Personal Social and Health Education (PSHE) and Relationships and Sexuality Education (RSE) Procedure

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<tr>
<th>Date of draft/internal consultation</th>
<th>February 2017</th>
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<td>Date of Governing Body Approval</td>
<td>27/1/17</td>
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<tr>
<td>Renewal period</td>
<td>2 years</td>
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<td>Date of next review</td>
<td>February 2019</td>
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Chair of Governors__________________
Signature _________________________
Date ______________________________
Introduction

St Philip’s School is a academy community special day school for pupils with moderate learning difficulties, Autistic Spectrum Condition and other complex needs. It caters for up to 145 pupils aged between 11 and 19 years.

At St Philip’s School we believe that Personal Social and Health Education (PSHE) is a vital part of the curriculum and is crucial to development and wellbeing of our students. Each week all students in Key Stage 3 are timetabled for one 45 minute PSHE lesson and follow an adapted scheme of work based on the PSHE National Curriculum Programme of Study. In Key Stage 4 all students complete an accredited AQA course in Personal and Social Education. The programme of studies and specific resources are used to differentiate for the more complex need groups and lower level learners. Some groups follow the ASDAN course to support those with ASC or SLD.

There are other opportunities for PSHE which are implicit in whole school events, residential trips, assemblies and in the normal day to day events of the school. At St Philip’s we have a Student Council and a Charity Committee, which provide other opportunities to develop social skills. Sometimes one to one sessions are arranged to meet individual students’ needs. Outside agencies are encouraged to visit the school to deliver specific content such as the community police and the dental nurse.

RSE

Rationale

Sexuality is not limited to sexual practice, but it is also a way of expressing personality. Young people with disabilities show the same interest in sexual activity as everyone else. A sexual relationship is one based on sexual attraction and does not imply sexual touching or sexual intercourse.

Our pupils have a need for and right to:

- Clear practical information, advice and guidance on friendships, sex, sexual behaviour, contraception and health issues
- Support in developing personal and social skills to enable them to develop relationships independently.
Relationships and Sex Education is an area of pupil learning that:

- Contains many relationship issues which are addressed in interactions with staff and peers throughout the day
- Underpins other parts of the school day such as assemblies and meal or break times offering other learning possibilities through changing social interactions.
- Provides a forum for pupils to ask questions and get clear answers they can understand

Respecting Difference and Diversity
We aim to provide an environment that is free from discrimination on any grounds including gender, race, ethnicity, colour, nationality, disability, sexual orientation, age, religious and political belief. (Anti bullying Policy)

The Right to Withdraw
Parents have the right by law to withdraw their child from all or part of the RSE programme except those elements covered by the National Curriculum. Any parent who wishes to withdraw their child should speak to their teacher to talk through concerns and the changes they wish to make. All requests will be met sympathetically and all effort will be made to ensure the pupil retains their access to all acceptable areas of the RSE programme.

Special arrangements will need to be made for pupils withdrawn from the curriculum but individual cases will be accommodated as appropriate with minimal disruption to the pupil or his or her learning.

Principles
We believe that all people are sexual beings, whatever their learning and/or physical impairment. Any consenting disabled young people who wish to have a sexual relationship should be allowed to do so within the limits of the law and with the opportunity to do so in private.

Within the school setting young people are expected to behave within agreed boundaries at all times. In the break and recreation areas consensual displays of affection such as hand holding and linking arms are acceptable as is ‘social’ kissing (on the cheek) and hugging.
If a young person says the friendship they are involved in is ‘okay’, for them, staff will respect their decision. For pupils who are unable to voice their consent to friendship, staff will endeavor to mediate on their behalf.

Adults do not have the right to decide which friendships a pupil decides to make, as long as these:

- are within the same peer and ability group (age / intellect)
- display no factors to suggest a power imbalance.
- are mutual (within the ability of the individuals)
- enable the young people involved to feel happy and comfortable

Within the classroom or other learning environment staff will only separate students if they feel that the learning of either is being impaired.

When pupils are on trips with the school, staff will promote behaviour that is generally acceptable in public.

Pupils of this school are likely to show the same sexual preferences, including those for the same sex, and the same varieties of sexual behaviour as other members of society.

Adults do not have the right to decide what a young person’s sexuality should be.

The right to make relationships includes the right to make mistakes. Teenagers regularly take actions or make decisions that cause them regret or embarrassment. This is part of growing up and is how young people learn their own code of behaviour and personal boundaries - such as ‘chatting up’ or ‘flirting’. This policy seeks to acknowledge ‘trial and error’ behaviour whilst minimising the risk of real harm.

The right to engage in sexual relationships is accompanied by the right to information about contraception and safer sex practices. The young person’s choice in these matters will be paramount.

The use of condoms will be strongly advocated in any form of sexual intimacy. Such support might include teaching pupils how to buy them and where to buy them. We also offer weekly drop in sessions with a KU19 nurse, who is able to recommend and supply contraception. The use of the C-Card is promoted throughout the School.

Disabled young people have the same right to parenthood as other members of society; equally they have the right to choose not to have children. Staff will support a young person if they ask for assistance in exercising those rights.
Disabled young people have the right to obtain and enjoy legal pornography like other people. However we are aware of the easy access many young people have to hard core pornography on smart phones and other devices. Therefore as part of the PSHE curriculum we support young people to understand the risks associated with such material. The school acknowledges their rights but does not allow any form of pornography on the premises other than suitable approved teaching resources.

**PSHE**

**Aims and Objectives**

At St Philip’s we aim for PSHE curriculum to prepare our students to be as resilient and independent as possible. PSHE enables our students to;

**Have a healthy lifestyle** – know, understand and experience a healthy lifestyle including the importance of emotional wellbeing to overall health.

**Know how to keep them and others safe** – be able to recognise and deal with potential dangers at home and in the wider community. Students will also be able to use basic first aid and know what to do in an emergency. Students will also be taught how to deal with abuse on the internet and in particular what they can do if worried about something they see on the internet.

**Be able to make informed choices about risk** - be able to consider a variety of risks ranging from drugs, antisocial behaviour to crossing a road and how to manage these risks independently.

**To be able to recognise the importance of building good relationships** -

**To be able to recognise and deal with bullying** – students will be able to recognise different types of bullying including cyber bullying and will know how to deal with this assertively. See anti-bullying policy.

**Know where to go for help and support** - students will know which members of staff and outside organisations that are available to support them in a variety of situations, as this is taught consistently throughout KS3 and KS4 PSHE.

PSHE is a subject in which students are encouraged to discuss their personal experiences. Therefore, firm boundaries and ground rules are needed to ensure that all students feel safe and secure. Due regard to the Child Protection policy is paramount.

Parents are informed of the content of the curriculum through termly topic grids and the PSHE coordinator is available for parent staff consultations.
PSHE is delivered in a tiered approach:

1. Universal PSHE - PSHE delivered during 45 minute lessons to all each week.

2. Enhanced PSHE – Small groups with a specific focus for example, internet safety, body image, social media, drugs, alcohol and chef club.

3. Specialised PSHE – usually working on a 1:1 basis- working with a specialist.

Specialist Support Professionals

- Health Link Worker (HLW)
- Specialised KU19 Nurse
- Specialist PSHE LSA
- Student Support Worker
- Emotional Learning Support Assistant (ELSA)
- Dramatherapist

WEST (Wellbeing and Emotional support team)

This team is led by the SPO. It brings together all aspects of the young person’s PSHE needs, shares good practice and provides an opportunity for planning and coordinating support for students.

PSHE also covers safeguarding strands including

- Child Sexual Exploitation (CSE) Grooming online (protecting yourself online)
- Female Genital Mutilation (FGM) (protecting girls and their health within different cultures)
- Mental Health (including Anxiety, Depression, OCD, anorexia and bulimia, self harm)
- Pornography (explicit images) / Sexting (risky online/mobile behaviour)
- Bullying/ cyber bullying (e-safety)
- Preventing Extremism and radicalisation
- Positive Relationships
- Fantasy V Reality
- Domestic Violence

Please Note

The Law

FGM has been a criminal offence in the UK since 1985. In 2003 it also became a criminal offence for UK nationals or permanent UK residents to take their child abroad to have female genital mutilation.
Anyone found guilty of the offence faces a maximum penalty of 14 years in prison. It is also against the law to make arrangement around it, like booking the flights to go to a country where it will happen. The school will automatically refer all concerns to the SPA or directly to the police.

Assessment

PSHE is not assessed formally but through work sampling, Making Learning Visible (MLV) students’ responses observed in the class the PSHE coordinator is able to monitor progress.

Citizenship

Citizenship is an inherent part of the curriculum at St Philips and forms an important part of both the Keys Stage 3 and 4 curriculums. Although it is not delivered in a timetabled lesson, citizenship is covered implicitly in school events, for example, Year 10 running a coffee morning to raise money for MacMillan nurses as led by the Charity Committee or the elections for School Council. Citizenship is also covered in our assembly schedule.

This policy should be read in conjunction with other relevant policies as listed in the Appendices.

Guidance and Strategy Updates:

Enough is Enough [a policy report for the centre for social justice] Adele Eastman June 2014.

A briefing for schools [childhood behaviour problems] Centre for mental health.


St Philips Wellbeing and Mental Health Policy (2017)

Child sexual exploitation [DFE February 2017]

A whole school framework for emotional wellbeing and mental health [ ncb 2017]