



Personal Social Health Education (PSHE) Curriculum Policy

Incorporating Relationships and Sex Education (RSE)

To be reviewed annually by governing body – Summer Term Pupil Parent and Curriculum Meeting

Link and relevant policies/documents (available on request):

Curriculum Policy

Safeguarding and Child Protection Policy

Introduction and definitions

Ickburgh School's Personal Social Health Education (PSHE) Policy encompasses the Relationships and Sex Education (RSE) requirements. The content is re-shaped as new guidance or statutory requirements emerge.

Given our context, PSHE and RSE are not limited to specific lessons; pupils' development of skills related to PSHE and RSE are embedded into the majority of lessons but also the fabric of the school day, its transitions and routines.

This policy covers Ickburgh School's whole school approach to Personal Social Health Education and Relationships and Sex Education. We define this as learning about the social, physical and emotional aspects of growing up and relationships. We believe that Relationships and Sex Education is vital for the personal, social and emotional development of all our pupils. It equips children and young people with the information, skills and positive values they need to have safe, respectful and fulfilling relationships and can empower them to enjoy and take responsibility for their sexuality and sexual health and well-being. PSHE and RSE should be made accessible for all pupils through high quality teaching that is sensitive, developmentally appropriate, differentiated, and personalised, with reference to the law.

We believe that through providing high quality PSHE and RSE, we are upholding the ethos and values of this school and our commitment to being a place where our pupils find fulfillment, belonging and independence.

The policy should be read in conjunction with:

Ickburgh School – Curriculum policy and Ickburgh Safeguarding and Child protection policy

This policy is a working document which provides guidance and a framework within which staff can work. It helps ensure that the whole school community has a shared understanding and approach to this important area of the curriculum. It is accessible to all stakeholders on the school website or by request.

Rationale

Our aim is to develop a developmental PHSE and RSE programme that supports our pupils as they grow through childhood, adolescence and into adulthood. At Ickburgh School our intention is for the RSE curriculum to develop skills necessary for our students to:

- stay safe and healthy and to be able to make their own choices as independently as possible.
- achieve personal and social development in order to 'action' their lives in the future.
- develop the self-confidence to be able to successfully deal with significant life changes or any crisis that may encounter in the future.

All of the above and that follows will need to reflect the working levels of pupils across the school, recognising that there is a very significant breadth of support needs. Nevertheless, it is an important principle that all efforts are made to make the key content of the policy is accessible to all.

Our aims for PSHE at Ickburgh School

- To support the development of values/attitudes such as respect, curiosity, consideration, sense of community, sense of self- worth, well-being, tolerance and responsibility.
- To develop skills such as negotiation, collaboration - reliance, problem solving and risk assessment.
- To develop knowledge about the community and the environment.
- To provide the knowledge and information to which all pupils are entitled.

- To clarify/reinforce knowledge pupils have already acquired.
- To raise pupils' self-esteem and confidence, especially in their relationships with others.
- To help pupils develop skills for effective healthy relationships; friendships, at school/work/college and intimate relationships.
- To help pupils recognise signs of an unhealthy relationship.
- To reinforce the importance of loving relationships, rooted in mutual respect.
- To help pupils to understand their sexual feelings and behaviour, so that they can lead fulfilling enjoyable lives.
- To be fully inclusive, acknowledging all genders, sexual orientation and all types of families (LGBT inclusive).
- To help pupils develop skills; language, using signs or symbols, decision making, making choices, assertiveness.
- To develop confidence in talking, communicating, listening and thinking about feelings.
- To know about strategies that help manage strong emotions.
- To help pupils understand the importance of consent; how to give, withdraw, ask for and recognise it.
- To promote acceptable and appropriate behaviour in public and private situations.
- To give practice of strategies which reduce the risk of exploitation, misunderstanding and abuse.
- To help pupils to develop skills and knowledge required to make informed choices about intimate relationships when appropriate, including about sex, pregnancy, birth, contraception and sexual health.
- To help pupils develop knowledge and skills for a healthier, safer lifestyle, including the benefits of healthy food and exercise.
- To help pupils develop skills to use social media and other internet use safely.
- To prepare pupils for their journey from childhood, through puberty, adolescence and to adulthood.
- To be able to name parts of their body, understand how it works, respect and look after it.
- To provide the confidence to be participating members of society and to value themselves and others.
- To support access to information and facilities to promote good mental and physical health.

Roles & Responsibilities

The role of the Headteacher is to ensure staff and parents/carers are informed about the PSHE policy and it is implemented effectively, with responsibility ultimately lying with the Governing body to review every 3 years. Staff should receive sufficient training to teach effectively and with confidence.

We encourage other valued members of the community to work with us to provide advice and support with regard to health education, in particular our school nursing team. We welcome other health professionals and therapists who give us valuable support with our PSHE programme.

Legislation

The information below complies with our statutory obligations to deliver Relationships Education under sections 34 & 35 of the Children and Social Work Act 2017. It will have due regard for the statutory Relationships Education, Relationships and Sex Education and Health Education Guidance and other relevant guidance. We will review the

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policy every 3 years to ensure it is in line with current Government guidance and legislation and to ensure that our programme continues to meet the needs of our pupils.

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Curriculum Organisation

PSHE education at Ickburgh School is part of a broad, integrated curriculum. Pupils will experience learning that is bespoke for their age and stage of life, physical and cognitive development, maturity, social understanding and interest. Topics will be revisited several times as understanding, interest and ability increases, each time taking the next developmental step. The pace of this will be led by the pupils progress.

Teaching staff will decide which aspects of the programme are most appropriate for their class and individual pupils within that class. Units may be taught discretely in a timetabled RSE session, embedded in a themed unit of work or towards an ongoing EHCP target. This will be shown in class planning documents as 'I can' statements for pupils to work towards.

Teachers of older pupils will need to find the balance between choosing topics that are too complex, too early and too late, not relevant. They should consider a pupil's need to be prepared to make an informed choice, looking towards Preparing for Adulthood outcomes.

In addition, a half-termly session will be delivered by identified leads within the Pathway, at an age and needs appropriate level, covering the following two subjects. These are being prioritized due to their high priority and particular relevance to our learners, and in recognition that pupils need regular input on these areas to retain knowledge and skills:

- How to keep myself safe from abusive/exploitative behaviour (including consent for sixth form pupils)
- How to keep myself safe when online

Otherwise, content to be covered is organized using this planning framework below:

Learning outcomes by the end of KS1

- Be aware of myself and others
- Know my gender
- Identify and communicate what I like/don't like
- Identify something I am good at or like about myself
- Know my body and body parts
- Identify people who are special to me; my family, carers, friend
- Identify people being kind and unkind
- Identify someone who can help me
- Make a choice
- Identify my class, my school
- Identify similarities and differences in my class

Learning outcomes by the end of KS2, as above and



Identify healthy food and drinks
Identify self-care techniques e.g. brushing teeth, washing hands, getting dressed
Identify some difference between a baby, child and adult
Describe the main physical differences between male and female bodies, including the onset of menstruation at puberty (when appropriate).
Describe simple rules for keeping safe e.g. near roads or fire
Demonstrate how to tell someone that we are feeling ill, uncomfortable, or are in pain.
Identify feelings associated with not feeling safe e.g. worried, scared and know trusted adults who help us
Describe things that I enjoy or that make me feel happy.
Know private and public areas of our body
Know public and private places
Identify family members
Identify different types of family
Demonstrate good listening
Demonstrate taking turns
Identify some facial and body language of others
Identify a range of feelings words
Be able to express a range of different feelings
Demonstrate ways we can let people who help us know if we are not comfortable with the way we are being touched.
Identify who can help if someone is unkind
Identify ways to treat others with respect
Identify similarities and differences between classmates

Learning outcomes by the end of KS3, as above and

Identify ways to live a healthy life
Identify self-care techniques e.g. using deodorant, daily shower or bath
Identify differences between a child and teenager
Identify ways girls manage menstruation
Recognise that I might like and be good at different things from other people
Identify simple differences and similarities between people.
Know that I can say no to sharing a photo on line
Identify what makes a good friend
Describe what hurtful behavior is
Identify ways to manage problems with friends
Suggest ways to help someone who is upset
Identify a reason why someone might be upset

Learning outcomes by the end of KS4, as above and



To recognise and celebrate my strengths
Be able to identify my skills and areas where I need help
Identify positives and difficulties when a teenager
Identify ways to stay safe on line
Identify what is appropriate and inappropriate to share online
Describe/demonstrate how to help someone being bullied
Describe possible risks in the home
Know how to get help in an emergency
Identify different relationships; family, friends, school/work and intimate, including marriage
Identify what attraction means and how to and how not to behave
Know that there are different sexualities and genders
Know that sexual behaviour, in particular masturbation, is always private
Understand that any touch must be with consent
Take part in making class rules
Identify discrimination tell someone about it

Learning outcomes by the end of KS5, as above and

Identify hopes/wishes for the future
Recognise different ways bullying happens and how to stop it
Identify ways to take medical drugs safely
Know health risks of smoking cigarettes and drinking alcohol
Know some basic first aid including calling 999
Demonstrate how to speak to and behave with work colleagues
Describe what it might feel like to be attracted to someone
Describe the stages of a relationship, including physical intimacy
Understand that any touch must be with consent
Recognise what sex and sexual activity means and that the consequences might be pregnancy or STIs
Know that safe sex means using a condom
Know that there are other types of contraception
Identify places to go for help from sexual health services
Identify that sometimes family circumstances change following separation, divorce, illness or bereavement
Know places people can go for help when relationships change or end.
Suggest ways to celebrate diversity and end discrimination

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	Primary	Secondary	Sixth Form
Year A (2021-22) Autumn	Ourselves: me, you and us Knowing my body Feeling good about myself	Healthy living Looking after my body, hygiene	Healthy choices Looking after my body Changing and growing Public and Private; our bodies and places in the community
Year A (2021-22) Spring	Families and friendships People who care for us Playing together, sharing spaces, choosing	Positive safe relationships Managing unhealthy relationships Expressing and managing feelings	Work relationships Positive, safe relationships Recognising abusive relationships
Year A (2021-22) Summer	My class Developing awareness of diversity	My school, my community School council Respecting each other	My school, my community Making rules; the law Respecting each other
Year B (2022-23) Autumn	Healthy eating Looking after my body, hygiene Changing and growing	Changing and growing Public and Private; our body and places in the community	Taking risks Drugs, alcohol and tobacco First-aid
Year B (2022-23) Spring	Similarities and differences Getting on with others, Positive communication Making choices, yes and no	Making choices, yes and no Puberty – knowing and managing changes Public and Private; our body and places Appropriate touch	Intimate and long-term relationships, Parenthood, pregnancy, birth and babies Attraction, rejection and managing sexual feelings Appropriate touch
Year B (2022-23) Summer	My school, my community	Celebrating diversity My school, my community	Celebrating diversity Challenging prejudice and discrimination
Year C (2023-24) Autumn	Keeping safe Identifying feelings Public and Private; our body and places	Taking risks, online safety Getting help in emergencies Taking risks :drugs, alcohol and tobacco	Online safety Sources of help in school, in the community
Year C (2023-24) Spring	Understanding body language Expressing feelings Appropriate touch Respecting each other	Different kinds of relationships Recognising abusive relationships Expressing and managing strong feelings Making choices and consent Parenthood, pregnancy, birth and babies	Making informed decisions about your body Making choices and consent Sexuality, safe sex Contraception and fertility
Year C (2023-24) Summer	Rules in my class, my school	Rules in my class, my school and community	The law and justice system

Health and Wellbeing Relationships Living in the Wider world

Teaching will include a range of strategies, with pupils working as a class, in a small group, pair or 1-1 when needed or more appropriate. Pupils may be grouped according to gender at times, for example with a group of girls learning about managing their periods. Pupils who have physical, visual or hearing impairments, or do not use speech may use signing, symbols and/or communication switches and aids. Staff will adapt teaching methods and resources to ensure accessibility for all pupils. Questions from pupils is encouraged and should be answered accurately and honestly within the pupil's ability to understand.

We know that our pupils learn best when they feel safe, if active methods are used and skills repeated. Pupils will need resources that are clear and often explicit, including anatomically correct models and visuals of body parts. Parents and carers will be given opportunities to look at these and how they are used with pupils.

Pupils should have opportunities to:

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

Safe and Effective PSHE

When teaching discrete sessions, a safe learning environment can be created by keeping to a structure, for example:

- 1) Introduction/ establishing group expectations through a circle game/activity
- 2) Activities/ content – refer to Curriculum Plan/Unit from framework
- 3) Plenary – follow established class routines.

Staff working agreement

- Respect and support people's differences in terms of knowledge, experience and expectations.
- Avoid use of jargon, acronyms and euphemisms. Ensure communication is inclusive and use appropriate and accurate terminology.
- Child/adult protection. Understand that there are limits to confidentiality and that if an issue or disclosure arises during a RSE lesson then the Safeguarding and Child Protection Policy must be followed, and the Safeguarding Team informed.

Safeguarding policies

Children and young people with special educational needs are known to be more vulnerable to abuse and exploitation and may be less clear about what is acceptable public behaviour. We provide explicit teaching on these areas and

provide guidance on how to manage this appropriately and use the Brook 'Traffic Light Tool' to identify, assess and respond appropriately to sexual behaviours and support pupils towards healthy sexual development.

RSE plays a very important part in fulfilling the statutory duties all schools have in helping children and young people understand the difference between safe and abusive relationships. In teaching about safety and safe touch, there may be an increased possibility of disclosure of abuse. In these situations the school's Safeguarding Policy should be adhered to in a calm, supportive manner, without causing further anxiety or distress.

Engaging with stakeholders

Working with parents/carers :

We will take every opportunity to inform and involve parents and carers:

- by highlighting the school curriculum and PSHE's place within it annually, directing parents/carers to the school website.
- by advising parents/carers of their son/daughter's progress in PSHE through Annual Reporting.
- by discussing and agreeing a consistent approach for pupils to be used at home and school through parents evenings and other informal discussions with parents/carers.

Parents and carers do not have the right to withdraw from Personal Health Social Education or the Relationships Education element of Relationships and Sex Education, because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

If parents and carers do not want their child to take part in some or all of the Sex Education lessons they can ask that their child is withdrawn. The Head Teacher will consider this request and discuss it with the parents and carers, and will grant this in all but exceptional circumstances, up until 3 school terms before the student turns 16. At this age, the child can choose to receive Sex Education if they would like to, although challenges with communication and understanding may make an independent choice challenging for many of our pupils.

Link professionals who work with pupils on areas relating to RSE will be made aware of our policy and guidelines. For example, our practices of using the correct names for body parts, increasing independence and choice and when following guidelines on personal care, touch and positive handling.