

International School of Creative Arts

# **RSE and PHSE Policy**

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## Control Page

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## **1. Policy Context and Rationale**

- 1.1. This policy covers the International School of Creative Arts (ISCA), referred to in this policy as “the School”, and sets out the School’s approach to Personal, Social, Health and Economic Education (PSHE) and Relationships and Sex Education (RSE) delivery.
- 1.2. It was produced through consultation with staff, pupils and parents through (but not limited to) the following channels:
  - departmental review and feedback,
  - student voice,
  - wellbeing surveys
  - ongoing feedback from pastoral teams.
- 1.3. PSHE education provides a significant contribution to the schools’ responsibility to:
  - 1.3.1. promote children and young people’s wellbeing
  - 1.3.2. achieve the whole curriculum aims
  - 1.3.3. promote community cohesion
  - 1.3.4. provide careers education
  - 1.3.5. provide relationships and sex education 1
- 1.4. The policy is informed and underpinned by the School’s values of:
  - Developing the whole person and talents of the individual and enable them to become active and economically self-sufficient citizens.
  - Enables students to build confidence when taking risks, to collaborate with peers and initiate debate, to reflect on their progress and take responsibility for their learning
  - Promoting students sense of moral and social responsibility offering a range of spiritual, moral, social and cultural opportunities
  - Ensuring that all students are able to thrive and develop as healthy individuals and good citizens.
  - Equipping students with the strength of character, independent learning skills and resilience to overcome the challenges they are likely to encounter in life.

The PSHE and RSE programme aims to develop:

- 1.4.1. Successful learners who enjoy learning, making progress and achieving
  - 1.4.2. Confident individuals who are able to live safe, healthy and fulfilling lives
  - 1.4.3. Responsible citizens who make a positive contribution to society
- 1.5. As an International School, ISCA actively promotes Fundamental British Values to pupils (please refer to the Fundamental British Values Policy for further information).

Pupils are also taught explicitly about Fundamental British Values which are defined as:

- 1.5.1. Democracy & the rule of law
- 1.5.2. Individual liberty
- 1.5.3. Mutual respect
- 1.5.4. Tolerance of those of different faiths and beliefs.

These values are taught through Personal, Social, Health and Emotional Education (PSHE) as well as through the School's broad and balanced curriculum.

Parents will be informed about the policy through School's formal communication channels and the policy will be made available through the school website and parent portal.

## **2. Legislation (Statutory Regulations and Guidelines)**

- 2.1. Under the Education Act 2002, all schools must provide a balanced broadly-based curriculum which:
  - 2.1.1. Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
  - 2.1.2. Prepares pupils at the school for opportunities, responsibilities and experiences of later life
- 2.2. The 2006 Education and Inspections Act placed a duty on Governing Bodies to:
  - 2.2.1. Promote the wellbeing of pupils at the school
- 2.3. Revised Department for Education statutory guidance will state that from September 2020 all schools must deliver:
  - 2.3.1. Relationships Education (Primary) and Relationships and Sex Education (Secondary).

As ISCA admits pupils of compulsory school age of 15 and above, the school commits to complying with all relevant legislation with this respect.

## **3. Roles and Responsibilities**

- 3.1. From September 2020 PSHE and RSE delivery will be monitored by the Head of Art and Design and the Head of School.

## **4. Curriculum Design**

- 4.1. The curriculum is designed around active engagement in learning, rather than passively receiving information. Pupils will be given opportunities to consider and clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills

Any new topic in PSHE will be introduced taking into account pupils' prior knowledge - Research shows that attempts to scare or shock young people into making healthy choices rarely works and often backfire. Pupils will be reassured that the majority of

young people make positive healthy lifestyle choices - Pupils are helped to make connections between PSHE education and their 'real life' experiences

The PHSE Curriculum is designed to

- develop the knowledge, skills and attributes they need to manage life's challenges and make the most of life's opportunities.
- develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work
- Are successful learners who enjoy learning, making progress and achieving
- Are Confident individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society
- Develop spiritual, moral, social and cultural awareness and understanding of fundamental British values
- Understand the benefits of strong, positive relationships, including mutual support, trust, respect and equality

## **5. Safe and Effective Practice**

- 5.1. PSHE and RSE often draw on pupils' real-life experiences. A safe and supportive learning environment will be created by establishing ground rules in each context for the delivery of subject material. Staff delivering PSHE and RSE will ensure the pupils, who indicate they may be at risk, get appropriate support by liaising with the appropriate pastoral team and adhering to the School's Child Protection and Safeguarding Policy.

## **6. Equality of Opportunity**

- 6.1. Classroom practice and pedagogy will take into account pupils' age, ability, readiness and cultural background and pupils with SEND and will be adjusted to enable all students to access the learning. The School will use PSHE and RSE education as a way to address diversity issues and to ensure equality for all by addressing contextual issues identified through our pastoral management system. PSHE and RSE delivery is designed to comply with the Equality Act 2010. Provisions within the Equality Act allow the School to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of protected characteristics.
- 6.2. Parents have the right to withdraw their children from those parts of RSE not within the national curriculum.

## **7. Definition of Relationships and Sex Education (RSE)**

- 7.1. Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive

values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

- 7.2. RSE is an entitlement for all children and young people and must:
  - 7.2.1. Be accurate and factual, covering a comprehensive range of information about sex, relationships, the law and sexual health, in order to make informed choices. In schools this should be part of compulsory curriculum provision;
  - 7.2.2. Be inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experience particularly HIV status and pregnancy;
  - 7.2.3. Include the development of skills to support healthy and safe relationships and ensure good communication about these issues;
  - 7.2.4. Promote a critical awareness of the different attitudes and views on sex and relationships within society such as peer norms and those portrayed in the media;
  - 7.2.5. Provide opportunities for reflection in order to nurture personal values based on mutual respect and care;
  - 7.2.6. Be part of lifelong learning, starting early in childhood and continuing throughout life. It should reflect the age and level of the learner;
  - 7.2.7. Ensure children and young people are clearly informed of their rights such as how they can access confidential advice and health services within the boundaries of safeguarding;
  - 7.2.8. Be relevant and meet the needs of children and young people, and actively involve them as participants, advocates and evaluators in developing good quality provision;
  - 7.2.8. Be delivered by competent and confident educators;
  - 7.2.9. Be provided within a learning environment which is safe for the children, young people and adults involved and based on the principle that prejudice, discrimination and bullying are harmful and unacceptable.
- 7.3. The aim of RSE is to give pupils the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

## **8. Responsibilities and Delivery Overview**

- 8.1. Year Group Tutors, overseen by the Director of Studies, are responsible for delivering discrete, weekly PHSE lessons with their own schemes of learning. Where appropriate, external agencies and visiting experts will assist in delivering elements of the curriculum.
- 8.2. However, ISCA also takes a holistic approach to PHSE and RSE. We require not only that they be imbedded within the schemes of work across all subjects as and when

relevant; we also expect PHSE to be picked up as part of our broader duty of care towards boarders, providing support, guidance and training on reconciling the demands of independent living with those of belonging to a community, with a focus on healthy relationships and the practicalities of healthy living and balanced eating.

## **9. Parents' right to withdraw their child**

- 9.1. Parents will not be able to withdraw their child from relationships education.
- 9.2. However, parents will be able to withdraw their child from sex education. A child will also have a right to opt into sex education from their 15th birthday (specifically three academic terms before they turn 16) even if it is against his/her parents' wishes.
  - 9.2.1. Before granting such a request, the Head of School will meet with parents and, as appropriate, with the pupil to ensure their wishes are understood and to clarify the nature and purpose of the curriculum.
  - 9.2.2. The School will respect the parents' request to withdraw the pupil up to and until 3 terms before the pupil turns 16. After that point, rather than be withdrawn, if the pupil wishes to receive sex education, the school will make the provision.
  - 9.2.3. If a pupil is withdrawn from sex education, the school will ensure the pupil receives purposeful education during the period of withdrawal.
  - 9.2.4. The School will keep a record of all such decisions.

## **10. Intended Outcomes**

- 10.1. As a result of the PSHE and RSE programme, pupils will:
  - 10.1.1. Develop the knowledge, skills and attributes they need to manage their lives now and in the future
  - 10.1.2. Learn to make responsible decisions e.g. about alcohol, drugs, relationships and future careers
  - 10.1.3. Learn to recognise and manage risk and take increasing responsibility for themselves and their actions
  - 10.1.4. Understand the importance of wellbeing and how to tackle issues that can affect their ability to learn
  - 10.1.5. Focus on the importance of building healthy and positive relationships
  - 10.1.6. Develop skills such as teamwork, communication and resilience
  - 10.1.7. Be encouraged to make positive contributions to their families, schools and communities
  - 10.1.8. Explore differences and learn to value diversity in all its forms
  - 10.1.9. Reflect on their own individual values and attitudes
  - 10.1.10. Identify and articulate feelings and emotions and manage difficult situations positively
  - 10.1.11. Learn about the world of work
  - 10.1.12. Learn to manage their money and finances effectively



## **11. Monitoring and Assessing**

### **11.1. Monitoring:**

11.1.1. PHSE and RSE will be reviewed and monitored yearly and in line with DfE and statutory changes.

### **11.2. Areas for assessment:**

11.2.1. Pupils' knowledge and understanding through classroom discussion and formative assessment activities. Teachers should collect evidence of learning to make a judgement about pupils' progress. This may include: presentations, written evidence, group work, observations

11.2.2. Application of knowledge and skills in wider school participation, resolving conflict, making decisions and forming positive relationships.

## **12. Confidentiality**

12.1. Pupils will be made aware that some information cannot be held confidentially and will be informed that, if certain disclosures are made, the information may be disclosed to the Safeguarding team.

## **13. Counselling Services**

13.1. Pupils are made aware of counselling and information services both in and out of school and offered appropriate support.

## **14. Outside Speakers**

14.1. Please refer to the Child Protection and Safeguarding policy for details of procedures for Visiting Speakers.