

# Seva School

## PSHE/RSE Policy



2022 – 2023

Policy last Reviewed	September 2022
Agreed by	
Shared with staff	Annually
Next Review due date	

### Policy context and rationale

This policy covers our school's approach to PSHE/RSE and its delivery in school from EYFS to Year 11. It will cover the aims and intention of the schools PSHE/RSE curriculum outlining how and why PSHE/RSE is delivered at Seva School. The policy has been produced by the whole school PSHE/RSE lead along with consultation with PSHE/RSE teachers, parents were consulted on the PSHE/RSE curriculum in the Autumn of 2021 through which we have now finalised our curriculum and put together this policy. Parents were invited to consultation events where they were given information on the curriculum and were able to ask questions and put forward suggestions. Students have been consulted via the school's pastoral student voice surveys which give us a picture of students needs in relation to a number of topics covered in PSHE/RSE. The policy will be reviewed annually taking into consideration the views of pupils, parents, and teachers.

### Policy availability

Parents and carers will be informed about the policy by putting the policy onto the school website where they can access it. If anyone requires a printed copy of the policy this can be requested by emailing [schooloffice@seva.coventry.sch.uk](mailto:schooloffice@seva.coventry.sch.uk).

### Policies aims and objectives

Our overall ethos at Seva is one of Selfless Service, Excellence, Virtues, and Aspiration, with our named virtues being: kindness, courage, honesty, tolerance respect and responsibility. Our school aims to promote an active sense of citizenship and regard for sarbat dha ballah (common good of all). At Seva School, our aim is for our whole community to actively live and breathe all that the Sikh faith encompasses and modern British Values promote. This policy informs the schools overarching ethos by outlining how PSHE/RSE is a subject whereby students are given the tools and educations to be able to develop their personal moral character to be able to become an active citizen in Britain today, living and breathing the school's virtues along with the British Values. Our PSHE/RSE programme aims to promote pupil well-being, keep them safe and encourage them to become healthy, and independent members of society who become active citizens. It aims to inspire our pupils to offer positive contributions to the school community and beyond, including their role in a multi-cultural society and prepare them for adulthood so they can go on to promote the virtues of Seva whilst developing their sense of self-worth.

### Creating a safe and supportive learning environment

We will create a safe and supportive learning environment by ensuring that clear ground rules are established which are age appropriate to ensure that pupils and teachers feel safe in discussing and sharing their views on the topics covered in the PSHE/RSE curriculum. Due to the nature of some of the topics covered in the PSHE/RSE curriculum if a pupil were to indicate they were at risk we would support the pupil by referring them to the schools DSL team who would then take appropriate action in line with our safeguarding policy. All staff are aware of the school's safeguarding policy and know how to report any concerns that may arise during PSHE/RSE lessons. A safe learning environment will also be fostered through the way the curriculum is delivered, teachers will promote safe discussion and allow pupils to be actively involved in lessons.

### PSHE/RSE curriculum intent

Curriculum Intent: Our PSHE/RSE curriculum gives our pupils the knowledge to understand the choices they face as they grow up and the skills, they need to make informed and safe choices as they prepare to become adults. They learn about relationships, citizenship, and community. Our

school's virtues of kindness, courage, honesty, tolerance, respect, and responsibility are woven throughout the PSHE curriculum as students learn to understand people who are different from them, develop a basic understanding of our political system, explore global issues such as the benefits of education worldwide, and the work of charities. Through making sensitive issues accessible to pupils in a safe and supportive environment our SEVA standards of service, excellence, virtue and aspiration are achieved.

#### Entitlement and equal opportunity

We recognise the need for all pupils to have access to the PSHE/RSE curriculum irrespective of gender, culture, religion, SEND. Teaching will consider pupils age and learning ability to ensure that all are able to access the curriculum. This will be done in line with our teaching and learning policy which outline our approach to the delivery of all curriculums across the school. All students will have access to the PSHE/RSE curriculum and adjustments will be made considering specific pupil needs by teachers.

#### Teaching and learning

The programme will be taught through a range of teaching methods which may include but are not limited to group work, research tasks, independent learning, and discussions. The programme will be underpinned by our whole school teaching and learning policy to ensure that quality first teaching of PSHE/RSE is available to all pupils. We will ensure that lessons on topics of a sensitive and/or risky nature stay positive in tone by having clear ground rules and by teachers challenging any unwanted behaviours or comments which could offend other pupils by following our whole school behaviour policy. We will help pupils to make links between their learning and real-life behaviours by, wherever possible, making links to real life scenarios and experiences to bring the curriculum to life. PSHE/RSE is a timetabled subject in KS1-3 with pupils receiving one hour a week of curriculum time to study PSHE/RSE. It is taught by class teachers in KS1-2 and by a range of different subject specialists in KS3-4, this way pupils are taught by teachers with a range of skill sets to help foster effective learning. With the nature of the topics studied we do anticipate pupils asking difficult or challenging questions which they may not yet be ready to be answered, pupils will be encouraged to ask questions however when answering questions teachers will consider the age and prior learning of pupils before answering questions to ensure pupils are not exposed to any risk.