



Person responsible for policy:	Lucy Appleton
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Review date:	June 2026

PSHCE and RSHE Policy

Rationale

All learners at Park Lane School have the right to develop an understanding and knowledge about themselves. All young people develop physically and emotionally and need to be helped to understand the changes in their bodies and feelings about themselves and others. For pupils to achieve this, they need to be helped to develop their confidence and self-esteem. Due to the severity of their disabilities, our learners are vulnerable within society and need to be taught ways in which they can protect themselves.

Personal, social, health, citizenship and economic (PSHCE) education and relationships and sex education (RSHE) is an important and necessary part of all learners' education. PSHE is a non-statutory subject. Citizenship education is compulsory for pupils in Key Stage 3 & 4. It is important that we, as teachers, deliver high-quality PSHCE and RSHE adapted to the needs of our pupils at Park Lane School.

Our individual PSHE and RSHE education programmes are designed to equip learners with a sound understanding of risk and the knowledge and skills necessary to make safe and informed decisions.

Rights Respecting Schools

Our PSHCE and RSHE curriculum follows the objectives to support The Rights Respecting Schools movement. They follow the following articles: 12, 15, 16, 23, 28, 29 and 34.

Intent Statement

At Park Lane School, PSHCE and RSHE enable learners to become healthy, independent and responsible members of society. We encourage our learners to play a positive role in contributing to the life of the school and the wider community. In doing so, we help develop their sense of self-worth and responsibility. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the school council. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society. They learn about their body and the changes that occur throughout life, as well as learning about different types of relationships.

The aims of the PSHE, Citizenship and RSHE curriculum are to enable our learners to:

- Know and understand what constitutes a healthy lifestyle
- Be aware of safety issues (road safety, sun safety and stranger danger)
- Understand what makes for good relationships with others

- Have respect for others and themselves
- Be independent and responsible members of the school and wider community
- Be positive and active members of a democratic society
- Develop self-confidence and self-esteem, and make informed choices regarding personal and social issues
- Develop good relationships with other members of the school and the wider community
- To understand the changes that occur in their bodies and that of others throughout their lives
- To provide opportunities for young people to develop an understanding of, and a respect for differences
- To enable young people to develop the skills necessary to protect themselves from exploitation

Implementation

How is the subject taught?

RSHE and PSHCE primarily starts in the early year's curriculum, all the way up to KS5 when learners are preparing for adulthood. Learning starts from where the pupils are by initially assessing their understanding, misunderstanding or gaps in their knowledge and from there, teachers will teach and facilitate learning using a range of teaching methods and different forms of curriculum provision:

- Discrete curriculum time
- Teaching RSHE and PSHCE objectives in and through other subject/curriculum areas
- Through school events
- Through pastoral care and guidance

Pupils in the Foundation Stage and Key Stage 1 have planned activities and regular routines which focus on the earliest skills needed for RSHE and PSHE development as well as developing physical self-help and self-care skills as per the Development Matters scheme.

In Key Stages 2 and 3, PSHCE and RSHE will be taught through planned programmes of study and through daily routines and activities, which are ongoing throughout the year. Many areas such as relationships, are taught in a cross-curricular way. This allows pupils to develop their awareness, understanding and skills through a range of practical activities which are linked to the topics they are studying.

In KS5, learners follow a skills-based curriculum (ASDAN) and PSHCE and RSHE is taught through everyday 'real life' and appropriate activities, which are both cross curricular and subject specific e.g. Health and Wellbeing, as well as being taught discreet RSHE and PSHCE lessons following the scheme of work.

For RSHE, SoSafe is delivered to learners from KS2 to 6th Form. To support mental health and emotion teaching for pupils, the myHappymind scheme is used. Pupils have a short 10-15 minute short weekly session of myHappymind.

Pupils throughout the school share weekly assemblies to encourage and promote the development and understanding of key British Values for example, Confidence, Peace, Honesty, Respect, Community, Sharing.

The School Council provides a valuable and authentic platform for learning about Citizenship.

In addition to individual pupil and group activities, the whole school engages in a variety of themed days. This encourages understanding of this important area of the curriculum through fund raising events and raising awareness of current issues including the recent General Election, World Disasters, The Olympics and

Paralympics and Fair Trade. Park Lane has specific 'Child Safeguarding Weeks' and 'Children's Mental Health Week' to support learners.

Learners throughout the school share weekly assemblies to encourage and promote the development and understanding of key British values for example, Confidence, Peace, Honesty, Respect, Community, Sharing.

Long Term Planning

Whole school progression maps and schemes of work are written by the PSHE and RSHE lead. These will follow the intended objectives and are split up into the sections: Health and Wellbeing, Understanding Relationships, The World Around Us and discreet RSHE objectives. RSHE and PSHCE follow the 'Individuality' value. The Early Years Foundation Stage scheme of work is written by the Early Years team, taken from the Development Matters scheme.

Medium Term Planning

Following the long-term progression maps and schemes of work, teachers will then devise their own medium-term plans through topic related work and daily routines. This may change weekly depending on current interests, cultural and religious celebrations linked to individual families, but will fulfill all objectives from the scheme of work.

From Upper Key Stage 2 – KS4, SoSafe objectives are taught using a variety of SoSafe resources and other appropriate resources available.

KS5 learners work on units of work from an externally accredited qualification (ASDAN), whilst making sure that all objectives from the statutory RSHE curriculum are met.

Short Term Planning

Details of individual lessons for the whole class, groups or individuals are included on each class' weekly plan. A lot of PSHE/RSHE takes place within other subject areas and throughout the daily routines. It is not always taught as a discrete lesson.

RSHE at Park Lane has been carefully planned to take account of a pupil's age, maturity and physical development. The programme builds on previous work and pupil progress is monitored by class teachers and the RSHE lead.

RSHE lessons are taught by class teachers. If teachers feel that pupils need additional sessions, these can be arranged. The RSHE programme is taught in mixed sex groupings.

Impact

Assessment and Progress

Pupil achievements, progress and experiences in PSHCE and RSHE are recorded by the class teams through Evidence for Learning using the Park Lane Lanes. Evidence for Learning and ongoing assessments help set appropriate, relevant targets and expected outcomes in PSHCE and RSHE for individual pupils and to record progress over time.

Learners in KS3 focus on units of work from New Horizons and SoSafe as well as following the Individuality Lanes.

Learners in the 6th Form focus on units of work from an externally accredited qualification (ASDAN) which are recorded in their individual files for accreditation.

Monitoring

The RSHE subject lead supports colleagues in the teaching of PSHCE and RSHE by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. The PSHCE and RSHE lead will provide relevant training to staff for supporting the delivery of the curriculum.

Teachers provide the subject lead feedback on the termly schemes of work. The PSHCE and RSHE subject lead will then amend or adapt schemes of work where necessary. The subject lead has access to teacher files on the school server and can therefore access long, medium- and short-term planning as well as records held within Evidence for Learning which allows for regular monitoring of the subject.

Working with Parents

Parents have a right to request to withdraw their child from sex education delivered as part of RSHE which, unless there are exceptional circumstances, should be granted up to three terms before their child turns 16. At this point, if the child themselves wishes to receive sex education rather than be withdrawn, the school should plan for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent.

Parents can withdraw their children from RSHE lessons up until 3 terms before a learner turns 16. Letters are sent out to parents at the beginning of each academic year outlining the objectives for RSHE lessons for parents to make an informed choice about their child's participation. Parents wanting to exercise this right are invited to contact the Head Teacher or class teacher who will explore their concerns and discuss any impact that such an action may have on the child. This withdrawal must be in writing. Sex Education materials will be available to parents who wish to supplement the school programme.

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

Child Protection Policy

The school has a child protection policy that is available on request.

Confidentiality

It is the responsibility of the school to support young people, but no individual should guarantee a pupil absolute confidentiality.

Young people should be made aware that “confidences” might be shared among staff of the school if that is seen to be beneficial. Under the Children Act 2004 the law states that *‘there are certain situations when confidentiality can be breached, and parental consent is not needed to disclose information. Childcare professionals must share information about a child if:*

- *There are immediate concerns about a child's physical or mental health.*
- *The child is being exposed to harm or is at risk of harm.*
- *Parental needs mean that the child cannot be looked after properly.*

Confidentiality should always be set aside if there is an immediate risk of harm to the child, yourself or someone else. This is also the case if the child is at risk of being involved in criminal activity. In these situations, consent to share personal information is not required as the child's immediate welfare is more important'.

Equal Opportunities

Teaching will consider the ability, age, readiness and cultural backgrounds of our young people and those with EAL to ensure that they can fully access RSHE education provision. The PSHCE and RSHE teaching and learning is dealt with in a sensitive, empathetic and inclusive way. This ensures that all students can take part. The resources are monitored to ensure they are appropriate to the students and class teachers can approach the PSHCE and RSHE lead to request specific equipment or resources if needed for specific learners.

Reporting to Governors

The PSHCE and RSHE subject lead writes short reports to inform Governors of any progress and achievements in this subject area, if requested by the Chair of Governors or Head Teacher.

Signed by Subject Lead: *Lucy Appleton*

Signed by Head Teacher:

Signed by Governor: