



## Lancing Preparatory School at Worthing

# Personal, Social, Health and Economic Education (PSHEE) and Relationship and Sex Education (RSE) Policy

**Updated September 2023**

**Review due September 2024**

**Mrs Francesca Milling**

### **PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHEE)**

The Department for Education (DfE) says: 'All elements of PSHE are important and the government continues to recommend PSHE be taught in schools'. The PSHE Association recognise that PSHEE education has proven impact on life chances and academic success when delivered well.

PSHEE covers a whole range of topics which have direct relevance to the skills of everyday living and to key life choices concerning values, ways of living and relationships. The programme uses expertise from within the school, a range of external speakers, the neighbourhood youth office, PC Bartram and PSHE Association approved resources. Any other resources used are assessed to ensure that they are appropriate for the age and maturity of our children and sensitive to their needs.

PSHEE is taught weekly by the class teacher in the pre-prep and currently by our ELSA in the prep school. The subject has a dedicated lesson every week. This is supplemented with themed assemblies, extra time allocated if and when considered needed and talks and workshops led internally and externally throughout the academic year. Careers is taught predominantly through our 'When I grow up...' assembly programme. Care is taken to ensure that careers guidance is provided in an impartial manner and that all options available are introduced to pupils.

The teaching uses high quality, evidence based and age-appropriate teaching to support our children for the opportunities, responsibilities and experiences of adult life. In all year groups the key areas of self-awareness, citizenship, and health and inter-personal skills are covered and age appropriate. Teaching about mental wellbeing is central to these subjects and all these topics are linked closely with the LPW Learning Power Wall characteristics.

Whilst pupils are presented with a variety of opinions for their consideration, these sessions are framed by the context of the preparatory school as a Christian foundation striving to provide a safe and supportive

environment in which each pupil feels valued as an individual. As far as possible, matters of information are intertwined with moral issues. The Head of PSHEE, tutors and all staff are encouraged to follow up PSHEE matters with the pupils in their care.

### Curriculum Overview

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| <p><b>1. Health and wellbeing</b></p>      | <p>Living Long and Living Strong<br/>         Growing up<br/>         Citizenship (including British Fundamental Values)<br/>         Say NO!<br/>         Basic First Aid</p>  |
| <p><b>2. Relationships</b></p>             | <p>We're all Stars<br/>         Daring to be Different<br/>         Citizenship (including British Fundamental Values)</p>  |
| <p><b>3. Living in the Wider World</b></p> | <p>Be Friendly Be Wise<br/>         Money Matters and the People around us<br/>         It's Our World<br/>         Citizenship (including British Fundamental Values)<br/>         Careers (in lessons, assemblies and an external provider)</p> |

This Scheme of Work follows the SEAL model of a whole school spiral curriculum with each year group looking at the same theme each half-term. It is laid out in a two-year programme to allow for a wider and deeper coverage of PSHE education and Citizenship and is divided into twelve half-termly topics. The range of topics ensure a comprehensive coverage of most PSHE education and Citizenship issues which would include community and participation, safety (including e-safety), health education (inc. RSE and Drugs Education), difference and diversity, personal relationships, the environment, financial capability, globalisation, social injustice, growth and change.

PSHEE has a dedicated lesson every week. This is supplemented with themed form times and assemblies. Extra time is allocated if and when considered needed and talks and workshops are led internally and externally throughout the academic year.

The programme of Study covers Key Stages 1 to 3 and is based on three core themes within which there will be broad overlap and flexibility.

CBBC Newsround is watched every afternoon by the children in Year 3 – Year 8 and conversation is encouraged on the topics and current affairs discussed.

### **Teaching Methods and Approaches**

PSHEE, by its very nature, deals with issues which are both personal and sensitive such as puberty, bereavement, debt, family break-down etc. It is essential that a safe and positive learning environment is established and maintained so that all our children feel able to participate fully. To help create a safe and positive learning environment, a class agreement will be set by the students and their teacher either at the beginning of the year, at the beginning of each term, or at the beginning of a new topic. The agreement could be created as a list of ground rules or as a list of rights and responsibilities. It is important that both the teacher and the students feel ownership of this agreement if they are to learn effectively. Teachers of PSHEE 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. A variety of teaching methodology is used in lessons to enable and encourage all students to participate fully. Resources used by include PowerPoint presentations, worksheets, videos and DVDs. Teaching methodology includes whole class discussion, group work, individual work, debates, case studies, role play and media analysis.

### **Subject Monitoring and Evaluation**

The Head of PSHEE will monitor the planning, teaching and learning of PSHEE regularly. Pupil learning and understanding is measured through tools such as quizzes, games such as Kahoot and our pupils leading presentations to their peers in class and in assemblies. Planning will be monitored termly, 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.

### **Pupils with Additional Educational Needs**

As far as is appropriate, children with special educational needs follow the same PSHEE programme as all other pupils. Careful consideration is given concerning the level of differentiation needed and in some cases the content or delivery will be adapted. Our wellbeing team work with individual students, where required, sometimes on a one-to-one basis. It is the school's policy not to withdraw students with special educational needs from PSHEE to catch up on other subjects, as we believe that these aspects of personal and social development are of equal importance to and underpin academic achievement.

### **Personal, Social and Emotional Development in the EYFS**

Personal, Social and Emotional Development is one of the Prime Areas of the Early Years Foundation Stage and therefore a key part of the curriculum. Staff use the Development Matters document for guidance and use the Observation Checkpoints in this document as a guide for assessing that the children are on track. All children are assessed as 'Emerging' or 'Expected' in PSED at the end of their Reception year as part of the EYFS Profile.

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

### **RELATIONSHIPS EDUCATION**

Relationships Education at LPW aims to teach the fundamental building blocks and characteristics of positive relationships, with reference to friendships, family relationships, and relationships with other peers and adults.

Our parents are always consulted when developing and reviewing our policies for Relationships Education which will inform decisions on when and how certain content is covered. We recognise the vital role our parents play in the teaching of effective Relationships and Sex Education (RSE) and aim to give every opportunity for our parents to understand the purpose and content and we always ensure that parents know what will be taught and when.

### **References and Statutory Requirements**

The school's duty to provide Relationships and Sex Education (RSE) arises from the Children and Social Work Act 2017. Specific information is found in the 2019 DfE guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education', to which the school must have regard.

Additional guidance which informs the school's approach includes:

- *Keeping Children Safe in Education*
- *Working together to safeguard children*
- *The Equality Act 2010*
- *Preventing and tackling bullying*
- *Sexual violence and sexual harassment between children in schools and colleges*
- *Promoting fundamental British values*
- *The PSHE Association Curriculum and Resources guidance*

### **Relationships Education (primary education)**

We will provide a relationship and sex education (RSE) programme tailored to the age and the physical and emotional maturity of the students. It will ensure that pupils know about puberty and how a baby is born – as set out in Key Stages 1 and 2 of the National Science Curriculum. All pupils, 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 pupils' 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 and provide examples of resources. 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.

By the end of Year 6 our children will have covered:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

#### **Relationships and Sex Education (secondary education)**

Relationship and sex education (RSE) forms an integral part of our PSHEE 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.

By the end of Year 8 our children will have covered:

- Families
- Respectful friendships including friendships
- Online and media
- Being safe
- Taking on the responsibility and the consequences of one's actions in relation to sexual activity including sexual health
- Information about different types of contraception, safe sex and how they can access local sources of further advice and treatment
- Giving our pupils a clear understanding of the arguments for delaying sexual activity and resisting pressure
- The importance of equality and respect (complying with the relevant provisions of the Equality Act 2010)
- Linking sex and relationship education with issues of peer pressure and other risk-taking behaviour, such as drugs, smoking and alcohol
- Ensuring our pupils understand how the law applies to sexual relationships
- Careers

### Visiting Speakers

The school considers that, for the most part, the RSE programme is best presented by, and discussed with, teachers who are known and trusted by the pupils. However, the school also recognises that specialist visiting speakers can enhance the provision in this area. In such cases, the choice of speaker and subject matter will be carefully planned, and selection will take place in accordance with the school's policy on the screening of visiting speakers. Clear guidance will be given to the speaker, particularly in relation to the degree of explicitness of the content in relation to the age and maturity of the pupils, the expected outcomes for the presentation and the way in which pupils' questions can be handled.

### Monitoring and Reviewing

The school is committed to monitoring and evaluating the effectiveness of its RSE programme and uses a range of approaches, including assessment of the pupils' knowledge and understanding, pupil feedback, staff review and feedback and gathering the views of parents. The policy is reviewed on an annual basis.

### Role of Governors, Head Teacher, Head of PSHEE and Teachers

The governors of LPW have overall responsibility for ensuring that the school fulfils its statutory obligations. They are responsible for the approval of this policy. They provide support and undertake a range of monitoring strategies to ensure that obligations are met, including the provision of a broad and balanced curriculum and facilitating the safeguarding and well-being of the pupils. The governors have assigned to the Head Teacher the responsibility for ensuring that a suitable programme for RSE is provided, that it, which is appropriately resourced and successfully, objectively and sensitively led by staff who have undertaken the relevant training. The Head Teacher and the Head of PSHEE are responsible for liaising, as appropriate with external agencies, as well as monitoring the consistency of teaching and learning in RSE. They also manage any parental requests for a child to be withdrawn from the sex education component of RSE, in accordance with this policy. Staff are responsible for providing RSE in an informed, objective and sensitive manner, for monitoring progress and responding to individual needs and for modelling positive attitudes in relation to the content of RSE and the issues it raises. Staff will respond to pupils' questions objectively, sensitively and openly. It may not be appropriate to deal with some explicit questions in class. Staff may choose to respond by saying that it is not appropriate to deal with a particular question at that time. They need to be aware that questions relating to RSE will not arise only during RSE lessons but may be triggered by topics discussed in other lessons or by events which occur at or outside school. A teacher who becomes concerned about a matter that has been raised should seek advice from the Head of PSHEE or, if the matter raises a safeguarding concern, the DSL. When deciding whether or not to answer questions, the teacher should consider the age and readiness of the pupils, the RSE policy and programme content, and the ethos of the school. The school's role is to provide a general education about sexual matters and issues and not to offer individual advice, information or counselling on aspects of sexual behaviour and contraception. However, sources of professional information and advice will be identified where appropriate. Teachers may provide pupils with education and information about where and from whom they can receive confidential sexual advice and treatment. Advice offered should not be directive and should be appropriate to the age of the pupil.

### Working with Parents

The school recognises that parents are the primary educators of their children and their role in education concerning relationships and sexuality is very important. This policy has been designed in consultation with parents and their views will be taken into account when reviewing the policy. The DfE guidance on RSE emphasises the importance of schools working in partnership with parents. Parents need to be aware that the school is legally required to provide a broad and balanced curriculum, which includes RSE. It is expected that topics related to RSE can arise incidentally in other subjects, such as Science, Geography, History, RE, and PE. Teachers will address such issues professionally as they arise, usually through relatively limited and often unplanned discussions.

The school seeks to facilitate good communication and opportunities for parents to understand and ask questions about the school's approach to RSE, to ensure parental confidence in the curriculum. LPW seeks to build positive and supportive relationships with parents through mutual understanding, trust and cooperation. In promoting this objective, the school aims to:

- Inform parents about the school's RSE policy and practice; this includes making available a copy of the policy at the school office and informing parents in advance of the teaching of units of the discrete RSE curriculum
- Answer any questions that parents may have about the RSE of their child; this includes providing opportunities for parents to view the resources that are used in lessons, for example through annual information events for parents
- Take seriously any issue that parents raise with the school about this policy or the arrangements for RSE

### Withdrawal from Lessons

As with much of the school's approach to PSHEE, RSE cannot be provided uniquely in isolation. Whilst the subject material will generally be presented in this way, the approach to the topic is cross-curricular and elements of RSE will feature in several subjects. The biological aspects of reproduction, for example, will be primarily covered in the science curriculum and issues such as over-population and birth control are likely to feature in subjects such as Geography and RE. Related aspects of health education are a feature of the PE curriculum. The Head Teacher may withdraw a child from some or all of the school's lessons on sex education if this is considered advisable. Parents have the right to request that the Head Teacher withdraws their child from the lesson(s). This right extends only to sex education and not, for example, to relationships education, health education or science lessons. In practice, withdrawal from lessons rarely happens since, by working in partnership with parents, the school enables them to recognise the importance of this aspect of their child's education. Any such request will be treated sensitively. It will result in an invitation for the parent(s) to attend a meeting with the Head Teacher or/and Head of PSHEE, who will listen to the parents' concerns and explain the school's approach and its statutory obligations. It is hoped that, in this way, (i) reassurance will be provided, and parents' anxieties can be alleviated, (ii) the school can, if necessary, make adjustments to its programme and (iii) an agreement can be reached which enables the child to attend the lesson(s).

Should the parent(s) continue to wish that their child is withdrawn from sex education lessons, the Head Teacher will, after due consideration, come to a decision and inform the parents without delay. The Head Teacher will also decide what alternative course of action will be taken.

This may involve the following considerations:

- Aiming to ensure that there is no disruption to other areas of the child's education
- Alerting parents to the possibility that a child who is withdrawn may be vulnerable to teasing and that the school will attempt to minimise any embarrassment to the child and ensure minimal disruption to the RSE programme
- Alerting parents to the risk that the child may subsequently receive inaccurate information from his or her peers
- Offering the parents support and access to appropriate information and resources

*More detailed Schemes of Work are available on request from the School Office*