



Manor Hall
Academy Trust

Manor Hall Academy



PERSONAL SOCIAL &
HEALTH EDUCATION POLICY (PSHE)
and
RELATIONSHIPS AND SEX EDUCATION (RSE)
POLICY and REVIEW
CICELY HAUGHTON SCHOOL

Building Relationships

Celebrating Success

Promoting Change



Introduction

- THIS DOCUMENT IS a statement of the aims, principles and strategies for teaching and learning of Personal, Social and Health Education (PSHE) and Relationships and Sex Education (RSE) at Cicely Haughton School.
- THIS POLICY WILL BE REVIEWED ANNUALLY.
- THIS POLICY WILL BE REVIEWED in the Spring of 2023.

Policy Statement

This policy is a working document which provides guidance and information on all aspects of PSHE and RSE in the school for staff, parents/carers and governors. To be accessible to all of these groups the document needs to be available on request and presented in a way that is easy to understand.

This policy has been developed in consultation with staff, pupils and parents.

Aims and Objectives of PSHE and RSE at Cicely Haughton are to:

- Teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other adults and children
- Promote the spiritual, moral, cultural, mental and physical development of all pupils
- Teach children to RESPECT themselves and others
- Prepare pupils for the opportunities, responsibilities and experiences of later life
- Encourage pupils to value themselves and others
- Allow pupils to acknowledge and appreciate difference and diversity
- Teach pupils how to make informed choices
- Prepare pupils to be positive and active members of a democratic society
- Teach pupils to understand what constitutes a safe and healthy lifestyle
- Provide a framework in which sensitive discussions can take place
- Promote safety in forming and maintaining relationships
- Provide pupils with a toolkit for understanding and managing their emotions
- Provide pupils with the opportunities to consider issues which may affect their own lives and/or the lives of others



- Help pupils to identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

PSHE Statement:

PSHE underpins all we do at CHS. PSHE is timetabled throughout the week as discreet lessons with a focus from our themes throughout the year. In addition to these lessons, PSHE is addressed throughout the entire school day and into residence. From Meet and Greet, where children arrive to school and get ready to learn, to breakfast or snack times, lunch time meals, breaks, nurture, trips and wellbeing/enrichment activities. As a SEMH provider, an emphasis on SEMH and Communication and Interaction provides a curriculum for the EHC Plan targets that the children have.

What is PSHE and RSE?

- PSHE is Personal, Social and Health Education. It is a body of knowledge which equips individuals either formally or informally to exist and feel valued in a modern society.
- RSE is part of lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. RSE, within PSHE, aims to give children and young people essential skills for building positive, enjoyable, respectful and non-exploitive relationships and the skills to stay safe both on and off line. It enables pupils to explore their own and other's attitudes and values and builds their self-esteem and confidence to view their own sexuality positively. RSE is not about the promotion of sexual activity.

STATUTORY REQUIREMENTS:

At Cicely Haughton, we teach PSHE and RSE as set out in this policy. The Department for Education has introduced compulsory Relationships Education for primary pupils and Relationships and Sex Education (RSE) for secondary pupils from September 2020. Also, from September 2020 it is compulsory for all schools to teach Health Education. Through these subjects, we want to support all young people to be happy, healthy and safe - we want to equip them for adult life and to make a positive contribution to society. At Cicely Haughton, we have committed to retain our current choice to continue to



teach age-appropriate sex education alongside relationships education. In doing so, we have regard to **guidance issued by the Secretary of State (2000)** as outlined in Section 403 of the **Education Act 1996**, and in accordance to the new statutory guidance for **Relationships Education, Relationships and Sex Education and Health Education (2019)**.

Subject Content and delivery of PSHE and RSE

RSE is taught within the PSHE education curriculum. Some biological aspects of sex education are taught within the science curriculum. At Cicely Haughton, we teach PSHE through Twinkl PlanIt following a long term plan which incorporates the PSHE Association scheme of work. These lessons are based around a theme which changes half-termly. At Cicely Haughton, we believe that pupils should be taught about the society in which they are growing up. In addition to our themed topics, we also visit thematic issues and recognise key dates such as Anti-bullying Week, Children's Mental Health Week and Black History Month. A full list of these are included on our PSHE long term plan. We also teach key topics that arise based on important political, social or information from the police within our locality. These subjects are designed to foster respect for others and for difference, and educate pupils about healthy relationships.

We believe that RSE should meet the needs of all pupils, whatever their developing sexuality or identity - this should include age-appropriate teaching about different types of relationships in the context of the law. Pupils should receive teaching on LGBT relationships, which is delivered at Cicely Haughton, for example, through teaching about different types of family, including those with same-sex parents.

Pupils with SEND

All pupils at Cicely Haughton are pupils with SEND. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or teaching assistants work with individual pupils where required, and if appropriate.

Parents' right to withdraw

The school is well aware that the primary role in children's relationships and sex education lies with parents and carers. We wish to build a positive and supportive relationship with the parents and carers of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Make available online, via the school's website, this RSE Policy;



- Answer any questions that parents may have about the RSE/PSHE education of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE/PSHE in the school;
- Inform parents about the best practice known with regard to RSE, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

We have committed to a retain parents' **right to withdraw their child from sex education within RSE** (other than sex education in the National Curriculum as part of science). There is **no right to withdraw from Relationships Education at primary or secondary** as we believe the contents of these subjects - such as family, friendship, safety (including online safety) - are important for all children to be taught.

If a parent wishes their child to be withdrawn from the sex education elements of RSE, they should discuss this with the headteacher, and make it clear which aspects of the programme they do not wish their child to participate in.

Parents should be aware that schools are legally required to provide a broad, balanced curriculum. Sex education topics can arise incidentally and overlap with relationships education lessons and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

Alternative work will be given to pupils who are withdrawn from these lessons.

Roles and responsibilities

The Local Academy Board (LAB) will approve the PSHE and RSE policy, and hold the headteacher to account for its implementation. The headteacher is responsible for ensuring that PSHE and RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE.

Staff

Staff are responsible for:

- Delivering PSHE and RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring and assessing progress of the PSHE curriculum (EAZ) on a half-termly basis



- Responding to the needs of individual pupils
- Ensuring sensitivity and well-judged teaching based on knowledge of the pupils being taught, taking into account different family structures
- Ensuring that there is no stigmatization of children based on their home circumstances and needs
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of PSHE and RSE.
- Staff do not have the right to opt out of teaching PSHE or 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 and, when discussing issues related to RSE, treat others with respect and sensitivity.

Training

Staff are trained on the delivery of PSHE and RSE as part of continuing professional development. The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Monitoring arrangements

The delivery of RSE is monitored by Carmel Benson (PSHE lead) through:

- Lesson observations, learning walks, feedback from staff and children.
- Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.
- This policy will be reviewed every year. At every review, the policy will be approved by the Local Academy Board (LAB) and headteacher.

How PSHE and RSE links to the whole School Intentions

Our Intentions

Pupils leave with:

- with improved positive physical and mental health
- with life skills enabling them to access the world around them
- as enriched individuals
- with improved self-regulation



- with improved independence
- as responsible and respectful citizens

Intent

How is our school's **intent** represented throughout the curriculum for this subject?

PSHE lessons cover a range of topics around **health and wellbeing** including:

- What is a healthy lifestyle
- How to maintain physical, mental and emotional wellbeing
- How to manage risks to physical and emotional health and wellbeing
- Ways to keep physically and emotionally safe
- Managing change, including puberty, transition and loss
- How to make informed choices about health and wellbeing and to recognise sources of help with this
- How to respond in an emergency
- To identify different influences on health and wellbeing
- Making informed choices about healthy lifestyles, balanced diet and hygiene

PSHE lessons cover a range of topics around **Relationships** including:

- How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
- How to recognise and manage emotions within a range of relationships
- How to recognise risky or negative relationships including all forms of bullying and abuse
- Keeping something confidential or secret; recognising and managing dares
- Recognising aspects of a healthy relationships; physical boundaries within different relationships; working together; behaviour; resolving conflict

PSHE lessons cover a range of topics around **Living in the Wider World** including:

- Respect for self and others
- The importance of responsible behaviours and actions
- About rights and responsibilities as members of families, other groups and ultimately citizens
- Different communities and groups
- Respect equality and be a productive member of a diverse community
- Respecting and protecting the environment
- Where money comes from, keep it safe and the importance of managing it effectively
- How money plays an important part in people's lives
- The basic understanding of enterprise



Improved positive physical and mental health

In addition to the lessons taught in the PSHE topics above, the children take part in Wellbeing Days. Wellbeing days occur half-termly with emphasis of the "5-a-day to Wellbeing", mental health and PSHE.

Since 2018/19 we took part in Change4life combining Wellbeing days with PE and using sports premium funding to pay for all children to take part in CLIP N CLIMB. All classes started to promote physical health through PSHE and ethos/Nurture. Wellbeing days have contributed to the physical and mental health of pupils including: autumn whole school walk, Fire Safety day with Fire Community Officer, Clip n climb, RND sponsored walk, climbing wall and Smoothie bikes.

PE lead in school has a focus for being active and is leading this with intent to increase pupil's opportunities to be active in school (see PE subject curriculum review).

Life skills enabling them to access the world around them

In addition to the lessons taught in the PSHE topics above, pupils regularly take part in trips and enrichment opportunities enabling them to access the world around them. Many pupils access residence. In the afternoons during the school day, most classes take part in Nurture activities, with an emphasis to work on EHC Plan targets and Boxall Profile targets with a PSHE focus.

Enriched individuals

In addition to the lessons taught in the PSHE topics above, pupils have increased opportunities to take part in trips and enrichment activities provided by the school or external providers.

Improved self-regulation

In addition to the lessons taught in the PSHE topics above, pupils have small class sizes with specialised staff to focus on improving self-regulation throughout the day. Pupils are well supported during crisis and staff are trained in PROACT- Scip.

Improved independence



In addition to the lessons taught in the PSHE topics above, pupil's self-esteem is increased through praise and reward systems in school that increase confidence and independence.

Responsible and respectful citizens

In addition to the lessons taught in the PSHE topics above, pupils are provided with opportunities to gain skills in this area. Prefects are a sought after role for Y6 pupils, monitors and star helpers are used in classes to give children the opportunities and gain trust from adults. Good manners and respect are praised and staff have high expectations for the pupils.

How is the PSHE and RSE Curriculum Implemented?

Implementation	
How is the subject timetabled? How do we know this happens?	The PSHE lead monitors the teaching of PSHE lessons through book trawls, planning trawls and learning walks. Class teachers will return to presenting PSHE learning in assembly on a half termly basis when restrictions are lifted.
How is the subject mapped out? How are we ensuring coverage?	PSHE lessons are mapped out in a long term plan. The core themes are: Relationships, Health and Wellbeing, Living in the Wider World. These themes are divided into topic sessions that can be found in our PSHE subject overview. CHS is part of the PSHE Association and use this resource to assist planning and delivery of the PSHE curriculum. The resources to teach PSHE are sourced from Twinkl planIt - Platinum.
Can we see progression across the school within pupils' books?	Pupils' work is stored in pupil topic files kept in classrooms and displayed around the school. CBE completed a book trawl 20.10.21 see progression across the school within pupils' work. In addition to the PSHE Education all classes focused on PSHE for the first week based around 'All About Me', class rules and expectations, school council election,



<p>How is assessment used to impact learning? How do we know it is accurate?</p>	<p>Boxall Profiles are used to assess pupils' development and diagnostic profiles.</p> <p>PSHE assessment has been added to EAZ to focus PSHE objectives and record teaching outcomes. Baseline assessments have been completed autumn 2021, with end of year targets in place. The first assessment took place autumn 2022 and was then completed half termly. This is an assessment of PSHE Curriculum (coverage) taught from the LTP.</p>
<p>How confident are staff with the subject? How do we know?</p>	<p>Staff are confident in teaching PSHE and in delivering a holistic PSHE curriculum through the nurturing ethos of CHS.</p> <p>A mental health audit is issued each academic year since 2017 to assess the confidence of all teaching and residential staff in supporting children with their mental health. Each year, the confidence is increasing. This is a result of increased knowledge and awareness of mental health throughout our school.</p> <p>The school has 2 mental health first aiders that have completed the mental health first aid (MHFA) in 2018. (CBE and KRU). SMP and NCH attended summer 2022. CBE and KLH attended Emotional Coaching course 2021-2022.</p>

How do we measure the Impact of the PSHE and RSE Curriculum?

Impact	
<p>Do all groups have equal access to the curriculum? How do we know?</p>	<p>All children access a discrete PSHE lesson each week. All teachers are following the new PSHE LTP and evidence on this can be found on weekly subject overviews. The ethos of CHS, provides a global PSHE delivery to pupils, staff respond to issues, events, traumas and conflict on a daily basis. This may be delivered formally or informally; to individuals, smaller groups of children or to the whole class. Staff eat meals with children and teach table manners as well as interacting and conversing informally, encouraging and managing pupil conversation at meal times. Children currently eat in class groups, classes are encouraged to seat children around a table, or change the layout in the room to make meals times more social and use this opportunity as a PSHE session. Films are not encouraged to be used during meal times at school.</p>



How does varying staff confidence impact on the curriculum?

Teacher questionnaire - distributed 5.10.21

Areas of the questionnaire that some staff disagree with:

- I use a wide range of teaching and learning approaches in my PSHE education teaching (1 teacher).
- I feel confident to deliver all aspects of the PSHE education programme (Sex Education e.g. puberty) (1 teacher)
- I have received adequate support/training for teaching PSHE education (1 teacher)
- I am able to assess pupil learning, measure progress and provide feedback in PSHE education (1 teacher).
- Pupils in my class find PSHE education lessons engaging and recognise their value (1 teacher)

Things to celebrate

All teaching and residential staff completed the SUNDERLAND Mental Health CACHE Level 2 course in 2020-21.

Positive feedback from past wellbeing days- Huge success due to partnership between Mental Health and PE leads in school. Focus on physical and mental health improvements for pupils being the forefront of the plan for 2022/23 wellbeing days.

Promotion of Change4Life - classes all promoting and increasing the amount of physical exercise opportunities in school - this will be a focus of 2021/22 plan

Changes in our school use of plastic - taking care of our environment

Battery collection as a school - taking care of our environment

Charity events -plans made for 2022-23 wellbeing days

Summer Fayre - working with the community/understanding money/charity and giving of time, money

Anti-bullying week continues to be recognised and classes take part in increasing the profile and awareness of this each year.

Mental health awareness week - raised awareness

Ongoing Positive mental health Staff Audit complete Summer term - analyse and use findings to develop training for next academic year

Continue to promote positive mental health for pupils and staff - keep the awareness up and ensure new pupils continue to receive the information need.



In addition to teaching the curriculum, the school also teaches the children where applicable about current political or media local/world issues. In July 2021 NCH carried out a COUNTY LINES unit with the Y6 group using resources from the Police. Black History Month has been a focus for the school in October 2021.

The school has achieved dyslexia friendly full status and as such will give due regard to dyslexia friendly strategies and objectives.



Progression of Skills

Subject	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
PSHE	<p>Feelings and emotions: recognise feelings in self; special people; behaviour and how people's bodies and feelings can be hurt</p> <p>Healthy Relationships: secrets and surprises; working together; boundaries and relationships; resolving conflict; teasing and bullying</p> <p>Growing and changing: Change, loss and getting older; names of main body parts (including external genitalia); personal identity; likes; choices; strengths</p> <p>Keeping safe: What goes into our bodies; rules for keeping physically and emotionally safe; personal identity: family networks; people who are responsible for keeping us safe</p> <p>Rights and responsibilities: contributing to life in the classroom; constructing and following rules; awareness of needs of people and other living things; belonging to communities and groups</p>	<p>Feelings and emotions: recognise feelings in self; special people; behaviour and how people's bodies and feelings can be hurt</p> <p>Healthy Relationships: secrets and surprises; working together; boundaries and relationships; resolving conflict; teasing and bullying</p> <p>Growing and changing: Change, loss and getting older; names of main body parts (including external genitalia); personal identity; likes; choices; strengths</p> <p>Keeping safe: What goes into our bodies; rules for keeping physically and emotionally safe; personal identity: family networks; people who are responsible for keeping us safe</p> <p>Rights and responsibilities: contributing to life in the classroom; constructing and following rules; awareness of needs of people and other living things; belonging to communities and groups</p>	<p>Feelings and emotions: Recognising and managing different feelings; keeping something confidential or secret; recognising and managing dares</p> <p>Healthy relationships: recognising aspects of a healthy relationship; physical boundaries within different relationships; working together; behaviour; resolving conflict</p> <p>Growing and changing: aspirations and goals; recognising and managing feelings; change, loss and grief</p> <p>Keeping safe: Risk, danger and hazard; pressures on behaviour; rules for safety and how to get help; keeping physically and emotionally safe on and offline; responsibilities for keeping ourselves and others safe</p> <p>Rights and responsibilities: issues concerning health and wellbeing; the purpose of rules and laws; human</p>	<p>Feelings and emotions: Recognising and managing different feelings; keeping something confidential or secret; recognising and managing dares</p> <p>Healthy relationships: recognising aspects of a healthy relationship; physical boundaries within different relationships; working together; behaviour; resolving conflict</p> <p>Growing and changing: aspirations and goals; recognising and managing feelings; change, loss and grief</p> <p>Keeping safe: Risk, danger and hazard; pressures on behaviour; rules for safety and how to get help; keeping physically and emotionally safe on and offline; responsibilities for keeping ourselves and others safe</p> <p>Rights and responsibilities: issues concerning health and wellbeing; the purpose of rules and laws; human</p>	<p>Feeling and emotions: recognising and responding to others' feelings; keeping a confidence or a secret; recognising and managing dares</p> <p>Healthy relationships: understanding what constitutes a healthy relationship; how actions and behaviour can affect relationships; boundaries within relationships; working together; conflict negotiation</p> <p>Growing and changing: aspirations, goals and feeling valued; intensity of our and others' feelings; conflicting emotions; change: bereavement, loss, grief and transitions; feelings and changes associated with puberty, including body image; human reproduction and conception (year 6)</p> <p>Keeping safe: keeping physically and emotionally safe on- and</p>	<p>Feeling and emotions: recognising and responding to others' feelings; keeping a confidence or a secret; recognising and managing dares</p> <p>Healthy relationships: understanding what constitutes a healthy relationship; how actions and behaviour can affect relationships; boundaries within relationships; working together; conflict negotiation</p> <p>Growing and changing: aspirations, goals and feeling valued; intensity of our and others' feelings; conflicting emotions; change: bereavement, loss, grief and transitions; feelings and changes associated with puberty, including body image; human reproduction and conception (year 6)</p>



	<p>Taking care of the environment: improvements and harm to local environments; ways of looking after local environments</p> <p>Money matters: sources of money; uses for money; spending and saving; role of money in their lives; managing money and keeping it safe; choices about spending; influences on spending choices</p>	<p>Taking care of the environment: improvements and harm to local environments; ways of looking after local environments</p> <p>Money matters: sources of money; uses for money; spending and saving; role of money in their lives; managing money and keeping it safe; choices about spending; influences on spending choices</p>	<p>rights; different cultures, customs and traditions of people living in the UK; anti-social behaviours and their consequences; difference between rights and responsibilities; resolving differences; critiquing media information</p> <p>Taking care of the environment: taking care of the environment; our responsibilities towards our environment; being part of a community; different groups that support our communities and environment; the lives of other people around the world; how resources are allocated to communities</p> <p>Money matters: the role that money plays in their lives; borrowing, debt and interest; enterprise</p>	<p>rights; different cultures, customs and traditions of people living in the UK; anti-social behaviours and their consequences; difference between rights and responsibilities; resolving differences; critiquing media information</p> <p>Taking care of the environment: taking care of the environment; our responsibilities towards our environment; being part of a community; different groups that support our communities and environment; the lives of other people around the world; how resources are allocated to communities</p> <p>Money matters: the role that money plays in their lives; borrowing, debt and interest; enterprise</p>	<p>offline; risk assessment and management; independence and responsibility; pressure on behaviour: peer and media; managing emergencies; habits: alcohol, tobacco and drugs</p> <p>Rights and responsibilities: topical issues concerning health and wellbeing; rules and laws; the precedence of human rights over other laws, practices and traditions; consequences of anti-social behaviours; rights, responsibilities and duties; resolving difference, making decisions and choices; the range of religious and ethnic identities in the UK; how the media present information</p> <p>Taking care of the environment: responsibilities towards and how people contribute to communities and the environment; the lives of people living in other places; how the earth's resources are allocated; resolving differences</p> <p>Money matters: finance; earning money</p>	<p>Keeping safe: keeping physically and emotionally safe on- and offline; risk assessment and management; independence and responsibility; pressure on behaviour: peer and media; managing emergencies; habits: alcohol, tobacco and drugs</p> <p>Rights and responsibilities: topical issues concerning health and wellbeing; rules and laws; the precedence of human rights over other laws, practices and traditions; consequences of anti-social behaviours; rights, responsibilities and duties; resolving difference, making decisions and choices; the range of religious and ethnic identities in the UK; how the media present information</p> <p>Taking care of the environment: responsibilities towards and how people contribute to communities and the environment; the lives of people living in other places; how the earth's</p>
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