

# Coloma Convent Girls' School

## PSHE Policy

[including Relationship & Sex Education Policy ]

Approved by:

Board of Governors - 11th April 2021



---

## Contents

1. Policy content and rationale	1
2. Policy aims and objectives	2
3. Creating a safe and supportive learning environment	3
4. Entitlement and equality of opportunity	4
5. Learning and Teaching	4
6. Review	7
Appendix 1: Curriculum Overview	8
Appendix 2: Ground Rules for PSHE	10



*Do you not know that your body is the temple of the Holy Spirit, who lives in you and who was given to you by God? You do not belong to yourselves but to God; he bought you for a price. So use your bodies for God's glory" (1 Corinthians 6: 19-20)*

## Governors' statement with regards to Relationships and Sex Education

As a Catholic school all teaching on human love and human development takes place within the whole context of our faith in God who reveals himself in Jesus Christ. It is through our love of God and of neighbour that we reciprocate God's love for mankind. The emphasis is placed on the understanding and formation of respectful, loving relationships, which exist between friends and within families. We seek to ensure that all relationship and sex education takes place in a sensitive and relevant manner.

### 1. POLICY CONTENT AND RATIONALE

This policy covers Coloma Convent Girls' School's approach to Personal, Social, Health and Economic Education (PSHE), including Relationships and Sex Education (RSE), and Citizenship.

## Rationale

The national curriculum states that 'all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'.

PSHE education contributes to schools' statutory duties outlined in the Education Act 2002 to provide a balanced and broadly-based curriculum and is essential to Ofsted judgements in relation to personal development, behaviour, welfare and safeguarding.

The relationships and sex education and health aspects of PSHE education are compulsory in all schools. Statutory requirements under section 3.6 of the [National Curriculum](#), RSE is compulsory from Year 7 onwards. Secondary schools must have regard to guidance issued by the secretary of state as outlined in [section 403 of the Education Act 1996](#).

## 2. POLICY AIMS AND OBJECTIVES

*Through Coloma's distinctive Catholic ethos, it is hoped that each girl will reach her full personal, social, and academic potential, achieve confidence in herself and acquire a breadth of vision for adult life. (Coloma Convent Girls' School Mission Statement)*

The Programme of Study aims to develop skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking in the context of three core themes: health and wellbeing, relationships, and living in the wider world (including economic wellbeing and aspects of careers education). Each core theme promotes pupils' development of knowledge, skills, and attributes to:

- Keep themselves healthy and safe.
- Help them develop healthy, nurturing relationships of all kinds (not just intimate relationships).
- Prepare them for life and work.

In addition to this, the programme aims to have an impact on both academic and non-academic outcomes for our pupils, particularly the most vulnerable and disadvantaged.

### Relationships and Sex Education (RSE)

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

The aims of relationship and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Understand sex and relationships in God's plan of creation
- Learn to apply the following Catholic themes in this area of life:

1. Created and loved by God (this explores the individual) - The Christian imperative to love self, made in the image and likeness of God, shows an understanding of the importance of valuing and understanding oneself as the basis for personal relationships.

2. Created to love others (this explores an individual's relationships with others) - God is love. We are created out of love and for love. The command to love is the basis of all Christian morality.

3. Created to live in community - local, national & global (this explores the individual's relationships with the wider world) - Human beings are relational by nature and live in the wider community. Through our exchange with others, our mutual service and through dialogue, we attempt to proclaim and extend the Kingdom of God for the good of individuals and the good of society.

As a result of our PSHE programme of learning, pupils will develop the knowledge, skills, and attributes they need to thrive as individuals, family members and members of society. From making responsible decisions to succeeding in their first job, PSHE education helps pupils to manage many of the most critical opportunities, challenges, and responsibilities they will face growing up.

*"A growing body of research shows that pupils who are emotionally healthy do better at school. PSHE education helps children and young people to achieve their potential by supporting their wellbeing and tackling issues that can affect their ability to learn, such as anxiety and unhealthy relationships. PSHE education also helps pupils to develop skills and aptitudes – like teamwork, communication, and resilience – that are crucial to navigating the challenges and opportunities of the modern world and are increasingly valued by employers."*

(PSHE Association 2020)

### **3. CREATING A SAFE AND SUPPORTIVE LEARNING ENVIRONMENT**

We will create a safe and supportive learning environment by adhering to school's [safeguarding policy](#), specifically Appendix 6 (Code of Conduct for Adults).

We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support by following specific guidance detailed in Appendix 2 of the safeguarding policy (Handling disclosures of abuse) and Appendix 3 (Procedures to be followed if you have a concern about a child's welfare).

#### **Dealing with sensitive topics and distressed pupils**

Pupils may be affected by issues discussed in lessons; prior to this, the designated safeguarding lead or deputy and any other relevant staff, such as pastoral leads, will be notified in advance. This will enable them to identify and speak to relevant pupils; especially those who they know may have been directly impacted by issues covered in the lessons and those with adverse childhood experiences.

Should a student become distressed in a lesson, the teacher will:

- Let the student leave the session quietly and direct them to go to the SENDCO provision (pastoral support centre within the school).
- The student will receive emotional and mental support to reassure that a trusted adult is present for them to talk to.

#### **How are we supporting SEND students?**

On occasion, there may be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages. As with all teaching for these subjects, Coloma will ensure that teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

Support will be provided through:

- **Planned lessons** that take account of the needs of all persons in the group, and in accordance with the SEN register.
- **Differentiated resources** to be applied as appropriate and/or where teacher sees fit.
- **A designated TA** to ensure support is given
- **Separate sessions/workshops** for those who will need a bespoke approach to learning.

#### **4. ENTITLEMENT AND EQUALITY OF OPPORTUNITY**

Classroom practice and pedagogy should consider pupils' ability, age, readiness, and cultural backgrounds, and should be adjusted to enable all pupils to access the learning. All pupils will be treated fairly and with respect.

All teachers must recognise that pupils have different needs and understand that treating pupils equally does not always involve treating them all the same.

All teachers must recognise that for some pupils' extra support is needed to help them to achieve and be successful.

Where appropriate, SLT and the TL of PSHE will ensure that stakeholders are consulted on any changes.

##### **Parents' right to withdraw**

Parents have the right to withdraw their children from the non-statutory components of RSE.

Requests for withdrawal should be put in writing 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 parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from RSE, however, if the child themselves wishes to receive sex education rather than be withdrawn, the school should make arrangements for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent.

#### **5. LEARNING AND TEACHING**

##### **Roles and responsibilities**

##### 5.1 The Governing Body

The governing board approves all policies including this PSHE policy, and will hold the headteacher to account for its implementation. The link governor for PSHE is Mrs John.

##### 5.2 The Headteacher

The Headteacher is responsible for ensuring that PSHE (including RSE) is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

### 5.3 The Assistant Headteacher with responsibility for PSHE

There is an Assistant Headteacher who has responsibility for overseeing and implementing the PSHE curriculum. The delivery of RSE is monitored by the Assistant Headteacher with responsibility for RSE through:

- Learning walks
- Work scrutiny
- Pupil feedback
- Staff feedback

### 5.4 Staff

Staff are responsible for:

- Delivering the 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 wish them to be withdrawn from the non-statutory components of RSE
- Upholding the ethos and values of the school

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.

### 5.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity

#### **Behaviour for learning**

Students are expected to take an active part in lessons and behave according to the school behaviour policy. There are many sensitive topics that may be discussed/ debated in PSHE and students are expected to be respectful, open, and inclusive with other students' point of view.

Teachers should reinforce the ground rules (see Appendix 2) at the start of every PSHE sessions as a reminder of expectations.

If a student's behaviour falls below this expectation, the member of staff should follow the behaviour policy.

#### **Staff training**

Teachers responsible for teaching PSHE will receive training through internal staff training days, workshops, webinars, external trainers and CPD activities where appropriate.

Staff who have concerns about teaching RSE are encouraged to discuss this with the TL for PSHE in the first instance.

## Curriculum

Topics covered at KS3-5 are outlined clearly on the PSHE curriculum overview (see Appendix 1). We have developed the curriculum in consultation with parents, pupils and staff considering the needs and feelings of pupils. The [PSHE curriculum overview](#) for 2020/2021 is available via school website.

## Timetabling

KEY STAGE	YEAR	PERIOD	LESSON DURATION	DELIVERED BY
3	7	One timetabled lesson	50 min	Designated Teacher
	8	One timetabled lesson	50 min	Designated Teacher
	9	One timetabled lesson	50 min	Designated Teacher
4	10	Tutor time AM & PM	45 min	Form Tutor
	11	Tutor time AM & PM	25 min	Form Tutor
5	12	One timetabled lesson	50 min	Designated Teacher
	13	One timetabled lesson	50 min	Designated Teacher

Pupils also will be taught PSHE through themed off timetable days, assemblies, tutor time and whole school awareness weeks. Some aspects of RSE will be taught by external parties, such as charitable organisations or healthcare workers. Any external speaker will be fully briefed on the Catholic nature of the school and upholding its ethos.

## Assessment

As advised by the PSHE Association 2020; *“To be successful independent learners, children and young people need regular opportunities to reflect on and identify what they have learned, what needs to be learned next and what they need to do to continue their learning. Teachers also need to be clear about the progress and achievements of the pupils they teach, and how their learning might be improved.*

*To enable this to happen, assessment has to be an integral part of the teaching and learning in all subjects, including PSHE education. However, the personal nature of PSHE education means that it cannot be assessed in the same way as most other subjects and it would be inappropriate for assessment in PSHE education to imply passing or failing ‘as a person’. It is however possible to recognise and evidence progress and attainment in the knowledge, understanding, skills and attributes PSHE strives to develop.”*

The model of assessment we advocate is that for each new topic, module, or series of lessons, an initial activity is carried out that gauges pupils’ starting point in terms of their existing knowledge, skills, attitudes, and beliefs. This is used to inform the teacher’s planning for that module. Then, at the end of the topic, module, or lesson an activity is carried out which allows pupils to demonstrate the progress they have made since doing the baseline activity.

### **Confidentiality and handling disclosures**

There are many sensitive topics that may be discussed/ debated in PSHE and students are expected to be respectful, open, and inclusive with other students' point of view. Teachers should reinforce the ground rules at the start of every PSHE sessions as a reminder of expectations.

We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support by following specific guidance detailed the school's Safeguarding Policy in Appendix 2 (Handling disclosures of abuse) and Appendix 3 (Procedures to be followed if you have a concern about a child's welfare).

### **Responding to pupils' questions**

If pupils ask questions outside the scope of our curriculum, teachers will respond in an appropriate manner, so students are fully informed and do not seek answers online. Teachers may choose to inform the student they will answer this question at a later date to give them time to seek guidance or support.

### **6. REVIEW**

This policy will be reviewed by the Assistant Headteacher with responsibility for PSHE every 2 years in conjunction with feedback from students, parents, staff and the Education Committee. At every review, the policy will be approved by the Head teacher and the Board of Governors.

## Appendix 1

### PSHE CURRICULUM OVERVIEW

	AUTUMN 1 Health & Well-being	AUTUMN 2 Living in the wider world	SPRING 1 Relationships	SPRING 2 Health & Well-being	SUMMER 1 Relationships	SUMMER 2 Living in the wider world
YEAR 7	Transition and safety Transition to secondary school and personal safety in and outside school, including first aid	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations	Diversity Diversity, prejudice, and bullying	Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM	Building relationships Self-worth, romance and friendships (including online) and relationship boundaries	Financial decision making Saving, borrowing, budgeting and making financial choices
YEAR 8	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies	Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use	Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	Citizenship Criminal justice system, the government, politics and elections
YEAR 9	Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid	Setting goals Learning strengths, career options and goal setting as part of the GCSE options process	Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	Employability skills Employability and online presence

YEAR 10	Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	Study Skills Preparation for and evaluation of work experience and readiness for work	Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	Exploring influence The influence and impact of drugs, gangs, role models and the media	Addressing extremism and radicalisation Communities, belonging and challenging extremism	Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices
YEAR 11	Building for the future Self-efficacy, stress management, and future opportunities	Next steps Application processes, and skills for further education, employment and career progression	Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	Independence Responsible health choices, and safety in independent contexts	Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	

## Appendix 2

### GROUND RULES IN PSHE

**Openness:** We will be open and honest, but not discuss directly our own or others' personal/private lives. We will discuss examples, but will not use names or descriptions which could identify anyone.

**Keep the conversation in the room:** We feel safe discussing issues and we know that our teacher will not repeat what is said in the classroom unless they are concerned we are at risk, in which case they will follow the school's safeguarding policy.

**Non-judgmental approach:** It is okay for us to disagree with another person's point of view but we will not judge, make fun of, or put anybody down. We will 'challenge the opinion, not the person'.

**Right to pass:** Taking part is important. However, we have the right to pass on answering a question and we will not put anyone 'on the spot'.

**Make no assumptions:** We will not make assumptions about people's values, attitudes, behaviours, identity, life experiences or feelings. We will listen to the other person's point of view respectfully and expect to be listened to ourselves.

**Using appropriate language:** We will use correct terms rather than slang terms, as they can be offensive. If we are not sure what the correct term is, we will ask our teacher.

**Asking questions:** We are encouraged to ask questions and they are valued by our teacher. However, we do not ask personal questions or anything intended to deliberately try to embarrass someone. Our teacher may feel they wish to have time to think about the answer and not answer immediately and that is OK.

**Seeking help and advice:** If we need further help or advice, we will seek it from an appropriate source. If we don't know where to find help we will ask. We will encourage friends to seek help if we think they need it.