



# Odyssey House School

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

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## **Policy Context and Rationale**

This policy sets out the school's approach to Personal, Social, Health and Economic Education (PSHE) and Relationships and Sex Education (RSE) delivery. PSHE education provides a significant contribution to the schools' responsibility to:

- promote children and young people's wellbeing
- achieve the whole curriculum aims
- promote community cohesion
- provide careers education
- provide relationships and sex education

The policy is informed and underpinned by the school's principles of the 'Guiding Star' of Understanding Yourself & others, Communicating Effectively, Becoming a Global Citizen, Being Successful and Being Happy, which underpins every student's journey to academic achievement, personal growth and overall well-being.



The PSHE and RSE program aims to develop:

- Successful learners who enjoy learning, making progress and achieving
- Confident individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society

Odyssey House School (OHS) aims to teach Personal, Social and Health Education using a whole-school approach with the aim of creating a community and environment that respects, supports and encourages each pupil.

OHS takes a comprehensive approach towards PSHE, providing a programme which offers a diligently devised Scheme of Work across all year groups supporting the development and learning capacity of each pupil.

At OHS, our curriculum offering is designed to help our pupils catch-up with previous lost learning and be able to advance with their academic progression, it also explicitly and implicitly supports pupils' personal, social, emotional, spiritual, moral, and cultural development. PSHE makes a significant contribution to the promotion of young people's personal and social development. This is an essential aspect of education, supporting learning across all curriculum areas.

Through the promotion of PSHE, skills are developed that our pupils need for them to grow and flourish as individuals and members of society. Studying PSHE contributes to helping children and young people to build their personal identities, confidence, and self-esteem. It helps them to make career choices, understand managing their finances and what influences their decision-making process. PSHE enables them to recognise and manage their emotions and to communicate positively in a range of different scenarios. Overall, the PSHE curriculum at OHS is woven through the guiding principles of the five pointed 'Guiding Star' which underpins every student's journey to academic achievement, personal growth and overall well-being.

### **Legislation (Statutory Regulations and Guidelines):**

- Under the Education Act 2002, all schools must provide a balanced broadly-based curriculum which:
  - Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
  - Prepares pupils at the school for opportunities, responsibilities and experiences of later life
  
- Revised Department for Education statutory guidance will state that from September 2020 all schools must deliver:
  - Relationships Education (Primary) and Relationships and Sex Education (Secondary).

Details of this guidance are in this link:

<https://www.gov.uk/government/publications/changes-to-personal-social-health-and-economic-pshe-and-relationships-and-sex-education-rse>

## **Teaching RSE at Odyssey House School**

The RSE 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.

At Odyssey House school we teach the statutory Relationships, Sex and Health Education within the PSHE curriculum as our pupils need help and advice to help them develop healthy relationships, not just those of an intimate nature, but of all kinds. For some of our SEND students, there may be a need to tailor content and teaching to meet the specific needs of students at different developmental stages. We will ensure the teaching is sensitive, age-appropriate, and developmentally appropriate.

We aim to help our young people understand what a healthy relationship looks like and teach them what is and is not acceptable behaviour. We want to enable our pupils to understand and respect who they are and empower them with a voice which enables them to act according to their beliefs and that supports them throughout their lives.

### **For our Primary pupils the learning outcomes will focus on:**

- Learning about the characteristics of positive relationships, with reference to friendships, family relationships, and relationships with other children and with adults. Through our discussions we will explore what a relationship is, what friendship is and what family means. (DFE, point 54 p19)

## **For our Secondary pupils the learning outcomes will focus on:**

Giving our young people the information on 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. We will learn what is acceptable and unacceptable behaviour in relationships. This will help students 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. (DfE point 69 p25)

At Odyssey House school we recognise that there may be parental anxiety surrounding the teaching of RSE and to alleviate this we aim to:

- Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes.
- Recognise that the wider community has much to offer; we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers. Parents will be informed ahead of any outside bodies being used in the delivery of any parts of the curriculum.
- Encourage any parents who wish to see the resources to request them from the class teacher or we will provide copies in a suitable form

## **Safe & Effective Practice**

PSHE and RSE often draw on pupils' real-life experiences. A safe and supportive learning environment will be created by establishing basic guidelines and protocols including a list of 'do's and don'ts' which will be explained to the pupils 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 staff member or key worker and adhering to the School's Child Protection and Safeguarding Policy.

Due to the nature of the topics covered in the PSHE and RSE education programmes, all staff are made aware of the Odyssey House school guidelines

on confidentiality and disclosure through our CPD and INSET days.

## **Equality of Opportunity**

- 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. We 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 and key worker support systems and wellbeing surveys. 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.
  
- Parents have the right to withdraw their children from those parts of RSE ***not*** within the national curriculum (please see details below in the section on Parents right to withdraw from RSE).

At Odyssey House School, we respect the right of pupils, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be different with our approach to some aspects of RSE and Health Education.

## **SEND**

Odyssey House school prides itself on its inclusive policy and how we make provision for all pupils' needs. This is no exception for PSHE and RSE. High quality teaching is differentiated and personalised to meet the needs of all pupils.

## **Assessing**

As with any learning, the assessment of pupils' PSHE and RSE is important as it enables the teacher to gauge their progress and it also informs the development of the lessons. Pupils do not pass or fail this area of learning, but have the opportunity to reflect upon their personal learning experience, set goals, and record their understanding in a range of ways; posters, leaflets, reflective diaries etc. Their progress is also monitored during class discussions, group work, questionnaires /

surveys and peer assessment.

Application of knowledge and skills in wider school participation, resolving conflict, making decisions and forming positive relationships. Pupil voice will be influential in adapting and amending the material for PSHE and RSE to ensure it is up to date and relevant.

At KS4 pupils are able to take the ASDAN short-course in PSHE to gain accreditation. They receive a certificate for work submitted that is marked internally and externally.

## **Roles and Responsibilities**

### **Odyssey House School Advisory Committee**

The PSHE and RSE policy will be approved by Odyssey Education's governing body and they will hold the Senior Team to account for its implementation.

### **The Headteacher**

It is the responsibility of the Headteacher to ensure that PSHE and RSE is taught consistently across the school. It is also their responsibility to manage any requests to withdraw pupils from non-statutory components of RSE.

### **The Deputy Headteacher/SENCO**

It is the responsibility of the Deputy Head / SENCO to ensure that the delivery of the PSHE /RSE curriculum is in line with the outcomes outlined in this policy and the overarching curriculum policy.

It is also their responsibility to ensure that staff understand the needs of the pupils in the different teaching groups and that they are equipped with the right strategies to ensure that the PSHE / RE curriculum is delivered effectively.

### **Staff**

The staff across Odyssey House school are responsible for:



- The delivery of PSHE and RSE in a sensitive way
- Modelling positive attitudes to PSHE and RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents / carers wish them to be withdrawn from the non-statutory components of RSE.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

## **Pupils**

There is an expectation that all pupils across Odyssey House school fully engage in PSHE and RSE and follow the basic guidelines and protocols (including the list of do's and don'ts) thus ensuring they treat others with respect and sensitivity.

## **Parents**

All parents have access to the PSHE and RSE policy and are invited to feedback directly to the school and participate with surveys and questionnaires as part of our consultation process.

## **Parents Right to Withdraw From RSE**

### **Parents of Primary aged children**

There is no right to withdraw from Relationships Education at primary or secondary as the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

Parents can withdraw their children from the Sex Education parts within RSE. Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the Headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The

Headteacher will discuss the request with the parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from sex education.

## **Visitors**

Odyssey House school value working with external partners as they enhance the delivery of PSHE and RSE with specialist knowledge and different ways of engaging our pupils. As part of the PSHE and RSE educational package, outside visitors will be invited to deliver appropriate sessions to pupils within the school.

All visitors are subject to the school's Child Protection and Safeguarding policy and the credentials of visiting organisations and any visitors linked to external agencies are always checked. The school also ensures that the teaching delivered by visitors fits with the planned program of study. The content of lessons provided by external agencies is age appropriate and accessible for all pupils and is approved by the school in advance of delivery.

As with all PSHE and RSE lessons, the school will ensure that guest speakers / visitors are aware of the confidentiality and safeguarding policy. Any matters reported by visitors will be dealt with in line with the school's Safeguarding Policy.

## **Curriculum Map**

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary. We have developed the curriculum taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

## **Policy Review**

The Deputy Headteacher/SENCO will review this policy annually. This policy will be reviewed by Headteacher before approval by the school's governing

body.

The PSHE and RSE policy at Odyssey House School is informed by the DfE guidance:

- Keeping Children Safe in Education, 2022
- Respectful School Communities
- Behaviour and Discipline in Schools
- Equalities Act 2010
- SEND code of practice: 0 to 25 years]
- Mental Health and Behaviour in Schools
- Preventing and Tackling Bullying including cyberbullying
- Sexual violence and sexual harassment between children in schools
- The Equality and Human Rights Commission Advice and Guidance
- Promoting Fundamental British Values as part of SMSC in schools

## Appendix 1: PSHE/RSE Curriculum Map 2022-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>KS2/3 GROUP 1</b>	Feelings and Relationships	Growing up	Bullying	Social Media and life online	Looking after yourself	Human rights
<b>Y9 GROUP 2</b>	Reconnect - Lifestyle Choices	Healthy relationships, Safe sex and Consent	Democracy in the UK	British Values	Social Media and online safety	Crime and the Justice system
<b>Y10 GROUP 3</b>	Reconnect Citizenship – living in the UK today	Healthy relationships, Safe sex and Consent	Diversity and community cohesion	Careers- WORK EXPERIENCE	Mental Health and Well-being	Lifestyle choices
<b>Y10 GROUP 4</b>	Reconnect Citizenship- living in the UK today	Healthy relationships, Safe sex and Consent	Diversity and community cohesion	Careers and WORK EXPERIENCE	Mental Health and Well-being	Lifestyle choices
<b>KS4/5 group</b>	Reconnection- Living in the UK today	Healthy relationships, Safe sex and Consent	British Values and challenging Discrimination	Careers and financial education	Life beyond OHS	

**Appendix 2: Parent form: withdrawal from sex education within RSE**

**TO BE COMPLETED BY PARENTS**

Name of child:		Class:	
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Name of parent:		Date:	
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Reason for withdrawing from sex education within relationships and sex education:

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Any other information you would like the school to consider:

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Parent signature:	
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**TO BE COMPLETED BY THE SCHOOL**

Agreed actions from discussion with parents:	
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