

**Outcomes
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PSHE & RSE Policy

Policy Folder: Curriculum

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This policy covers the delivery of PSHE and RSE at Overton School.

Intended audience:

- ✓ Staff
- ✓ Governors
- ✓ Parents and Carers
- ✓ Pupils

Policy Statement

The aim of this policy is to ensure that PSHE and RSE at Overton School pays due regard to the DfE Regulations 2019 made under Sections 34 and 35 of the Children and Social Work Act 2017, which make Sex and Relationship education compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools.

For our young people to lead happy and successful adult lives they need:

- the knowledge that will enable them to make informed decisions about their wellbeing, health, and relationships and to build self-efficacy
- to put knowledge in to practice as they dev the capacity to make sound decisions when facing risks, challenges, and complex contexts

The belief is that by educating young people within these subjects' pupils can be supported to develop the resilience to know how and when to ask for help and to know where to access support.

PSHE and RSE Core Themes

PSHE is taught through the core themes of:

- Health and Wellbeing
- Relationships
- Living in the Wider World

By delivering RSE alongside PSHE as well as using complimentary cross curricular links, we are able to cover the main concepts of the RSE and Health Education curriculum as set out in the Government regulations:

- Families
- Respectful relationships, including friendships
- On-line and Media
- Being Safe
- Intimate and sexual relationships, including sexual health
- Mental Wellbeing
- Internet safety and harms
- Physical health and Fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and Prevention
- Basic First Aid
- Changing Adolescent body

For pupils following the Equals Curriculum learning will be within a holistic context of emotional and social development. RSE must always be appropriate to the individual learners age and developmental level, and that learners do not need to be taught what they do not need to know.

Areas of learning:

- Knowing my body
- Knowing me
- Private and public
- Touching and allowing others to touch me
- Forming relationships
- Sexual intimacy with another person

The main aims of our core curriculum are: - Flexibility; to teach according to individual need at any particular time - Capacity to revisit and thereby strengthen previous learning - Capability to build on previous learning.

Careers Education and Guidance at Overton

'The World I Live In' section of the PSHE policy relates to careers education, economic wellbeing, personal safety (including assessing and managing risk) and preparing for adulthood as well as helping Overton to meet the Gatsby Benchmarks for careers education as part of the DfE Careers Strategy. This learning is critical to support the different levels of independence that pupils at Overton have and placing these topics within a context of PHSE matches the needs of our learners.

Statutory Requirements

At Overton School we follow the Statutory Requirements for National Curriculum in Key Stages 3, 4, 5 and the Equals Semi Formal Curriculum.

At Overton School, personalised curricula have been developed to best suit the needs of the children, in line with advice from the DofE and legislation regarding Relationships and Sex education and Health Education. All of the compulsory subject content will be age appropriate and developmentally appropriate. It must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law. Relationships (RSE) is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

As an independent school we must provide relationships education to all pupils as per section 34 of the Children and Social Work Act 2017. We are not required to provide sex education however, we do need to teach the elements of sex education contained in the science curriculum. In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. For pupils in KS3 and KS4 it is statutory that they learn about relationships and sex education (RSE). Pupils within Key Stages 3, 4 and 5 are timetabled for 1 lesson per week.

Pupils are given the opportunity to work individually and in groups on a range of skills and activities. They are also given opportunities to acquire the necessary skills and understanding to develop independence and decision making at a level that is appropriate to their ability, through practical application to real life situations and through cross curricular activities. Pupils are expected to practice their acquired skills in other curriculum areas. PSHE is planned with reference to Department of Education guidance and statutory requirements, drawing from recommended PSHE Association advice. Teachers prepare plans based on the long- and medium-term plans, which take into consideration the needs of the pupils. Planning is monitored to ensure that the framework and Schemes of Work are being followed and that they are suitably differentiated.

Special Educational Needs/Disabilities and Equality.

At Overton we comply with the Equality Act 2010:

- We will not treat pupils with protected characteristics -age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation less favourably
- We will make reasonable adjustments and take positive action to alleviate disadvantage, being mindful of the SEND Code of Practice
- We will regularly review our Accessibility Plan to ensure we are taking positive action towards inclusivity

Special Educational Needs and/or disabilities

All pupils at Overton have additional learning needs and all have an Education Health Care Plan EHCP. To ensure pupils can access the learning in the classroom, resources will be differentiated as appropriate to address the learning needs of children ensuring full access to the contents of the PSHE and RSE curriculum. In most cases, class teachers will be able to determine if any additional support is required for an individual child to access the curriculum.

Equality

The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics..." LGBT content is integrated fully into our curriculum. It is not specifically taught as stand-alone lessons within units. All pupils will be taught LGBT+ content in an age appropriate manner at a timely point in the curriculum. We promote respect for all and value every individual child. However, we also respect the rights of our children, families and our staff to hold beliefs, religious or otherwise. Should any content within our curriculum cause parents or carers any concern then we would invite them in to discuss these concerns with the school.

Roles and responsibilities

The Governing board will approve the PSHE & RSE policy, once each academic year and hold the head teacher to account for its implementation. Named Governor with lead responsibility: Chris Groom on Chris.Groom@ofgl.uk

Head Teacher

The Head teacher, Nicola Chokkuea is responsible for ensuring that PSHE & RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE where applicable, following discussions with parents/ carers.

Key Contact Personnel

Designated Safeguarding Lead Bethan.Cash@Overtonschool.org.uk

SENCO Bethan Cash, Bethan.Cash@Overtonschool.org.uk

PSHE and RSE Lead Richeard Lort, Richeard.Lort@Overtonschool.org.uk

Staff

Staff are responsible for:

- Delivering PSHE & RSE in a sensitive way
- Modelling positive attitudes to PSHE & RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE - Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Head teacher.

Pupils

Pupils are expected to engage fully in PSHE & RSE and, when discussing issues treat others with respect and sensitivity.

Parents and Carers

We recognise that parents and carers are the primary educators of their children in all aspects of life so we will work collaboratively with parents/carers by ensuring that themes and topics are shared at the time of teaching (via the school website) and that if needed, support is provided via verbal communication and/or the sharing of appropriate resources. Parents have the right to request that their child be withdrawn from some or all of Sex Education delivered as part of RSE, "up to and until three terms before the child turns 16 years of age. At this point, if the child wishes to receive Sex Education rather than be withdrawn, the school should make arrangements to provide the child with Sex Education during one of those terms." (DfE, 2019. p.18) Requests for withdrawal should be put in writing and addressed to the Head teacher. A copy of withdrawal requests will be placed in the pupil's educational record.

The Head teacher will discuss the request with parents and take appropriate action. There may be exceptional circumstances where the Head teacher may want to take a pupil's specific needs into account. Alternative, appropriate, purposeful work will be provided to the pupil whilst they are withdrawn. There is no right to withdraw from Relationships and Health Education.

Secondary Aged Students

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE, up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this. Requests for withdrawal should be put in writing using the form found in Appendix of this policy and addressed to the Headteacher.

[PSHE & RSE\Withdraw Request RSE.docx](#)

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A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and take appropriate action. Alternative learning will be offered to pupils who are withdrawn from sex education during their allocated teaching time.

We are part of the Outcomes First Group Family, by working together we will build incredible futures by empowering vulnerable children, young people and adults in the UK to be happy and make their way in the world

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