Personal, Social, Health and Citizenship Education (including Relationship and Sex Education)

Our School Vision
- Create a Vibrant Learning Community and be an exemplar of best practice for children with autism, social communication needs but who are able to access a broadly age related curriculum.
- Children and adults are happy to come to school every day and are proud of what they achieve.
- Parents and carers are confident that their children are safe, happy and making good progress and that their voices are heard,
- All pupils are given the support and challenge they need to learn and succeed in the world beyond school
- All staff create consistently positive learning experiences that engage and challenge all our autistic pupils.

Rationale
Our Social Curriculum is the fourth core subject at Spring School as it directly supports the vision we have for our young people to be happy, safe and successful in and beyond school. PSHE/Citizenship is a central part of this Social Curriculum.

Aims
This policy is concerned with how Spring School promotes the development of personal, social, health and citizenship skills and knowledge.

Formal Curriculum
In our social curriculum there are three pillars: PSHE/Citizenship, Yoga and Wellbeing. PSHE/Citizenship lessons take place twice per week at KS2-KS4.

At KS5, PSHE is delivered for 2 hours per week and is accredited with students gaining BTEC Level 2 – Personal and Social Development

The Assistant Head Teacher (Pastoral) leads PSHE. In collaboration with The Wellbeing Lead and the teaching team, they set the overarching topics to be studied in each year group (including 6th Form).

The curriculum is based on the Programme of Study issued by The PSHE Association and The Weaving Wellbeing Curriculum.

PSHE Association topics fall under three core areas:

- Health and Wellbeing;
- Relationships (including RSE);
- Living in the Wider World.

Weaving Wellbeing topics fall under 5 core areas:

- Empowering Beliefs;
- Character Strengths;
- Positive Emotions;

Policy owner	Head of School	Review Date:	March 2024
Policy Number	123d	Version	3.0

- Resilience;
- Positive Relationships.

It is reviewed on a yearly basis.

Principles that underpin the formal curriculum

- Is taught in accordance with pupils' readiness but is broadly guided by published key stage expectations.
- This reflects the universal needs shared by all children and young people as well as the specific needs of Spring School pupils.
- Is taught through a spiral programme whereby we revisit themes, increase challenge, broaden scope, and deepen pupils' thinking and understanding.
- Links are made with relevant subjects to provide consistency and consolidation (e.g. Science / Computing / P.E. / Enterprise).

Informal Curriculum
Pupils have opportunities to learn and practice many skills relevant to their PSHE through daily routines and activities within school. For example:
- Lunchtimes provide opportunities to learn about eating a healthy range of food and interact with peers;
- Break-times provide opportunities to develop play skills, leisure skills and to interact with peers and adults;
- Toilet routines provide an opportunity to teach a pupil about private versus public behaviour and interactions;
- Play and leisure activities teach pupils how to play with a range of toys appropriately and how to play with others, in addition, opportunities exist for Secondary pupils to access gym, leisure centre and weights room so that they can develop appropriate leisure and fitness skills;
- Pupils are taught to play appropriately on the outdoor play equipment which includes a trim trail, scooters, football pitch, with a view to them developing the skills and interests that they need in order to occupy their own leisure time independently and appropriately;
- Community trips provide planned opportunities for pupils to practice the social skills necessary for employment interests and pursuits;
- Assemblies and school events such as sports day, BBQ and the Christmas events also provide a forum for sharing achievements, developing a sense of self-worth, interacting with new or different people;
- Through mainstream links with local Primary and Secondary schools, pupils attend local mainstream schools supported to a greater or lesser extent by Spring School staff for certain lessons.

Definition of RSE
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.

Delivery of RSE
RSE is delivered, where appropriate, within PSHE and Science lessons, in small groups and individually. The delivery of RSE is underpinned by a rights-based and Quality of Life perspectives that ensure all people, including those with an identified disability have the opportunity to lead rich and fulling lives, withing communities.

Due to each pupil's diagnosis of Autism, and other associated and/or identified disabilities Spring School understands that pupils may be at increased risk of abuse, vulnerability to exploitation and bullying. Across all Key Stages, pupils will be supported with developing the following skills to support their increased vulnerabilities:

Policy owner	Head of School	Review Date:	March 2024
Policy Number	123d	Version	3.0

- Communication, including how to manage changing relationships and emotions;
- Recognising and assessing potential risks;
- Assertiveness;
- Seeking help and support when required;
- Informed decision-making;
- Self-respect and empathy for others;
- Recognising and maximising a healthy lifestyle;
- Managing conflict;
- Discussion and group work.

RSE is delivered through the following mechanisms:

- Twice weekly dedicated PSHE teaching slots.
- Scaffolded and sequenced curriculum delivery, building upon previous knowledge.
- Curriculum delivery through class teachers attached to 'class' (tutor) groups.
- Adapted resources and content.
- Due to the SEND nature of pupils, content will be sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.
- When discussing potentially sensitive subjects (such as reproduction, physical development and same-gender relationships) leaders and teachers will inform and engage with parents ahead of delivery to discuss concerns and/or conflicts.
- Reproduction is delivered as part of the Science curriculum in Years 5 and 6.
- Body changes are taught from Year 6 in single sex class groups.
- Human reproduction from conception to birth is taught in Year 6 as part of both the Science and RSE curriculum.

Through effective delivery of the RSE curriculum we expect pupils to have applicable knowledge and skills on the following themes:

- Families (and people who care for me)
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Online material and media *secondary*
- Intimate and sexual relationships, including sexual health *secondary*

Appendix 1 contains further detail on these themes and expected knowledge within them.

Roles and responsibilities

The governing board
The governing board will approve the PSHE and RSE policy, and hold the Head of School to account for its implementation.

The Head of School
The Head of School is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 7).

Staff
Staff are responsible for:

- Delivering PSHE/Citizenship and RSE in a sensitive way;
- Modelling positive attitudes to PSHE/Citizenship and RSE;
- Monitoring progress;
- Responding to the needs of individual pupils;

Policy owner	Head of School	Review Date:	March 2024
Policy Number	123d	Version	3.0

- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory 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.

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

Parents' right to withdraw (since September 2020)
In Secondary education from September 2020:
- Parents will not be able to withdraw their child from any aspect of Relationships Education or Health Education.
- Parents will be able to withdraw their child (following discussion with the school) from any or all aspects of Sex Education, other than those which are part of the Science curriculum up to and until 3 terms before the age of 16.
- After that point, the guidance states that *'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.*
- Where pupils are withdrawn from sex education, schools should document the process and will have to *'ensure that the pupil receives appropriate, purposeful education during the period of withdrawal'*. RSE requests for withdrawal should be put in writing 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.

Assessment, recording and reporting
Class teachers make use of ongoing observations and a range of formative assessment to assess children's progress in PSHE.

Monitoring and evaluation
The Headteacher, Assistant Head Teacher and Wellbeing Lead are responsible for monitoring the standards of children's progress and achievement, and quality of teaching.

Creation and review
The following process will be undertaken to finalise the draft of this policy and then for the annual process of review:

1	Allocate key team responsible for PSHE/RSE delivery across Spring School	*Leadership group on PSHE/RSE contains: Headteacher, Assistant Head for curriculum, link governor for RSE, parent representative x2*
2	Determine starting point or current point of skills and knowledge	*Baseline any new pupils and gather information from their previous setting and/or families* *Understand the knowledge level and skill set of pupils already attending Spring School*
3	Parent consultation	*Parent engagement events to revisit the school's intended RSE curriculum and to understand any concerns or questions they may have*
4	Curriculum review and update	*Ensure that the curriculum meets current statutory regulations, the current needs of pupil cohort and parent perspective*

Policy owner	Head of School	Review Date:	March 2024
Policy Number	123d	Version	3.0

5	Staff training	*Deliver any training needed to staff for effective delivery of a PSHE/RSE curriculum*
6	Policy review and update	*Assess the school's PSHE/RSE policy to ensure it is compliant with current guidance and statutory regulations and that it effectively captures how RSE is delivered across Spring School.*
7	Second parent consultation	*Parent engagement event to share updated curriculum and policy for the upcoming academic year and for outlining how RSE will be delivered across the school.*
Rolling, annual review of PSHE/RSE delivery using the steps above 1 -8		

This policy will be reviewed annually by the School's Governing Body.

Policy owner	Head of School	Review Date:	March 2024
Policy Number	123d	Version	3.0

Page **5** of **9**

<u>Appendix 1</u>

By the end of primary Spring School pupils should know:

Families and people who care for me:

- That families can be a source love, security and stability.
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring Friendships:

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships may include mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful Relationships:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The importance of self-respect and how this links to their own happiness.
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- What a stereotype is, and how stereotypes can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

Online Relationships

- That people sometimes behave differently online, including by pretending to be someone they are not.

Policy owner	Head of School	Review Date:	March 2024
Policy Number	123d	Version	3.0

- That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- How information and data is shared and used online.

Being safe

- What sorts of boundaries are expected in friendships with peers and others (including in a digital context).
- About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between expected and unexpected or unsafe physical, and other, contact.
- How to respond safely and in an expected fashion to adults they may encounter (in all contexts, including online) whom they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to get advice e.g. family, school and/or other sources.

By the end of primary Spring School pupils should know:

Families

- That there are different types of committed, stable relationships.
- How these relationships might contribute to human happiness and their importance for bringing up children.
- What marriage and civil partnerships are, including their legal status (e.g. that marriage and civil partnerships carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony).
- Why marriage and civil partnerships are an important relationship choice for many couples and why it must be freely entered into.
- The characteristics and legal status of other types of long-term relationships.
- The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
- How to determine whether other children, adults or sources of information are trustworthy; how to judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and how to seek help or advice, including reporting concerns about others, if needed.

Respectful relationships, including friendships

- The characteristics of positive and healthy friendships (in all contexts, including online), including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.

Policy owner	Head of School	Review Date:	March 2024
Policy Number	123d	Version	3.0

- How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).
- That in school and in wider society they can expect to be treated with respect by others, and in turn they should show due respect to others, including people in positions of authority, and due tolerance of other people's beliefs.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying, and how and where to get help.
- That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
- What constitutes sexual harassment and sexual violence and why these are always unacceptable.
- The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

Online and media

- Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
- About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
- Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.
- What to do and where to get support to report material or manage issues online.
- The impact of viewing harmful content.
- That specifically sexually explicit material (e.g. pornography) presents a distorted picture of sexual behaviour, can damage the way people themselves in relation to others and negatively affect how they behave towards sexual partners.
- That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
- How information and data is generated, collected, shared and used online.

Being safe

- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.
- How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).

Intimate and sexual relationships, including sexual health

- How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex, and friendship.
- That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively (e.g. physical, emotional, mental, sexual and reproductive health and wellbeing).
- The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.

Policy owner	Head of School	Review Date:	March 2024
Policy Number	123d	Version	3.0

Page **8** of **9**

- That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- That they have a choice to delay sex or to enjoy intimacy without sex.
- The facts about the full range of contraceptive choices, efficacy and options available.
- The facts around pregnancy, including miscarriage.
- That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).
- How the different sexually transmitted infections (STIs), including HIV/AIDS, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.
- About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
- How the use of alcohol and drugs can lead to risky sexual behaviour.
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

Policy owner	Head of School	Review Date:	March 2024
Policy Number	123d	Version	3.0

Page **9** of **9**