Holme Court School Cambridge

Personal, Social, Health & Economic (PSHE) Policy including Relationships & Sex Education (RSE) Policy

1 Introduction

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

At Holme Court School we champion and firmly believe in providing a holistic education, experience and curriculum that ensures that our pupils are 'rounded and grounded'.

We recognise that the development of pupils, spiritually, morally, socially and culturally plays a significant part not only in their ability to learn and achieve but in their ability to relate fully to and access the world they live in.

We therefore aim to provide an education that provides children with opportunities to explore and develop their own values, as well as those of Britain; whilst recognising that those of others may differ. Beliefs, spiritual awareness, high standards of personal behaviour including a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures are all critical skills and dispositions that we nurture, encourage and develop through our subject and wider curriculum.

Scope of Policy

This policy applies to all pupils throughout the school from KS2-Year 11.

The underlying principles that underpin this policy apply to the whole school community, including staff, governors, parents and visitors.

Legislative-statutory compliance

This policy is compliant with the statutory guidance:

- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Keeping Children Safe in Education
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- SEND code of practice: 0 to 25 years
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).
- Relationships Education: Relationships and Sex Education (RSE) and Health Education, 2019

It takes into consideration the legal requirements of:

- Sections 34 & 35 of the Children and Social Work Act 2017.
- The Academies Act 2010
- The Equality Act 2010
- section 78 of the Education Act 2002
- Section 7 of the Education Act 1996 and updated guidance

It is informed by:

- PSHE Association – creating a PSHE education policy

Aims of policy

The overarching aim for PSHE education at Holme Court School is to provide pupils with:

• accurate and relevant knowledge opportunities

• opportunities to turn that knowledge into personal understanding

• opportunities to safely explore, clarify and if necessary, challenge, their own and others' values, attitudes, beliefs, rights and responsibilities

• the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives

Equality and diversity

At Holme Court School, we promote the needs and interests of all pupils, irrespective of gender, culture, ability or aptitude.

Teaching PSHE will take into account the ability, age, readiness and cultural backgrounds of our pupils to ensure that all can fully access the PSHE education provision. Indeed, we have considered our specific context in the curriculum design process.

We comply with relevant requirements of the Equality Act 2010 and pay particular attention to the Public Sector Equality Duty (PSED).

Under the provisions of the Equality Act, we will not discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics).

In designing the curriculum, we have considered the makeup of own pupil body, including the gender and age range of our pupils, and considered whether it is appropriate or necessary to put in place additional support for students with particular protected characteristics (which mean that they are potentially at greater risk).

We aim to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment, which challenges perceived limits on pupils based on their gender or any other characteristic, including through these subjects and as part of a whole-school approach.

We aim to be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled.

As part of our teaching, we make it clear that sexual violence and sexual harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up. Any report of sexual violence or sexual harassment will be taken seriously. An understanding for all pupils of healthy relationships, acceptable behaviour and the right

of everyone to equal treatment will help ensure that pupils treat each other well and go on to be respectful and kind adults.

In teaching Relationships Education and RSE, we will ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect.

Teaching is sensitive and age appropriate in approach and content.

We expect our pupils to show a high regard for the needs of others by working in pairs/groups/class discussions.

We will use PSHE education as a vehicle to address diversity issues and to ensure equality for all by training staff, when necessary and to provide quality resources for teachers to deliver consistently.

Because PSHE education works with pupils' real-life experiences, it is essential to establish a safe learning environment. We aim to create a safe and supportive learning environment when delivering PSHE, sometimes with emotive and sensitive topics at the heart of the lesson.

We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support through our child protection procedures.

In the course of PSHE education sessions, pupils may indicate that they are vulnerable or 'at risk'. It is important to note that all staff have been trained in safeguarding to ensure clarity about what is required in such circumstances.

Rationale

We aim to ensure:

- That everyone connected with the school is aware of our values and principles
- A consistent approach to the delivery of PSHE
- The promotion of values such as democracy, tolerance, liberty and respect
- Awareness of and participation in a range of democratic processes
- That a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background.

• That pupils have a good understanding of their responsibilities and how to exercise them.

Through classroom activities and dialogue in the wider curriculum we will give pupils opportunities to:

• Share their achievements and successes with others

• Talk about personal experiences and feelings

• Express and clarify their own ideas and beliefs

• Speak about difficult events, e.g. bullying, death etc.

• Explore relationships with friends/family/others

• Consider the needs and behaviour of others

• Show empathy

• Develop self-esteem and a respect for others

• Develop a sense of belonging

• Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally e.g. empathy, respect, open-mindedness, sensitivity, critical awareness etc.

The PSHE curriculum

We teach Personal, Social, Health Education as a whole-school approach to underpin pupil's development as people and because we believe that this also supports their learning capacity.

After careful consideration, we have chosen to use the Jigsaw Programme as the main means of delivering our PSHE curriculum.

The Jigsaw programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency to our pupil's learning in this vital curriculum area.

The Jigsaw Programme ensures progression and a spiral curriculum. The mapping document, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements. It is aligned to the PSHE Association Programmes of Study for PSHE.

This overview of the programme can be seen on the school website. This also supports the "Personal Development "and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation.

Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike.

There are six Puzzles in Jigsaw that are designed to progress in sequence from September to July. Each Puzzle has six Pieces (lessons) which work towards an 'end product', for example, The Garden of Dreams and Goals. Each Piece has two Learning Intentions: one is based on specific PSHE learning (covering the non statutory national framework for PSHE Education but enhanced to address children's needs today); and one is based on emotional literacy and social skills development to enhance children's emotional and mental health. The enhancements mean that Jigsaw, the mindful approach to PSHE, is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety. Every Piece (lesson) contributes to at least one of these aspects of children's development. This is mapped on each Piece and balanced across each year group.

The PSHE curriculum: methods of delivery

At Holme Court School, our key method of delivery will be the explicit PSHE lesson, which is taught across the school as a weekly lesson.

All curriculum areas do, however, have a contribution to PSHE, with strong links to English, history, geography and RS.

Belief values, principles and spirituality will be explored across the curriculum. The integrity and spirituality of faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and pupils will be given access to alternative views.

All adults will model and promote socially responsible behaviour, treating all people as valuable individuals and showing respect for students and their families and stakeholders.

Pupils should understand their rights and accept their responsibilities and the need to respect the rights of others. The Holme Court School Behaviour and Antibullying Charters which are discussed and amended annually promote responsible behaviour.

Many initiatives within our school community play a crucial role in developing our commitment to PSHE. Many of these are engrained in the life of the school.

We work with parents/carers to ensure that they are aware of what we teach – each September parents/carers will receive a detailed communication about the subject content to be delivered in the coming academic year. This is important so that parents/carers can make the school aware of any concerns that they have. This is particularly important with the teaching of sensitive information.

Statutory relationships and health education

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education…They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools."

DfE Guidance p.8

"Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons."

DfE Guidance p.8

"All schools must have in place a written policy for Relationships Education and RSE."

DfE Guidance p.11

At Holme Court School, we value PSHE as one way to support pupil's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning. We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

Teaching methods and sensitive issues

A variety of teaching and learning strategies are used to deliver PSHE which take into account pupils' age, development, understanding and needs. Pupils will need to work in a safe, secure climate to be able to explore their own and others' attitudes, values and skills.

Effective PSHE lessons will involve a high level of interaction where each pupil has planned opportunities for learning through:

- The development of a trusting relationship between the teacher and the pupils enabling the consideration of sensitive issues to take place
- Collaborative work
- Circle time activities
    - Opportunities for reflection
    - Challenge within a safe environment
    - Respect for each genuinely made contribution
    - Negotiation
    - Accommodating new information and skills
    - Building on current experience and first-hand learning to achieve positive ends

Sometimes an individual pupil will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed later. At Holme Court School we believe that individual teachers must use their skill and discretion in these situations and refer to the Head Teacher if concerned, if necessary

Sensitive and controversial issues are certain to arise in learning from real-life experiences. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to students' attention, they are offered a balanced presentation or opposing views. Teachers will adopt strategies which seek to avoid bias on their part and will pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their teachers or their peers

Religious Education and collective worship

All pupils follow the compulsory lessons in Religious Education, culminating in an examination in Year 11.

Assemblies are held on Monday and Fridays. These are based around religious festivals (celebrated across world religions), cultural events, National events and health topics. They are led by senior staff and sometimes by Form Tutors or others.

Spiritual development

Through the school curriculum, school ethos, assemblies, extra-curricular opportunities and links with other schools who have a significantly different profile to our school, we aim to enable students to:

- Sustain their self-esteem in their learning experience
- Develop their capacity for critical and independent thought
- Foster their emotional life and express their feelings
- Experience moments of stillness and reflection
- Discuss their beliefs, feelings, values and responses to personal experiences
- Form and maintain worthwhile and satisfying relationships
- Reflect on, consider and celebrate the wonders and mysteries of life.

There are a number of elements in the school curriculum that foster the spiritual development of pupils. A focus on oracy enables pupils to express themselves and encourages personal opinion to be shared confidently in the classroom and in public areas. pupils and teachers should value, and show tolerance, for the opinions of others.

The school ethos encourages pupils and all members of the school community to be considerate and thoughtful toward others. Within the classroom, pupils are expected to demonstrate appropriate behaviour when other pupils contribute to sensitive group discussions. This involves opportunities for the sharing of emotions and feelings.

Presentations, group work and enquiry-based learning are used as teaching and learning tools, where views can be shared, explored and appreciated.

Moral development

Through the school curriculum, school ethos, behaviour policy, the Holme Court School Charters, assemblies, extra-curricular provision, assemblies and development of the role of leadership, we aim to enable pupils to:

- Gain knowledge and understanding of what is right and wrong
- Explore how they should behave (what they hold as right and wrong, why they do so, how they should act as a result)
- Gain an understanding of the values the school supports and values the school rejects
- Develop their own set of moral standards and values and articulate these confidently

The school has established clear guidelines and high expectations for pupil. They are clear about what is right and wrong in terms of their behaviour in school and the local community. This is embedded in the Behaviour Policy, but is made clear in pupil language in the school behaviour and anti-bullying Charters.

The PSHE curriculum and Sex Education Policy play a vital role in decisions and presenting positive role models.

The assembly themes relate directly to the school values, which are promoted throughout the school.

Behaviour management within the school positively reinforces personal morality and the values of the school and society. The positive reinforcement of the values held by the school is constantly reinforced when staff deal with incidents and disputes in school and incidents that occur outside school

Cultural development

Through the school curriculum, learning beyond the classroom, school ethos, important assemblies, extra-curricular provision we aim to enable students to:

- Increase their understanding of the beliefs and customs which lead to identity and cohesion in groups and societies
- Deepen their understanding of their own cultural roots
- Develop and strengthen their cultural interests and develop new interests

• Increase their understanding of how cultures grow and change over time and how they maintain, interpret and re-shape their cultural influence

School assembly themes reflect the value of individuals and their cultures as well as providing a focal point for the different religions and secular celebrations and festivals that occur throughout the school calendar.

Parental rights and responsibilities

Parents have the right to withdraw their children from Religious Education lessons or from collective worship.

Involving parents and carers

The school believes that it is important to have the support of parents, carers and the wider community for the Jigsaw PSHE programme.

Parents and carers are/will be given the opportunity to find out about and discuss the Jigsaw PSHE programme through:

- curriculum information shared via the school website
- Key stage curriculum overview sheets emailed to parents/carers at the beginning of the school year
- Parent/carer Jigsaw awareness session as appropriate (focus on delivery of Changing Me puzzle piece annually from Summer 2022)
- Parents'/carers' evenings

Monitoring and review

This policy is reviewed annually, and updated in the interim, as may be required, to ensure that it continually reflects the latest guidance and legislation.

Links to other policies

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This policy forms part of a suite of policies and procedures which encompass the responsibilities osf the school to

This policy links to and should be read alongside the school's:

- Behaviour Policy
- Child Protection and Safeguarding Policy
- Equality and Diversity Policy
- Science Policy
- Teaching and Learning Policy

Version number

Version number	3.0
Date of review-update	November 2024
Date ratified by proprietor	November 2024
Date of issue	November 2024
Electronic copy of this policy	SharePoint-staff team/staff/curriculum School website www.holmecourt.com
Hard copy available	School Policy file in admin office
Distribution	All staff and parents
Date of next review	October 2026 or sooner if changes are required to reflect changes in legislation or guidance
Person responsible for review	Head Teacher

	Signed	Date
Head Teacher	A Laws	November 2023
Proprietor	Dr H Sturdy	November 2023