RISHWORTH SCHOOL

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PSHCE AND RSE (OR RE) POLICY

Distribution: School's Internal Policy Files, School website and available on request to parents and students

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Statement on PSHCE and RSE (or RE)

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This is a whole School policy, including EYFS and the boarding community.

Rishworth School is a co-educational, day and boarding school with students of all abilities and backgrounds from three to nineteen years of age. We ensure that the policy meets the needs of our students and parents and reflects the community we serve. The school achieves this by publishing the policy on the school's website and drawing all parents' attention to it.

Whilst PSHCE and RSE (or RE) can be delivered under the same umbrella there are specific aspects of the curriculum delivered which address the requirements of the RSE (or RE) statutory obligations as stand-alone modules and those which are not explicitly met by our PSHCE requirements.

Teaching staff undertake a skills and confidence audit to ensure that they are suitably confident and comfortable to deliver the aspects of PSHCE/RSE (or RE) curriculum which the SoW require to be delivered, to their specific age group of class with confidence and professionalism. Training and/or CPD is given if there is any area where need is identified or, where applicable, alternative staffing will be utilised.

RSE (or RE)

All schools must have in place a written, up-to-date policy for Relationships and Sex Education (RSE), for secondary students or Relationships Education (RE) for Primary Students. This policy is shared with parents and guardians on an annual basis, and is made easily accessible on the school website.

Relationships Education (RE) is compulsory in all primary schools and as such the RE aspect of the Policy is implemented across our Nursery and Preparatory School.

Relationships and Sex Education (RSE) is compulsory in all secondary schools and as such the RSE aspect of our Policy is implemented across our Senior School, including the Sixth Form.

RSE (or RE) is about the age appropriate, emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It involves a combination of sharing information and exploring issues and values.

RSE (or RE) is not about the promotion of sexual activity, but supports students in developing the knowledge, skill and understanding required in order to make informed decisions about the relationships they develop.

PSHCE

PSHCE refers to Personal, Social, Health, Citizenship and Economic Education and is recognised as a vital component of school life at Rishworth School. This policy covers Rishworth School's approach to addressing the needs and issues students of all ages are faced with.

It is understood that staff, parents, governors and students must work together to help develop students' life and citizenship skills, as well as their self-knowledge, self-esteem, self-confidence, self-discipline and resilience, including an understanding of how to improve their own learning and performance, so that they are well prepared for the next stage of their lives within a caring and consistent environment.

Aims of PSHCE and RSE (or RE)

- To provide high quality, evidence-based and age-appropriate teaching of PSHCE and RSE (or RE) to help prepare students for the opportunities, responsibilities and experiences of life.
- PSHCE and RSE (or RE) will promote the spiritual, moral, social, cultural, mental and physical development of students, at school and in society.

Learning Objectives of PSHCE and RSE (or RE)

- To develop students, skills, knowledge and understanding for living a fulfilled life and playing a full role in society.
- To sharpen students' critical faculties and their ability to question, justify, judge and decide.
- To enable students both to know what society calls 'right' and 'wrong', and to understand why.

Teaching Wellbeing During PSHCE and RSE (or RE) Lessons

Teaching about mental wellbeing is central to these subjects; all of the PSHCE and RSE (or RE) content supports the wider work being undertaken by the school in helping to foster wellbeing and develop resilience and character that we know is fundamental to students becoming happy and successful adults.

Central to this is the students' ability to believe that they can achieve their goals, both academic and personal and the development of personal attributes including the Rishworth School values kindness, curiosity, individuality, and valour.

To embrace the challenges of creating a happy and successful adult life, students need knowledge that will enable them to make informed decisions about their wellbeing, health, and relationships and to build their self-efficacy. Students can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts.

Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

All PSHCE and RSE (or RE) lessons:

- Establish “ground rules”
- Use distancing techniques
- Deal with unexpected questions and comments
- Use group discussion and project learning
- Encourage reflection

Relationships Education (RE)

The focus at Rishworth in the Prep School is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other students and with adults.

This starts with students being taught about what a relationship is, what friendship is, what family means and who the people are who can support them.

From the beginning of the Prep School, students are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

The RE syllabus teaches our students about establishing personal space and boundaries, showing respect, and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, a topic which is further explored at the Senior School.

Respect for others is taught in an age-appropriate way, in terms of understanding one’s own and others’ boundaries in play, in negotiations about space, toys, books, resources and so on.

From the beginning of RE, teachers talk explicitly about the features of healthy friendships, family relationships and other relationships which young students are likely to encounter. Drawing attention to these in a range of contexts intends to enable students to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

The principles of positive relationships also apply online especially as, by the end of primary school, many students will already be using the internet.

When teaching relationships content, teachers will address online safety and appropriate behaviour in a way that is relevant to students’ lives. Teachers will include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

Teaching about families requires sensitive and well-judged teaching based on knowledge of students and their circumstances. Families of many forms provide a nurturing environment for students (families can include for example, single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents and carers amongst other structures). Care will be taken to ensure that there is no stigmatisation of students based on their home circumstances and needs, to reflect sensitively that some students may have a different structure of support around them; for example, looked after students or young carers.

A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes helping students to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, students should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This can be achieved in a variety of ways including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

Relationships Education also enables students to be taught about positive emotional and mental well-being, including how friendships can support mental well-being.

Through RE (and later, RSE), students are taught the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In the Prep School, this is delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers, families and others, in all contexts, including online.

Students should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it is important to balance teaching students about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a student who is abused, and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of students.

Relationships and Sex Education (RSE)

Sex Education at the Preparatory School

Whilst Sex Education is also not compulsory in independent schools, Rishworth School recognises the importance of Sex Education at the Prep School which is designed to support students' transition into the Senior School. As such the curriculum is tailored to the age and maturity of our Prep students. Sex Education lessons will ensure that our students are prepared for the changes that adolescence brings and, drawing on knowledge of the human life cycle set out in the Science Curriculum about how a baby is conceived and born.

The Prep School will engage with parents about the detailed content of what is to be taught (the majority of which is delivered in Year 6) which includes:

- The building of constructive and respectful relationships
- Puberty
- Names of male and female reproductive parts
- Pregnancy and birth
- Contraception

In addition the Prep also covers the following relationships work in the relevant year group:
Nursery & Reception: Personal privacy and hygiene
Year 1 & 2: Boys and girls, families
Year 3 & 4: Growing up and changing

RSE at the Senior School

Relationship and Sex Education is about giving support to young people as they develop physically and emotionally by providing them with clear information and opportunities to relate this to a wider range of issues and considerations.

The aims of Relationship and Sex Education at Rishworth are to:

- Help young people acquire and understand knowledge of a range of issues related to sex.
- Avoid misconceptions gained from inaccurate information.
- Promote the use of appropriate and accurate terminology / vocabulary.
- Encourage a consideration of moral issues with regard to sex and relationships.
- Support the overall personal and social development of each student.
- Empower students to make informed, considered, considerate and responsible decisions.

The RSE curriculum at Rishworth Senior School covers:

Attitudes and Values

Grasping the importance of values, individual conscience and moral considerations.

- Understanding the implications of healthy and unhealthy relationships.
- Exploring the emotional as well as the physical nature of sexual relationships.
- Developing critical thinking in order to make decisions (e.g. by prioritising or by resolving dilemmas).

Personal and Social Skills

- Appreciating how to manage emotions and relationships confidently and sensitively.
- Developing self-respect and respect for others.
- Learning to make choices with considerations of the consequences of decisions.

Knowledge and Understanding

- Comprehending physical development.
- Understanding healthy relationships, peer on peer abuse and exploitation, such as sexual violence or coercive behaviour; grooming; blackmailing.
- Exploring reproduction and sexual health including STI's and FGM.
- Develop awareness of gender identity and gender fluidity.
- Learning about contraception and the various support services that exist.
- Understanding the implications of engaging in, delaying and of not engaging in, sexual activity including consent and age of consent.

- Understanding how to recognise the risks online and how to report inappropriate materials and how they can be exploited sexually by using social media.

The physiological aspects of Relationship and Sex Education will be largely covered in the science curriculum. The coverage of such topics will have references made to link with the associated areas to be covered in PSHCE and RSE (RE) lessons.

LGBTQ+

Gender identity is integrated into the RSE programme, alongside issues related to diversity, e.g., race, and the need for sensitivity, acceptance and integration of difference is emphasised. The language used by staff and students in PSHCE and RSE (or RE) lessons should not embarrass or discriminate against any group or individual.

Outcomes of RSE

Students in the Senior School should be aware of and understand specifically about:

- Families (RSE)
- Respectful relationships, including friendships (RSE)
- Online and media (RSE)
- Being safe (RSE)
- Intimate and sexual relationships, including sexual health (RSE)
- Mental wellbeing (RSE /PSHCE)
- Internet safety and harms (PSHCE)
- Physical health and fitness (PSHCE)
- Healthy eating (PSHCE)
- Drugs, alcohol, and tobacco (RSE/PSHCE)
- Health and prevention (RSE/PSHCE)
- Basic first aid (PSHCE)
- Changing adolescent body (RSE)

Within school, students will often ask questions pertaining to sex or sexuality which go beyond what is set out within the Schemes of Work. Students' questions will be responded to by teaching and non-teaching staff as they arise, in a straightforward manner. Information will be provided, using correct terminology for body parts and functions, appropriate to the age and maturity of the student.

PSHCE

PSHCE education works within students' real-life experiences and as such it is essential to establish a safe and supportive learning environment. At Rishworth School this involves the creation of clear ground rules that are agreed by each class and where students indicate that they may be vulnerable or at risk, they will get appropriate support as directed in the School's Safeguarding Policy & Student Protection Procedures. This will ensure clarity about what is required in such circumstances.

KS1, KS2, KS3, KS4 and KS5 follow a more structured programme of PSHCE within the PSHCE and RSE (or RE) curriculum to parallel the more informal components that occur naturally.

Careers Education

Careers Across the Key Stages focuses on ensuring all students are prepared for their future life after Rishworth School. Our programme encompasses a variety of activities to cover what a career is, why we work, career options and the application process, future career/life choices and a self-reflection on where students are and how they can get to where they want to be.

Careers is promoted through the use of PSHCE and RSE (or RE) lessons, drop-down days, focused Careers weeks and appointments with our Careers Coordinator to receive independent guidance. At KS3 the focus is on allowing all students to explore who they are and begin considering who they want to be in the future. The learning follows a variety of guidelines creating well-rounded students who are self-aware. At KS4 and 5 the emphasis is on allowing students to prepare for the future, making well-informed decisions on future learning and life choices.

Citizenship

Incorporated into the PSHCE and RSE (or RE) curriculum are specialised schemes of work that come under the banner of 'Citizenship'. Citizenship modules are designed in a way that means students become actively involved in the wider life of the School, their own local environments and eventually in more global issues.

Students are encouraged to develop skills and knowledge that can be used in a pro-active manner, such as letter writing, campaigning and voting. Students are taught a range of topics, including those that actively promote British Values, which will help prepare them for life after school including:

- The rule of law
- Democracy
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

Through Citizenship modules we seek to promote the acquisition of key citizenship skills by encouraging students to examine, and respond to, issues and problems of the day. The topics being studied are therefore likely to change frequently – and sometimes unpredictably – as local, national and global issues arise.

Social Media and Internet Safety

Teachers are aware that for many young people the distinction between the online world and other aspects of life is less marked than it is for some adults. Our students often operate freely in the online world, spending substantial amounts of time online. This can lead to a range of problems including the fact that social media users are sometimes prepared to say things in a more extreme, unkind or exaggerated way than they might in a face-to-face situation. Young people can communicate online with people who they have met in an inappropriate way. We would like our students to be more aware of their digital footprint, and the problems of uploading content onto sharing sites, as they cannot be completely deleted. We want to ensure that our students know how to keep themselves and their personal information safe.

British Values

At Rishworth School we promote the British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. This will be done through the timetabled PSHCE and RSE (or RE) lessons which are on the students' timetables, as well as a range of activities included in the Enrichment programme, drop down days and form time. British Values are also reinforced through our Religion and Philosophy lessons in Year 7-9 and is embedded within classroom teaching, displays and School Council from Nursery to Year 6.

Financial Education

At Rishworth School, we believe that our students should have the opportunity to become successful, motivated, well-adjusted adults who achieve economic wellbeing. We are aiming for our students to apply and develop their personal, learning and thinking skills across a broad range of programmes including financial literacy, and exploring life beyond the school curriculum. We aim to give our students the tools to contribute positively to society and be capable of achieving economic well-being in their chosen career. To help our students to achieve this vision, we recognise the importance of giving our students the tools to become financially independent adults, who recognise potential pitfalls and can responsibly deal with day-to-day finances.

Delivery of PHSCE and RSE (or RE)

Active engagement in learning is most effective in teaching PHSCE and RSE (or RE) education. Students need opportunities to consider and clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills. At Rishworth School debate and discussion are key elements of PHSCE and RSE (or RE) lessons, though they are also provided with a comprehensive, balanced and relevant body of factual information to inform their present and future choices. This is offered through specialist PHSCE and RSE (or RE) lessons, tutor discussion opportunities and the input from external speakers and sources.

We use a range of teaching and learning strategies. We place an emphasis on active learning by including students in discussions, investigations and problem-solving activities.

We encourage students to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events such as an assembly, or involvement in an activity to help other individuals or groups less fortunate than themselves

We organise lessons in such a way that students are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour

We offer students the opportunity to hear visiting speakers, such as Drug Education UK (DRED) or Rob Moriarty "Life with a disability", whom we invite into the school to talk about their specialist areas of knowledge.

Some aspects or PHSCE and RSE (or RE) are taught in the daily life of our school. Examples would be the use of the Credits, Spotteds and Commendations to reward and acknowledge good work, effort, behaviour and citizenship.

The values and ethos of Rishworth School are central to the PHSCE and RSE (or RE) programme. The teaching of PHSCE and RSE (or RE) at Rishworth School incorporates the following objectives:

- To engage students, families, staff and community members in creating a learning environment based on caring relationships, high expectations for positive behaviours and meaningful involvement.
- To provide opportunities for student to learn the essentials skills needed to lead healthy and productive lives.
- To strengthen students' commitments to family, positive peers and community.
- To promote a safe and healthy approach to life.
- To celebrate diversity, to promote the practice of good citizenship and to encourage respect for individuals of all ages.
- To provide a spiritual, ethical and intellectual framework within which fundamental issues are explored and informed choices made.
- To encourage a willingness to help others.
- To foster excellence in scholarship and academic studies.
- To be fundamentally a happy and purposeful school.
- To offer an experience rich in variety, challenge and reward.
- To provide students with a broad general knowledge of public institutions and services in England and to encourage them to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- To assist students in acquiring an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions.

PHSCE and RSE (or RE) at Rishworth school also reflects the five outcomes of "Working Together to Safeguard Children 2023". In this, students will develop values, attitudes, knowledge, skills and understanding in order to meet the Government's aims for every student, regardless of background or circumstance, which are: to be healthy; stay safe; enjoy and achieve; make a positive contribution; and achieve economic wellbeing.

Additionally, the PHSCE and RSE (or RE) programme at Rishworth School has the following emphases:

- To support and develop the self-esteem of all students.
- To encourage care and respect and responsibility towards others.
- To impart knowledge, develop skills and explore values regarding the physical, sexual, moral, social and vocational self.
- To develop skills for building personal relationships.
- To recognise the worth of students' own and others' achievements.

- To enable students to take increasing responsibility for their own learning and behaviour.

PHSCE and RSE (or RE) at Rishworth is delivered in discrete lessons and through many other means as listed in the outline scheme of work

Principles and Methodology

Students bring differing levels of knowledge and understanding to any issues explored through PHSCE and RSE (or RE) education. All new topics start by determining students' prior knowledge through baseline activities that allow for effective judgements about students' development and progress in learning. We will ensure sessions remain positive in tone and help students to make connections between their learning and real-life behaviours. Links will be made to other areas of the curriculum where appropriate.

Timetabling

PSHCE and RSE (or RE) lessons are incorporated into the fortnightly school timetable and run for the duration of the academic year. PSHCE and RSE (or RE) is an integral part of the pastoral system within the School and because of this students remain in their class groups for lessons. These are mixed groups.

Reception to Year 6

The PSHCE/RE/RSE is based on the You, Me, PSHE (Islington) scheme. It also runs alongside the primary Science curriculum, which teaches about human reproduction, the human life cycle and puberty. Links are made within Physical Education (health, wellbeing and keeping active) and Computing (Keeping safe online).

Due to the age ranges (and therefore attention spans of the student) lesson timings are flexible.

Year 7 to Year 9

Receive a one 1 hour lesson every week. Students also have several Year group assemblies throughout the term.

Year 10 & 11

Receive one 1 hour lesson once a fortnight. Students are also taught in year group for specific topics and have several year assemblies throughout the term.

Year 12 & 13

The Sixth Form Enhanced Curriculum programme of study develops many of the aspects of the PSHCE/RE/RSE curriculum. The programme is overseen by members of staff who liaise closely with the Enhanced Curriculum Co-ordinator.

Although all lessons are controlled by the class teacher, outside speakers are frequently provided for all year groups and staff are encouraged to make full use of the resources available in order to stimulate discussion and learning. Alongside this, current affairs quizzes and Class Teacher Time at the Prep or Tutor Time at the Senior School allow students to explore some topics further. Assemblies (both sectional or year group based) also address many of the pressing issues of the day

Equality Act

At all times, we ensure that all of teaching is sensitive and age appropriate in approach and content in teaching PSHCE and RSE (or RE), we ensure that the needs of all students are appropriately met, and that all students understand the importance of equality and respect.

The school will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against students because of their:

- Age
- Sex
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership
- Sexual orientation

Rishworth School understands that all students with SEND are entitled to learn about PSHCE and RSE (or RE) and the curriculum will be designed to be inclusive of all students. We will take steps to foster healthy and respectful peer to peer communication and behaviour between students and provide an environment which challenges perceived limits on students based on their gender or any other characteristic. We are actively aware of everyday issues such as racism, sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture within which these are not tolerated. Any occurrences of such issues will be identified and tackled promptly.

Teaching will take into account: age, ability, readiness and cultural backgrounds of students as well as those with English as a second language to ensure that all can fully access PSHCE and RSE (or RE) provision.

We will use PSHCE and RSE (or RE) education as a catalyst to address diversity issues and ensure equality for all. Many PSHCE and RSE (or RE) issues are often addressed spontaneously both in and out of the classroom which is one great asset of our school community. They are taught to be socially aware as well as develop a spiritual understanding and an appreciation of non-material aspects of life, whether religious, philosophical or other and so are able to work effectively with others, including to solve problems and achieve common goals.

Students are also taught to distinguish right from wrong as well as respecting both civil and criminal law. They are also taught to respect and value diversity within society, show respect for and appreciation of their own and other cultures, and demonstrate sensitivity and tolerance to those from different backgrounds and traditions. They are also encouraged to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working locally and in society more

widely, as well as understand that the decisions they make are important determinants of their own success and well-being.

Students are taught how to stay safe and understand how to be physically and mentally healthy, particularly in terms of diet, exercise and a balanced lifestyle. They are encouraged to fulfil responsibilities and contribute positively to the lives of others within the school, including in boarding, the local community and wider society.

Flexibility is important as it allows us to respond to local public health and community issues, meet the needs of our community and adapt materials and programmes to meet the needs of our students (for example in teaching about county lines, gangs or high local prevalence of specific sexually transmitted infections or drugs).

Parental Withdrawal

Parents have the right to withdraw their student from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before the student turns 16. After this point, if the student wishes to receive sex education rather than being withdrawn, the school will arrange this. Students cannot be withdrawn from the content which is delivered through the science curriculum.

Requests for withdrawal should be put in writing and addressed to the Head. Before granting any such request, however, the Head would wish to discuss the request with parents or guardians and, as appropriate, with the student to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. This process is documented to ensure a record is kept.

The Head will automatically grant a request to withdraw a student from any sex education delivered in the Prep School, other than as part of the science curriculum, but would also wish to discuss the request with parents or guardians. There is no right to withdraw from RE or other PSHCE lessons.

If a student is excused from sex education, it is the school's responsibility to ensure that the student receives appropriate, purposeful education during the period of withdrawal.

The Law

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues surrounding the topic. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships.

There are also many different legal provisions whose purpose is to protect young people, and ensure young people take responsibility for their actions. Students should be made aware of the relevant legal provisions when relevant topics are being taught.

Oversight and Responsibility of delivering PSHCE and RSE (or RE)

The Governing Body

The governing board approve the PSHCE and RSE (or RE) Policy and hold the Head to account for its implementation. The governing body should also make sure that:

- All students make progress in achieving the expected educational outcomes.
- The subjects are well led, effectively managed and well planned.
- The quality of provision is subject to regular and effective self-evaluation.
- Teaching is delivered in ways that are accessible to all students with SEND.
- Clear information is provided for parents on the subject content and the right to request that their student is withdrawn.
- The subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

The Head

The Head is responsible for ensuring that PSHCE and RSE (or RE) is taught consistently across the school, and for managing requests to withdraw students from non-statutory/non-science components of RSE.

The PSHCE and RSE (or RE) Coordinator

The PSHCE and RSE (or RE) Coordinator is responsible for keeping the PSHCE and RSE (or RE) Policy, SOW and Teaching Resources up to date and accessible; they are supported in this role by the Teaching & Learning Manager. The PSHCE and RSE (or RE) Coordinator is responsible for the planning, implementation, review and monitoring of the PSHCE and RSE (or RE) programme, in consultation with the Pastoral Heads, Matron, Tutors/Class teachers and students.

Staff

Staff are responsible for:

- Delivering PSHCE and RSE (or RE) in a sensitive way.
- Modelling positive attitudes to PSHCE and RSE (or RE).
- Monitoring progress.
- Responding to the needs of individual students.
- Responding appropriately to students whose parents wish them to be withdrawn from the components of RSE.

All staff in their daily engagement with other colleagues and with students will promote the personal, moral and social qualities helping to provide good role models which will enable students develop their own positive identities and personal qualities.

Those staff who teach in this important area must ensure that they prepare adequately to ensure all students appreciate and understand the messages delivered here.

All staff will use the correct terms for body parts and make sure that they are using clear unequivocal language. Classes will discuss slang words and explain to the students that some

terms can be found offensive. Staff will use their judgments in discussion depending on the understanding and the maturity level of the students in their class. Staff do not have the right to opt out of teaching PSHCE and RSE (or RE). Staff who have concerns about teaching PSHCE and RSE (or RE) are encouraged to discuss this with the Head and appropriate support will be put in place. As mentioned earlier, all staff undertake a skills audit and are supported with relevant CPD in order to ensure they are comfortable in delivering the requirements of the curriculum.

Staff and students will review the PSHCE and RSE (or RE) Scheme at regular intervals, at the very least annually and the programme will be adapted to meet the changing needs of the school community.

External Agencies

Working with external organisations can enhance the delivery of these subjects, bringing in specialist knowledge and different ways of engaging with young people. Rishworth School will ensure that any external organisations which come into school to assist in the delivery of PSHCE and RSE (or RE) are delivering age-appropriate content which is accessible to all students. Where needed, we are able to see lesson plans in advance, so we can ensure that it meets with the range of students' needs. Confidentiality will exist as it would do in a normal lesson, and all visitors will be made aware of how safeguarding reports would be dealt with in line with the school policy. All lessons delivered by an external body will be supervised by a member of staff from Rishworth School.

Review (how PSHCE and RSE (Or RE) is monitored and evaluated)

Rishworth School has the same high expectations of the quality of students' work in PSHCE and RSE (or RE) as for other curriculum areas. A strong curriculum builds on the knowledge students have previously acquired, including in other subjects, with regular feedback provided on student progress.

Lessons are planned to ensure that students of differing abilities, including the most able, are suitably challenged. Teaching is assessed and assessments used to identify where students need extra support or intervention.

Assessment and Evaluation

Ongoing assessment and evaluation will be undertaken by the teacher in their capacity as the primary point as PSHCE and RSE (or RE) teacher. This is necessary in order to enable staff to assess what students want or need to know, they can then react accordingly.

In the senior school, students will be asked to complete an assessment of learning evaluation or topic review at regular intervals. This is necessary to help the teacher and PSHCE and RSE (or RE) Co-ordinator judge if the topics have been covered thoroughly enough to ascertain if there are any areas that require further development or revisiting.

Evaluation of some of the work done may be possible from observing behaviour and attitudes to others.

Recording progress in certain elements of the programme (such as Work Experience) is formalised and co-ordinated by a teacher with particular responsibility for that area and is overseen by PSHCE and RSE (or RE) teachers. In addition to this, PSHCE and RSE (or RE) teachers feedback on student engagement with the programme through the reporting system, but do not award an academic grade. Progress in PSHCE and RSE (or RE) lessons generally could be recorded in in terms of criteria such as participation, articulacy, ability to absorb information, capacity for balanced judgement, grasping concepts etc.

Monitoring and Review of PSHCE and RSE (or RE) Curriculum

In line with school policy, the PSHCE and RSE (or RE) policy, SOW and teaching files are to be reviewed at least annually. This will be the responsibility of the PSHCE and RSE (or RE) Co-ordinator overseen by the Teaching and Learning Manager and signed off by the Head.

All PSHCE and RSE (or RE) teachers and students are asked to fill in evaluations on topics delivered to help identify topic areas that need adapting, changing or adding to the curriculum.

Safeguarding, reports of Abuse & Confidentiality

At the heart of PSHCE and RSE (or RE) there is a focus on keeping students safe, and we play an important role in preventative education. Keeping Student Safe in Education (KCSIE) guides us as to how we can ensure students are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum.

Ground rules are set at the start of each lesson and confidentiality is ensured. Due to the nature of PSHCE and RSE (or RE) education, students' learning may result in them seeking advice or support on a specific personal issue. Students and teachers are given clear guidance about what can and cannot be kept confidential. All students have access to Matron as well their Tutor and Pastoral Lead and PSHCE and RSE (or RE) teachers will support students who wish to follow any of these routes.

Students will be made aware that not all information can be kept confidential by teachers. Good practice allows students an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Students will be made aware of how to raise their concerns or make a report, and how any report will be handled. This includes processes for when they have a concern about a friend or peer.

KCSIE is clear that all staff should know what to do if a student tells them that they are being abused or neglected or are witnessing abuse. Rishworth staff follow the School Safeguarding Policy and Student Protection Procedures and as such know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the Designated Safeguarding Lead (or Deputy) and student's social care. Staff never promise a student that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the student.

In the event of disclosure of pregnancy, or STD, the teacher would liaise directly with the DSL (or Deputy) and Matron. Matron could assist the student in accessing medical care through a GP or the Sexual Health Clinic, who would be responsible for deciding on contraception/pregnancy/termination strategies and would encourage the student to talk to his/her parents about the pregnancy or STD.

If the student approaches Matron directly, they can maintain confidentiality, unless the disclosure relates to abuse, in which case Safeguarding procedures will be invoked.

Teacher Confidentiality

Teachers cannot and should not promise total confidentiality. The boundaries of confidentiality will be made clear to students.

If a student discloses information which is sensitive and which the student asks not to be passed on, the request should be honored, unless this is unavoidable in order for teachers to fulfil their professional duty to:

- Safeguarding
- Co-operation with a police investigation
- Referral to external services
- Where a life is in danger

Medical / Counsellor Confidentiality

In accordance with professional obligations, medical information about students, regardless of age, will remain confidential. However, in providing medical care for a student, it is recognised that, on occasion, Matron may liaise with parents or guardians, the Head, other academic and pastoral staff, and that information, ideally with the student's prior consent, will be passed on as appropriate.

With all medical matters, Matron and the Counsellor will respect the student's confidence except in the very rare occasion when, having failed to persuade a student or his or her authorised representative, to give consent to divulgence, Matron or the Counsellor consider it in the student's best interests, or necessary for the protection of the wider community, to breach confidence and to pass the information onto a relevant person or body.