



Seva School

PSHE/RSE Policy

2024 – 2026

Policy last Reviewed	September 2024
Reviewed by	Mr. B. Sturmev
Agreed by Trustees	Standards & Welfare Committee
Next Review due date	September 2025

1. Definition of 'Relationships and Sex Education'

Seva School defines 'Relationships and Sex Education' (RSE) as education that teaches students the knowledge and skills to develop healthy, safe and nurturing relationships of different kinds now and into the future.

These relationships include friendships, colleagues, family and sexual relationships. RSE will also cover matters of sexual health, safeguarding, and the law around sex and sexual relationships.

The curriculum will make links to equality, diversity, mental health and wellbeing, and Internet safety and online behaviours.

RSE forms an important part of the wider curriculum which includes PSHE (Personal, Social, Health and Economic), Citizenship and Careers education.

RSE does not involve the promotion of sexual activity.

2. Statutory requirements

As a secondary school we must provide RSE and Physical Health and Mental Wellbeing education to all pupils as per the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under Section 34 and 35 of the Children and Social Work Act 2017.

In teaching RSE, we must have regard to guidance issued by the secretary of state as issued under section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

This policy has due regard for the Equality Act 2010 whereby the policy's actions advance equality of opportunity, foster good relations and seek to eliminate discrimination for all members of the school community.

3. Curriculum Intent

All pupils in KS3 will receive 1 per lesson every 2 weeks of PSHE. This is dedicated curriculum time.

All PSHE lessons are taught by Mr Sturmeay, Vice Principal and Subject Lead of PSHE. Mr Sturmeay is also Safeguarding Lead and Lead-DSL at Seva School and well trained on all subject areas in the PSHE curriculum.

To ensure that young people at Seva School are provided learning for life to develop as healthy, safe, aware, and respectful citizens, prepared for their future life in modern Coventry, Britain and the wider World.

4. Aims and Rationale of RSE and PSHE

At Seva School, we believe that every child can succeed in life and that RSE is fundamental to the students' learning experience in our school.

RSE curriculum is designed to enable students to thrive both personally and professionally by building students' self-esteem, knowledge, empathy and emotional resilience regarding different kinds of relationships and sexual matters.

An effective PSHE programme can tackle barriers to learning, raise aspirations, and improve the life chances of the most vulnerable and disadvantaged pupils.

The curriculum is coherently planned to ensure there is a progression of understanding from primary school and across the key stages.

As with every aspect of the Seva School curriculum, RSE and PSHE will enhance cultural capital, promote learning links and develop confidence, independence, resilience and ambition.

The overarching aims of the RSE curriculum at Seva School are:

- To enable our students to know what healthy relationships are in a variety of contexts
- To understand what behaviour is acceptable and unacceptable in relationships, and to know the law around relationships and sex.
- To recognise unhealthy or dangerous behaviours regarding relationships and sex and know how to seek help and support
- To be equipped with the skills to weigh up and effectively manage risk
- To develop knowledge around relationships and sex that helps individuals to maintain good physical and mental health now and in the future
- To teach pupils the correct vocabulary to describe themselves and their bodies
- To know where to access reliable information, advice and support regarding relationships and sex

The PSHE programme at Seva School has the following intended outcomes:

- To help pupils recognise their worth
- To develop pupils' recognition of the importance of British values with regard to democracy, the rule of law, individual liberty, and mutual respect and tolerance
- To promote each pupil's economic wellbeing
- To develop each pupil's capacity for leading a fulfilling, responsible life as a member of a caring and thinking society
- To support pupils to make informed decisions about their future lifestyle choices
- To provide opportunities for the spiritual, moral, social and cultural development of each pupil
- To promote a happy and healthy School community, reflecting the ethos of Seva School.

5. Roles and Responsibilities

The governing body: The governing body will approve the RSE and PSHE policy, and hold the Headteacher to account for its implementation.

The Headteacher: The Headteacher, Mrs Sanghera, is responsible for ensuring that RSE and PSHE are taught consistently across the school, and for managing requests to withdraw pupils from sex education components of RSE (see section 12).

Deputy Headteacher Safeguarding Lead: Mr Sturmeay – lead for Wellbeing and Welfare, including safeguarding, attendance and online safety, PSHE and RSE. The Head of PSHE is responsible for drafting policies, long term planning and implementation of the curriculum within which RSE is integrated. The Head of PSHE is also responsible for coordinating training for teaching staff responsible for delivering PSHE and RSE, as part of the school professional development calendar.

Teaching staff: Teaching staff are responsible for:

- Delivering RSE and PSHE in a sensitive way
- Modelling positive attitudes to RSE and PSHE
- Monitoring progress through assessment for learning strategies, such as quizzing, true/false and questioning techniques, and adapting teaching where necessary
- Responding to the needs of individual pupils
- Being respectful of parental choice to withdraw pupils from the sex education components of RSE
- Upholding the Ground Rules. All teaching staff may be required to deliver RSE and PSHE. Staff who have concerns about delivering the RSE or PSHE content are encouraged to discuss this with the Headteacher.

Pupils: Pupils are expected to engage fully in RSE and PSHE and, when discussing issues related to RSE or PSHE, treat others with respect and sensitivity, adhering to the ground rules.

6. Inclusive RSE and PSHE at Seva School

Young people may have varying needs regarding RSE and PSHE depending on their circumstances and background. The school strongly believes that all pupils should have access to RSE and PSHE that is relevant to their particular needs.

To achieve this, the school's approach to RSE and PSHE will take account of: Ethnic and cultural diversity: Different ethnic and cultural groups may have different attitudes to RSE and PSHE.

The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.

Sexuality identity and sexual orientation:

Seva School recognise that sexual orientation and gender reassignment are protected characteristics under the Equality Act 2010. On average, about 5% of our pupils will go on to define themselves as lesbian, gay, bi-sexual, transgender or are questioning their sexuality (LGBTQ+, in which the + represents other gender minority identities).

Pupils may also have LGBTQ+ parents/carers, family members and/or friends. All our pupils will meet and work with LGBTQ+ people. Our approach to RSE and PSHE will include sensitive, honest and balanced consideration of sexuality. LGBTQ+ matters are integrated throughout the RSE and PSHE curriculum. Furthermore, our pastoral support will take account of the needs of LGBTQ+ pupils. We will also actively tackle homophobic, biphobic and transphobic language and behaviour by increasing awareness and through on-going training and education within our rights respecting culture.

Mental health and wellbeing:

Seva School recognise the importance of healthy relationships in maintaining positive mental health and wellbeing. RSE and PSHE will be taught within a mental health framework, equipping students with the understanding and skills to recognise healthy and unhealthy relationships in all forms and how healthy relationships can be maintained.

PSHE lessons support students to promote and maintain positive mental health and wellbeing.

Students will be regularly signposted to trusted adults, and pre-approved professional organisations where they can find further information, advice and support.

Seva School actively endorses Trauma Informed practice.

Special Educational Needs:

The Head of PSHE and teaching staff, in consultation with the safeguarding and pastoral teams within school, will ensure that lessons are age appropriate and meet the needs of all students. Some pupils may have learning, emotional or behavioural needs or physical disabilities that require certain strategies or differentiation in order to access the curriculum. Teachers will engage with support and advice on adaptive teaching for individuals in their class to ensure that the curriculum is accessible to everyone, whilst maintaining high expectations for outcomes.

7. Delivery of the RSE and PSHE curriculum:

All pupils in KS3 will receive 1 per lesson every 2 weeks of PSHE. This is dedicated curriculum time. All PSHE lessons are taught by Mr Sturmeay, Vice Principal and Subject Lead of PSHE. Mr Sturmeay is also Safeguarding Lead and Lead-DSL at Seva School and well trained on all subject areas in the PSHE curriculum.

Key Stage (Y10/11) have ACE lessons on Character Development, supplemented by assemblies. There is a heightened focus on Careers and Mental Wellbeing, to support the pupils as they enter and complete their GCSE examinations.

Elements of RSE are also taught through the Science curriculum, carefully mapped to ensure coverage of the statutory content. Lessons will include a range of teaching strategies and materials designed to support students in their knowledge and understanding of the curriculum topics. Topics will be handled sensitively and within a framework of equality in the classroom.

Staff are aware that views around RSE and PSHE related issues are varied. While personal views are respected, all RSE and PSHE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others who may have a different opinion. Teachers will establish clear parameters of appropriate discussion (using ground rules), including the use of detachment tools that remove any requirement to think/speak personally through using scenarios, encouraging phrases like "Someone might think that...", 'What if...?' questions And anonymous question boxes/post-its.

Seva School believes it is important that pupils should have opportunities to have their genuine questions answered in a sensitive and informative way. Pupils will not be directed to find out answers online unless through a carefully selected and pre-approved organisation or resource. Due to the nature of the topics, questions posed by students do not have to be answered by the teacher immediately. Teachers will use their professional judgement in deciding whether it is appropriate to answer a question, and whether it best answered immediately or at a later time.

Teachers are required to refer to the Designated Safeguarding Team if a question or comment gives rise to a concern about a child's welfare. As a Trauma Informed school, staff are also aware that some topics may trigger an emotional response in some students and they may present with expressive behaviours. Teachers will use their judgement to respond appropriately. The pastoral teams will audit the topic coverage and give guidance to teachers where students may need to be sensitively given the option to withdraw. Through lessons students will regularly be signposted to specialist organisations, helplines, trained school staff and trusted adults.

8. Safeguarding Teachers at Seva School are aware that effective RSE and PSHE, which brings an understanding of what is and is not appropriate in a relationship, lifestyle or community, can lead to the disclosure of a child protection issue.

All staff read the Keeping Children Safe in Education (KCSIE) document annually, attend regular Tier 2 safeguarding training and know to adhere to the schools safeguarding policy if a disclosure is made: not offering complete confidentiality and ensuring the Designated Safeguarding Team (DSL) is informed of any safeguarding concerns.

Teachers delivering the RSE curriculum will ensure a safe learning environment is created through ensuring good behaviour and referring to PSHE ground rules regularly. Organisations delivering sessions around RSE or PSHE will be pre-approved and will be made aware of our safeguarding procedures.

9. Advice to Individual Pupils:

It is understood that it is important to distinguish between the school's function of providing education generally about relationships and sexual matters, and other PSHE content, and the giving of advice to individual pupils on these issues.

Teachers have a responsibility for the welfare and wellbeing of their pupils. It is also understood that this function should never trespass on the proper exercise of parental rights and responsibilities. It is understood that particular care must be exercised in relation to giving contraceptive advice to pupils under the age of sixteen, for whom sexual intercourse is unlawful.

10. Parental Right to Withdraw:

Sex Education forms part of the RSE curriculum. Seva School defines Sex Education as learning about the physical and social aspects of human sexual behaviour. This includes contraception, pregnancy options and Sexually Transmitted Infections.

As matters of sex and sexuality often arise in the context of relationships, Sex Education is approached in an integrated way in RSE.

In accordance with the Department for Education Statutory Guidance on RSE, there is no right to withdraw from Relationships Education or Health Education, including that content which forms part of the Science national curriculum. However, parents have the right to request that their child be withdrawn from some or all of Sex Education delivered as part of statutory RSE up to and until 3 terms before the child turns 16.

After this point, if the child wishes to receive sex education rather than being withdrawn, this will be granted. If a parent wishes to withdraw their child from any element of sex education, delivered as part of statutory RSE, they should write to the Headteacher, Mrs Sanghera, who will discuss their request with the parent.

Further References:

This policy has been developed with due regard to the following statutory guidance and advice for schools;

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- 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))
- Character Education Framework (non-statutory guidance to schools on character education and development)
- National Curriculum in England: Citizenship Programme of Study (statutory programme of study and attainment for citizenship at Key Stages 3 and 4)
- SHEU (Schools Health and Education Unit)
- PSHE Association