PSHE & RSE CURRICULUM Policy

**Heaton School Policy Record**

**PSHE & RSE CURRICULUM Policy Agreed at:**

**Teaching and Learning Committee 11.10.22**

**Signed and Approved by:**

**Headteacher --------------------------------------------- (Signature)**

 **--------------------------------------------- (Name)**

 **--------------------------------------------- (Date)**

**Chair of Committee --------------------------------------------- (Signature)**

 **--------------------------------------------- (Name)**

 **--------------------------------------------- (Date)**

**To Be Reviewed: September 2024**

**Designated person Headteacher**

**Governors with Remit: teaching and learning committee**

**Purpose**

This policy is intended to ensure consistency and progression across the school in terms of developing pupils’ knowledge and understanding of PSHE (Personal, Social, Health Education including RSE - Relationship and Sex Education). PSHE helps to provide pupils with the knowledge, skills and understanding to prepare them to play a full and active part in society in modern Britain.

According to the PSHE association ‘A curriculum for life’:

*Today’s young people are growing up in a rapidly changing world, a world with opportunities but with many risks and anxieties. Personal, social and health education is the school subject which prepares them for life and work in this changing world, helping to keep students safe, healthy and boosting their life opportunities.*

PSHE education covers core knowledge relating to issues such as online and offline safety, relationships, health and careers and is taught in a way which is appropriate to the age and maturity of pupils. The subject is tied together by the development of the key skills and attributes which pupils need to thrive both in their childhood and throughout their adult lives. These key skills and attributes – such as self-regulation, empathy, communication, resilience, teamwork and negotiation – are crucial in supporting our student’s development into active members of a democratic society with a voice to be heard.

Today’s young people are growing up in an increasingly complex world and living their lives both on and offline. This presents many positive opportunities for friendships, but also challenges and risks. The government has made Relationships and Sex Education compulsory for students from September 2020. Parents continue to have the right to request to withdraw their child from sex education delivered as part of the RSE up to three terms before their child turns 16. Relationships and Sex education at Heaton School is tailored to every individual student and the core contents of these lessons remain around family, friendships and individual’s safety (including online safety). Teaching about mental wellbeing and emotional resilience is central to these subjects; the happiness of our students is a priority. The RSE curriculum at Heaton School 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 at Heaton School is not about the promotion of sexual activity.

**Aims of PSHE and RSE at our school**

* To develop the knowledge and skills of pupils as appropriate to their age and stage of development to support them to become adults with as much independence as possible.
* To give students access to a broad and balanced range of enjoyable and motivating experiences, including multi- sensory & multi-media learning, which will allow them to develop skills in life skills, building friendships and being active parts of their communities.
* To prepare our students for adulthood by promoting spiritual, moral, cultural, mental, social and physical development of students by teaching the steps to adulthood: employment, independent living, community inclusion and health.
* To respect the diverse learning styles of our students and use a range of strategies and resources that best support students in making progress in all areas of PSHE.
* To offer a PSHE curriculum that is accessible and relevant to pupils by striking a balance between age appropriateness and motivating learning experiences.
* Provide a framework in which sensitive discussions can take place that prepare students for puberty, feelings of self-respect, confidence and to give them an understanding of sexual development and the importance of health and hygiene.

**Statutory requirements (RSE)**

As a maintained secondary school we must provide RSE to all pupils as per the Children and Social work act 2017. 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.

**Intent, Implementation and Impact of the Curriculum for Heaton Students**

**Expectations of the PSHE curriculum content (Intent)**

At Heaton School we recognise the importance and value of providing a curriculum which is:

* Balanced and broadly based to develop the knowledge and skills of pupils as appropriate to their age and stage of development.
* Supports students of all abilities to explore, experience and learn new skills with appropriate and differentiated challenge.
* Focuses on student’s ability to become active participants in their own learning journeys at each departmental stage of their Heaton School life.
* Flexible to meet the needs of the changing population of students at Heaton School in order to best support students to develop knowledge, skills and have experiences that inspire and motivate them to become confident learners.

**Delivering the PSHE and RSE Curriculum (Implementation)**

PSHE and RSE is continuously reviewed and adapted to meet the changing needs of students at Heaton School. PSHE at Heaton School needs to be personalised for a student’s individual developmental level, with no limitations to how far our students can develop individually. Flexibility of the curriculum is essential as the needs of students are different with each cohort and class; it is crucial to support teachers to deliver what is needed when it is needed. This is always done in discussion with the curriculum lead. PSHE at Heaton School is taught both discreetly as part of a 30 minute lesson and within a cross curricular approach linked with other parts of the curriculum throughout the school year- including work related learning, IEP time, community visits, P.E. and cookery. The Relationship and Sex Education aspect of the PSHE curriculum is taught within a single-sex discreet lesson of 30 minutes per week in the summer term.

In KS3 and Post-16, the PSHE including RSE curriculum is delivered on a three year rolling programme. In KS4 PSHE including RSE is delivered on a two year rolling programme.

What engages our students:

* Motivating, relevant and enjoyable teaching materials, with visual and sensory elements.
* Teaching at an appropriate level with an element of success and challenge according to individual learning and emotional needs.
* Using a range of teaching methods to engage different learning styles.
* The use of a range of scaffolding techniques to support learning e.g. narrative framework, word mats, colourful semantics, word wheels, symbols, Makaton etc.
* The opportunity to display their work / perform and speak in front of others.
* Opportunities for the students to express their needs, choices, ideas and preferences.
* Opportunities for students to embed strategies that are being learnt in SALT & O/T sessions.

**Curriculum content**

The content that makes up the PSHE and RSE scheme of work have been split into three different learner groups (i) encountering/experience (ii) exploration/experiment and (iii) developing/Apply understanding.

This aids the learning process by gradually allowing for more depth to be offered over time so that learners move from encountering to exploration to developing understanding and beyond, but it also allows learners to proceed at their own pace. This means that some learners, for example, those consistently and over time working encounter/explore, will spend a very long time encountering the materials, resources and ideas. They may dip their toes into more complex ideas offered, though they may not.

• Encountering/experience may involve: raising awareness; becoming familiar with; focussing attention on; a sensory, immersive, visceral experience; an immediate and reactive response; sharing with others; apprehension; anticipation; experiencing a range of feelings; participation in events. These encounters affect all people with or without learning difficulties, they are how we first make contact with the aesthetic;

• Exploring/experiment may involve: recognition of the process; building sequential memory; playing; learning with and from others; experimenting; making connections, recognising same and different; discovering possibilities; coping with new or multiple encounters; expressing a range of feelings; sustaining attention; persevering; contributing; contributing to presentation and/or performance.

• Developing/Applying may involve: practising and refining; rehearsing; generalising; consolidating; building on previous learning; making something new; reforming, elaborating, embroidering and embellishing; arranging and rearranging; re-forming; appreciation, reflection, appraisal, practising and refining; collaboration and negotiation; independence; resolution; understanding meaning and significance; interpret a range of feelings; purposeful and focussed presentation.

Rolling programmes of study ensure coverage and progressive challenge by giving our young people the experiences and information they need to help them develop healthy, nurturing relationships with their own bodies, emotions and others in their lives.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

* Families
* Respectful relationships, including friendships
* Online and media
* Being safe
* Intimate and sexual relationships, including sexual health

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

**Rolling Programmes of study**

Key Stage 3

Year A- Health & Well-being, Living in the wider world and RSE

Year B- Health & Well-being, Living in the wider world and RSE

Year C- Health & Well-being, Living in the wider world and RSE

Key Stage 4

Year A- Health & Well-being, Living in the wider world and RSE

Year B- Health & Well-being, Living in the wider world and RSE

Post 16-

Year A- Health & Well-being, Living in the wider world and RSE

Year B- Health & Well-being, Living in the wider world and RSE

Year C- Health & Well-being, Living in the wider world and RSE

**Rolling programme of study: Relationship and Sex Education**

**Key Stage 3**

**Physical Self 1**

1. Have an awareness of some parts of your body

2. Point/Touch and name parts of your body- using ‘proper’ names such as penis, vagina

3. Know whether you are male or female, girl/boy

4. Identify other males/females/girls/boys

5. Be aware of similarities and differences between males and females

**Physical Self 2**

1. Understand that the body changes as you get older

2. Using old photos or computer images/pictures look at the changes that occur as you grow older.

3. Talk about puberty. Discuss changes that take place.

Girls: sweat glands become more active causing body odour, breasts develop, hips widen, body hair grows and menstruation begins.

Boys: sweat glands become more active causing body odour. Penis and testicles grow, voice breaks and body hair grows.

4. Discuss different names we have for different parts of the body- both boys and girls.

**Key Stage 4 (and all above)**

**Physical Self 3**

1. Look at pictures of girls/women and boys/men, talk about the differences in their bodies

2. Discuss how the body changes are preparing you for adulthood

3. Discuss the importance of keeping the body clean. Look at a range of products that can be used

4. Girls Group: Discuss menstruation. Discuss how to cope with using sanitary protection and how to dispose of it. Talk about the importance of washing hands after using the toilet

4. Boys Group: Discuss wet dreams. Know that this is a normal function of the body and that they have no control over what happens. Discuss the importance of washing and keeping the body clean.

**Post-16 (and all above)**

**Physical Self 4**

1. Talk about arousal. What does arousal look like for individuals- looks at diagrams/pictures/use dolls.

2. Look at how we get aroused- kissing touching, cuddling, looking.

3. What makes us aroused- when we are on our own, things we see on TV, looking at other people.

4. Discuss what is masturbation?

5. Look at different ways individuals masturbate and how we can practise safe masturbation.

6. How does masturbation make us feel- physically and emotionally.

7. Emphasise that masturbation is a private action and discuss with students where this action should take place

8. Explore cleanliness and masturbation

**Physical Self 5**

1. Discuss what sexual intercourse is different words or phrases we may use to describe sexual intercourse

2. Look at the physical changes that happen to a man and woman to make sexual intercourse happen

3. Show what sexual intercourse looks like from a physiological point of view (man and woman)- diagram of penis and vagina during sexual intercourse.

4. Explain the differences between male and female reproductive anatomy and how a baby is conceived physiologically.

5. Explore the growth of a pregnancy

6. Discuss different types of contraception for both males and females

7. Who can help us make choices with our contraception and who we can ask for help with contraception?

8. Information about what STI’s are, how they are transmitted and facts about testing.

**Parents’ right to withdraw**

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 and addressed to the head teacher.

The head teacher will discuss the request with parents and take appropriate action.

A Flexible Curriculum

In order to provide the best PSHE and RSE curriculum to meet the needs of each pupil in the school, there is flexibility in terms of;

* Curriculum content
* Resources / environment
* Strategies to deliver the curriculum
* Teachers planning for their classes to work on aspects together e.g. joint curriculum related outings.
* Subjects being taught through special days/ events rather than sessions each week so they are more accessible e.g. RE themed days
* Some children’s timetables include areas that may not be taught to all students e.g. Forest School, Sensory Circuits / regulation, physio therapy and work experience
* Structured play. This is part of the school day as this is considered essential to pupils’ development and learning

Subject Planning

Planning is led by a curriculum lead to ensure coverage of the subject over each rolling programme and its modules. Together these ensure breadth of curriculum cover and provide a clear link between subjects and the H levels. Modules include a broad range of activities targeted to meet the needs of all the children; the class teachers differentiate and select activities according to need, this allows the teacher flexibility and creativity to tailor learning to the needs of any particular class.

To assist teachers in their short term planning and delivery modules incorporate 3 groupings of students. PSHE including RSE modules are split into different learner areas which helps teaching staff to adapt their planning, groupings of students and teaching strategies to meet the needs of all learners.

Module plans are evaluated by the curriculum lead at the end of each term to review effectiveness of planning, to ensure modules include appropriate learning objectives for all students and sufficient and appropriate resources are available.

Staff are supported to deliver PSHE including RSE through training and discussion from the curriculum lead. Staff are supported in delivering the curriculum by having access to relevant resources and open discussions for CPD.

Assessment & Moderation

PSHE does not have its own learning strand on Classroom Monitor. The curriculum lead conducts learning walks regularly to support teaching staff in delivering PSHE including RSE effectively across the school.

The PSHE modules include information about the relevant targets from each H-level area attached to it. Classroom Monitor is used to find evidence of PSHE teaching and targets met through PSHE sessions.

The PSHE curriculum can be assessed through I.E.P.s, lesson evaluations and continuous teacher assessment.

**What our students will learn in PSHE and RSE / the Impact of our PSHE and RSE Curriculum.**

The PSHE and RSE curriculum provides Heaton Students with opportunities for:

* Communication and interaction;
* To work in groups and develop relationships with peers and staff;
* To be encouraged to be as independent as possible;
* To develop their self-help skills and personal care to enable them to become as independent as possible;
* Develop confidence in their own rights, responsibilities and beliefs;
* To develop healthy bodies and lifestyles, including keeping safe, puberty, drugs and alcohol education;
* To experience healthy minds, including emotional wellbeing, resilience, mental health;