



Personal Social & Health Education (PSHE), Sex & Relationships Education (SRE) and Citizenship

Date reviewed:	April 2020
Approved by Governors:	May 2020
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School Vision

- To help each student develop their academic, social and practical abilities to their highest level.
- To help each student achieve self-confidence, initiative and independence.
- To create a caring, sharing and learning school community with relationships based on mutual trust and respect.

Rationale

Our school vision and ethos are strongly supported by British Values that have been embedded in our school values, which we promote to our students throughout the school day as part of our Behaviour policy. At Southall we are committed to ensuring that the emotional and social needs of all our students are met throughout the school day and we support the development of our students' health and wellbeing, self-esteem and confidence.

As part of providing a broad and balanced PSHE, Citizenship and SRE curriculum, we nurture and support the spiritual, moral, social and cultural (SMSC) development of our students. We recognise that our school vision is crucial.

PSHE forms an important part of every student's development and the link with parents, carers and home is very important. Parents will be kept informed of their children's progress and programmes of work through EHCP Reviews, Annual reports and Parent Consultation Evenings.

School aims

We aim to

- Promote a caring, stimulating and happy environment in which all pupils can thrive, assisting them to develop maturity, independence, self-confidence and self-esteem.
- Assist pupils to lead a life as independently as possible, to integrate socially and to leave school prepared for the life ahead of them.
- Provide a learning environment, which promotes moral and spiritual development, embraces equality of opportunity and challenges pupils to be actively involved in their own learning.

We will achieve these aims

- By pursuing a broad and balanced curriculum which follows all subjects in the National Curriculum
- By valuing each individual's contribution, irrespective of race, gender, religion or ability
- By encouraging pupils to be aware of their behaviour and how it affects other people
- By acknowledging that our pupils have a variety of needs and by striving to provide appropriately for their learning
- By fostering and building positive relationships with parents, governors and the wider community
- By providing a planned and structured process of staff development.

Aims and objectives of our PSHE and Citizenship programme

The programme ensures that pupils have a comprehensive, balanced and relevant body of factual information underpinning their present and future risk assessment, thus informing the management and decision-making process.

Our programme emphasises the importance of -

- Developing good relationships in all aspects of life, including at school, in the classroom and on the playground and to promote a positive school ethos.
- Developing self-esteem in the whole community.
- Promoting life skills and knowledge.
- Developing independence.
- Promoting a Healthy Lifestyle
- Developing and encourage links with parents and the community.
- Providing opportunities for pupils to make choices and decisions.
- Providing opportunities for pupils to take responsibility for their own actions.
- Giving pupils the opportunity to plan and to use their own initiative.
- Fostering positive attitudes in the pupils' perceptions of themselves and others.
- Becoming informed, active, responsible citizens
- Being aware of the main political and social institutions that affect their own lives
- Building resilience to extremism

The PSHE and Citizenship Curriculum

We use a range of teaching and learning styles, including activities such as discussion, role-play, games, investigations and problem-solving activities. We aim to provide life skills for learning, to include all pupils following Southall Social Skills programmes which is tracked and assessed termly.

We encourage the pupils to take part in practical activities that promote active citizenship e.g. fundraising, School Parliament, E Safety Army, sports clubs and planning school events. Delivery also takes place through social situations such as lunchtime, extra-curricular activities and importance of self-help and independent living skills to our pupils. Southall School is committed to each child developing a range of personal competences throughout all Key Stages; our planning therefore allocates development time within and without the overall curriculum.

During Key Stage 3 pupils will receive one PSHE lessons, and some classes have one Social Communication lesson, and all will have one Citizenship lesson each week. Each pupil has a Social Skills target each week too. Key Stage 3 has a two-year rolling programme for PSHE and Citizenship, written to meet the pupils' needs, with five differentiated learning outcomes for each lesson.

During Key Stage 4 pupils will receive one PSHE lessons and 1 Citizenship lesson each week. Each pupil has a Social Skills target each week too. Key Stage 4 has a three -year rolling programme for Citizenship, written to meet the pupils' needs, with five differentiated learning outcomes for each lesson. In PSHE they follow a three-year rolling programme which encourages practical knowledge and skills are instilled through completing a variety of units, to help the pupils prosper and to live safely and healthily.

Drugs and Substance Abuse Education

Southall provides both Key Stages with a comprehensive and planned Drug and Substance Abuse Education curriculum for all pupils, as a part of PSHE lessons. It aims to provide students with knowledge, attitude and skills to be able to make informed decisions about drugs. In developing the curriculum Southall has considered its legal responsibility, the needs of students, teachers, parents, governors and the local community.

The school acknowledges that drugs play a part in everyone's life, and that experimentation with drugs has always been a feature of many young people's lives. It is the responsibility of all schools to help reduce the harm from drugs, to play a role in drug abuse prevention and to help those who abuse drugs.

Sex and Relationship Education SRE

Parents and carers have been consulted about the new framework via letters home and have been invited to comment and ask questions about what the new framework means for their children. In the twice annually Boys and Girls Club afternoon, pupils are encouraged to ask questions about anything they want to have more information about alongside the statutory curriculum that they follow. In these sessions staff also contribute with ideas about what they would like to see taught to based on need/discussions they may have had.

Southall believes that SRE is a holistic learning of physical, moral and emotional development. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. At Southall School we believe in teaching about different types of relationships, including friendships, family relationships, dealing with strangers and, intimate relationships:

- How to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships;
- How relationships may affect health and wellbeing, including mental health;
- Healthy relationships and safety online; and
- Factual knowledge, around sex, sexual health and sexuality, set firmly within the context of relationships.

Sex Education should support the personal and social development of our pupils. There is much evidence to suggest that people who are informed about sexuality and have acquired and developed skills of assertiveness, have a higher self-esteem and are able to make safer and more responsible decisions relating to their sexual health.

Under the Education Act 2002 every school must provide a balanced and broadly-based curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for opportunities, responsibilities and experiences of later life

The 2006 Education and Inspections Act imposed a duty on governing bodies 'to promote the well-being of pupils in the school'. Governing bodies also have wider responsibilities

under equalities legislation (most recently the Equalities Act 2010) and should ensure that their school strives to do its best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion or sexual orientation or whether they are looked after children. At Southall our sex education curriculum is sensitive to the different needs of our pupils. We only deliver SRE at an appropriate level to our students.

At Southall from September 2020 we will be following the new statutory RSE and health education curriculum.

On 1 March 2017, the then Education Secretary, Justine Greening, announced her intention to put 'Relationships and Sex Education' – rather than SRE – on a statutory footing. Section 34 of the Children and Social Work Act 2017 provides for relationships and sex education to be taught in all schools in England. The changes involve:

- All secondary schools teaching 'Relationships and Sex Education'
- Reformed statutory guidance, following consultation
- Retaining the parental right of withdrawal from sex education, with new rights for children to 'opt-in' as they approach age 16
- Flexibility for schools in their approach, including

Sex Education is compulsory as part of the statutory science curriculum. At Southall we strongly believe that whilst our pupils are learning about the biological aspect of Sex Education they should also explore what life style choices young people may wish to make and, having made those choices, what social strategies and skills they need to stay healthy and safe.

Sex education is part of Personal and Social Health Education. It has three equally essential dimensions.

1. Sex education should provide knowledge about the process of reproduction, the nature of sexuality and relationships together with information relating to sexual identity. It should also provide discussions on the positive and negative consequences of sexual behaviour.
2. Sex education is concerned with the development of skills. It should encourage and reinforce the acquisition of communication and decision-making skills and help young people to become aware of the options that are available to them, and to be able to make responsible decisions concerning their behaviour.
3. Sex education should aim to promote positive self-esteem and respect for others.
4. Under the new guidance we also include these areas of learning they 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).

SRE is also linked to the Computing Policy under E Safety (see Southall's Computing Policy)

The Role of Parents in SRE

Appropriate and responsible sex education is an important element in the work of schools in preparing pupils for adult life. It calls for careful and sensitive treatment. Essentially parents are the key figures in helping their children to cope with the physical and emotional aspects of growing up and in preparing them for the challenges and responsibilities which sexual maturity will bring. However, some parents may not feel able to discuss sexual matters fully and freely with their children and many may experience problems in understanding how and when it is appropriate to introduce this with children with special educational needs. We therefore have a clear responsibility to ensure that our pupils are adequately prepared for adult life.

Pupils are encouraged to take materials and work home to share with parents; parents are welcome to visit school to look at the resources for themselves. It must be realised that some parents of children with special educational needs may find it difficult to come to terms with the idea that their child is becoming sexually active.

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 using the form found in Appendix 1 of this policy and addressed to the headteacher.

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 work will be given to pupils who are withdrawn from sex education.

Use of Community Based Agencies

Outside agencies and other professionals are utilised to support and work alongside staff in the delivery of PSHE and Citizenship topics. The School Nurse, Health Professionals from the Authority, West Mercia Police Education Liaison Officer and Shropshire Sexual Awareness Team, work in a team-teaching situation alongside the teachers who know the children well. Pupils are never exposed to outside speakers who are not well-known to both staff and pupils.

The National Healthy School Standard

Southall School is accredited as a Healthy School. This standard provides an integrated whole school approach to the promotion of PSHE and Citizenship. As part of this award we encourage a well-balanced healthy lunch box, which would rarely contain crisps, sweets or chocolates. Fizzy drinks are not allowed.

Equal Opportunities

Within PSHE, staff set high expectations. Each individual is assured access to a full and varied programme of activities, with opportunities for all pupils to participate fully and effectively, including boys and girls, pupils with diverse educational needs and pupils from all social and cultural backgrounds. Pupils are equally respected for who they are and for the contributions they make regardless of their background. Staff ensure that all learning is appropriate to the learner's needs in order for them to make progress and achieve.

Safeguarding

We will create a safe and supportive learning environment by establishing clear ground rules within PSHE, Citizenship & SRE lessons. However, Southall School is committed to the Safeguarding of its pupils (see Safeguarding policy). Therefore, during PSHE, SRE and Citizenship lessons the pupils will -

- Understand that staff cannot offer unconditional confidentiality
- Be reassured that, if confidentiality has to be broken in relation to Child Protection issues, they will be informed first and then supported appropriately
- Be informed of sources of confidential help, for example, School Nurse, Social Worker, GP or local young person's advice service
- Know that if they disclose to a member of staff or another pupil that they are or engaging in, or intending to engage in, sexual activities this may need to be reported to the DSL
- Know that if they disclose to a member of staff or another pupil that they are engaging in or witnessing any drug use this will be immediately reported to the DSL
- Know that if a staff member suspects a pupil is at risk from being drawn into terrorism, including exposure to or support for extremist ideas which are part of terrorist ideology, this will be reported immediately to the DSL.

The governing board

The governing board will approve the RSE policy and hold the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE.

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way

- Modelling positive attitudes to 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 headteacher and PSHE Lead.

Appendix 1: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent/ Carer signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	