generally about the school’s overall policy, we will consult with parents before the transition year about the detailed content of what will be taught. This process will include offering parents support in talking to their children about sex and relationship education and how to link this with what is being taught in school.

We have clear parameters on what children will be taught in the transition year before moving to secondary school. This includes:

1. changes in the body related to puberty, such as periods and voice breaking;
2. when these changes are likely to happen and what issues may cause young people anxiety and how they can deal with these;
3. how a baby is conceived and born.

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Secondary SRE:

SRE forms an integral part of our PSHE framework, in addition to the Science Curriculum topics. We set sex education within a broader base of self-esteem and responsibility for the consequences of one’s actions. We clearly establish what is appropriate and inappropriate in a whole-class setting and how to deal with individual questions.

Within SRE at secondary we discuss:

1. relationships, love and care and the responsibilities of parenthood as well as sex
2. building self-esteem;
3. taking on of responsibility and the consequences of one’s actions in relation to sexual activity and parenthood;
4. information about different types of contraception, safe sex and how they can access local sources of further advice and treatment;

Where it is appropriate, we use young people as peer educators to:

1. give students a clear understanding of the arguments for delaying sexual activity and resisting pressure;
2. link sex and relationship education with issues of peer pressure and other risk-taking behaviour, such as drugs, smoking and alcohol; and
3. ensure young people understand how the law applies to sexual relationships.

14. Monitoring, evaluation and review

The school will review this policy at least once a year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

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