



**Personal, Social, Health, Citizenship and
Economic Education (PSHCE)
Including Relationships, Sex and Relationships and
Health Education**

September 2024

Policy No: 12

DATE APPROVED BY GOVERNORS: 30.9.2024

DATE OF NEXT REVIEW: Autumn 2027

LEAD: Deb Rattley and Val Harley

GOVERNOR RESPONSIBLE: Lorraine Petersen

CONTENTS	Page
1. Introduction	3
2. Purpose	3
3. Aims	3
4. Wider school aims/ethos	3
5. Consultation	4
6. Sources & references	4
7. Roles & responsibilities	4
8. Planning	5
9. Implementation & Organisation	6
10. Training/CPD	7
11. Equal opportunities	7
12. Health & safety	8
13. Including parent carers	8
14. Resources	8
15. Assessment & moderation	8
16. Monitoring & evaluation	9
17. Linked policies	9
18. Monitoring & review	9
19. Appendices	
Relationships, sex & relationships and health education policy statement	10
The midday meal	14
PSHCE and RSE Long Term Plans	16
Parental letters of consent	17

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the new national curriculum. (DfE Feb.2020).

1. Introduction

- 1.1. PSHCE is a non-statutory subject. However, there are aspects of it that we are required to teach.
- 1.2. Primary schools must teach Relationships Education and Health Education and secondary schools must teach Relationships and Sex education and Health Education. (The RSE Policy can be found in Appendix 1).
- 1.3. At Chadsgrove School, we recognise the nature of our pupils means they are especially vulnerable. This means the teaching of high quality PSHCE is especially important to ensure their safety and understanding

2. Purpose

- 2.1. The purpose of this policy is to describe our practice in Personal, Social, Health, Citizenship and Economic Education (PSHCE) and the principles upon which this is based.

3. Aims

- 3.1. Chadsgrove School adopts the following key aims as set out in the PSHE Education Programme of study Key stages 1–4:
 - To acquire accurate, balanced and relevant knowledge
 - To have opportunities to turn that knowledge into personal understanding
 - To have opportunities to explore, clarify and if necessary, challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
 - To acquire the skills, language and strategies they need in order to live healthy, safe, fulfilling responsible and balanced lives
 - To have opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem and empathy

4. Wider School Aims/Ethos

- 4.1. This policy supports the following school aims:
 - To allow an individual to develop to their full potential
 - To provide curriculum breadth, balance, relevance, differentiation, progression and continuity that is suited to each pupil's individual needs
 - To promote the spiritual, moral, cultural, emotional and physical development of pupils at the school
 - To prepare pupils for the opportunities, responsibilities and experiences of adult life
 - To maximise an individual's potential in mobility, physical abilities, communication skills, sensory capabilities and personal independence
 - To provide a pleasant learning environment which promotes effective learning and enables pupils to experience a sense of enjoyment and achievement throughout their school career

- To guide young people towards a realistic assessment of career possibilities and post-school opportunities
- To ensure equality of opportunity regardless of gender, race, culture, religion, social disadvantage or disability

5. Consultation

5.1. This policy has been written by the PHSCE Lead supported by the Head Teacher and drawn up in consultation with:

- Teaching Staff at Chadsgrove School through PSHCE Feedback
- The Senior Leadership Team through consultation of the draft policy
- The Governing Body – through review of the policy

6. Sources & References

6.1. The following documents have been used to support the writing of this policy:

- PSHCE Education Programme of Study Key stages 1-4 (PSHE Association Updated 2020)
- DfE Personal, social, health and economic (PSHCE) education guidance (13th September 2021)
- We've got it covered... (PSHE Association, Updated 2020)
- SRE guidance published by PSHE Association, Brook and Sex Education Forum (Feb 2021)
- Citizenships programmes of study (DfE Sept 2013)
- Sex and Relationships Statutory Guidance (DfE 13th September 2021)
- Barrs Court Curriculum

7. Roles & Responsibilities

7.1. The **Governors** are responsible for

- Ensuring this policy is regularly updated and that practice in PSHCE reflects the contents of the policy.

7.2. The **Head Teacher** is responsible for

- The Performance Management of PSHCE Lead
- Ensuring the PSHCE lead is following the contents of the policy

7.3. The **PSHCE lead** is responsible for

- Day to day leadership of the subject
- Providing a whole school long term subject plan and PSHCE curriculum, both of which are readily accessible to all school staff
- Monitoring curriculum planning and delivery
- Storing, purchasing and updating resource lists, working within a yearly agreed budget
- Reviewing PSHCE across the whole school and the development of the subject in line with current trends and statutory guidance
- Monitoring and evaluating the quality of PSHCE across the school

- Letters (in consultation with class teachers) and collation of parental consent for the relationships and sex education aspects of the PSHCE long term plan
- Reviewing and maintaining the PSHCE policy
- Liaising with parent carers and outside agencies
- Providing appropriate support for staff
- Organising required staff training
- Attending relevant courses
- Consultation with and feedback to the Head teacher

7.4. **Teachers** are responsible for

- The day to day delivery of high quality PSHCE lessons , including planning using the long-term plan provided
- Reporting any concerns to the designated safeguarding lead (DSL) with regard to the health, safety and welfare of pupils that may arise due to the nature of the subject
- Raising any concerns with the PSHCE lead with regard to the subject
- Maintaining pupil work, including next steps for learning
- Ensuring that all learning activities are appropriately differentiated and personalised to meet the needs of individual pupils taking into account their individual targets and EHCP outcomes
- Ensuring consent has been granted from Parent/ Carers when delivering the sex education aspects of the curriculum to pupils
- Planning additional activities to be taught in a separate environment for pupils that don't have consent to take part in the sex education aspects of the lesson

8. Planning

8.1. The following 3 core themes are covered over each academic year to ensure appropriate breadth and balance within the curriculum:

Key Stage 1 and 2:

- Physical health and mental wellbeing
- Relationships
- Living in the wider world

Key stage 3, 4 and 5:

- Physical health and mental wellbeing
- Relationships and sex education
- Living in the wider world

8.2. Class teachers produce medium term plans using the long-term plan. Planning is supported by the EQUALS schemes of work which is stored on the staff shared area of the school network. Planning is also linked to PSHE association programme of study Key Stages 1-5. Pre-formal Curriculum classes use the Barrs Court Curriculum. Medium term plans outline the learning activities in more detail and specify the curriculum intent, implementation and projected learning outcomes/impact.

8.3. Practitioners leading individual sessions determine how the medium-term plans will be delivered on a daily basis considering, in more detail, elements such as differentiation and personalisation for individual pupils.

- 8.4. All planning considers Individual Education Plan targets and EHC Plan outcomes (where appropriate) as these are an integral part of the learning experiences offered to pupils.
- 8.5. Practitioners will deliver the three core themes over the Autumn, Spring or Summer Terms Teachers are encouraged to be flexible in their timing, selecting the most appropriate time to meet the needs of their class
- 8.6. The long-term plan is split into topics for pupils in Key stages1, 2, and 3. This has been developed to enable teachers to plan on a class by class basis and reflects the formal and semi-formal pathways to be followed. Practitioners are advised to look carefully at the topics within each section and choose those most appropriate for the needs of the pupils that they are teaching.

9. Implementation & Organisation

- 9.1. PSHCE is taught largely through a cross curricular approach throughout the school day as well as in designated lessons.
 - Early Years, Key Stage One and classes on the Pre-Formal pathway implement PSHCE across the school day with particular emphasis at break and lunch times, as well as an additional designated 30 minutes once a week
 - Classes for pupils on the semi-formal and formal pathways in Key Stages Two, Three, Four and Post 16 all have PSHCE and Relationships Education as a weekly timetabled session as well as during break and lunch times each day
- 9.2. PSHCE is reflected in the values and ethos of the whole school. It is reflected in the daily practices and organisation of the school and by the participation and involvement of pupils in daily school life:
 - At snack and meal times pupils develop independence, communication and self-help skills, eating, drinking, using cutlery and making choices. They participate in 'Grace' as part of the lunchtime routine, sit around tables to encourage table manners and social opportunities and develop fine motor skills opening packets and using cutlery
 - Chadsgrove uses a house system where pupils are part of a group/community other than their own class
 - Mock elections are held each year so that all pupils can decide who will be Head Pupil and Deputy Head Pupil as well as house captains and deputy house captains for sporting events
 - Chadsgrove has regular meetings for school council representatives. Every pupil in the school has a voice and can express their views through their class representatives
 - Pupil voice is integral throughout the school. School Council Representatives participate in interviews for potential employees and prospective PGCE students
 - Pupils are also involved in work scrutiny as learning detectives
 - Personal care routines provide essential time to work on developing independent life skills as well as the ability to accept or ask for help when required
 - Residential trips provide the opportunities for pupils to generalise their learning whilst spending an extended period of time away from home

- Assemblies cover a wide range of topics within the PSHCE curriculum. They encourage whole school community participation as well as celebrating success in achievement assemblies held once a term

9.3. Opportunities for the delivery of PSHCE also arise in other subjects, for example:

- Media and social issues in English
- Political, social and legal issues in History
- Global and economic issues in Geography
- Health and environment issues in Science
- Culture, religion and ethnicity in RE, Music and The Arts
- Money and finance in Mathematics
- World of Work and economy in Careers Education
- Health and wellbeing in therapies and PE
- Online safety in ICT

9.4. PSHCE has a strong focus within our curriculum days and special events, for example:

- Positive Mental Health Days
- Multicultural days
- Relationships and Sex education days
- Charity events such as children in need and comic relief
- Enterprise days
- Sports days, clubs and competitions
- Mock elections
- Links with the local wider community, school trips and visitors to school

9.5. PSHCE is also embedded in other courses such as OCR Life and Living Skills, Duke of Edinburgh Award, OCR Entry Level Science, Entry Level ICT, WJEC Entry Level Humanities, ASDAN Sports short course and Routes for Learning.

10. Training/CPD

10.1. The PSHCE lead has attended regular training to ensure they are up to date in subject development.

10.2. Training needs are identified through the monitoring process. If there have been any significant statutory changes then subsequent training needs will be addressed as necessary. If practitioners have requested any training needs then this will be considered by the Senior Leadership Team in line with the priorities of the school as a whole.

11. Equal Opportunities

11.1. An equal opportunities policy (Policy number 38) is in place at Chadsgrove School. There is no discrimination as a result of race, gender, disability or home circumstances. All pupils within Chadsgrove School are given the same opportunity to develop and reach their full potential.

12. Health & Safety

- 12.1. A Health and Safety policy (Policy Number 44) and an Educational Trips and Residential Visits policy (Policy Number 53) are both in place at Chadsgrove School. All staff must adhere to these school policies at all times.

13. Including Parent Carers

- 13.1. Staff at Chadsgrove believe that it is important to work in partnership with parents and carers and value the knowledge that they have of their child. The partnership with parents and carers is based on shared responsibility, understanding, mutual respect and dialogue.
- 13.2. Parent Carers are encouraged to become actively involved in helping to develop their child/young person's educational programme, for example by contributing to it or carrying on work at home.
- 13.3. Parental consent is required to teach elements of the RSE topics within the long-term plan. Every effort is made to make Parent /Carers aware of the content to be taught and reassure them it will be age appropriate and delivered at the right level depending upon each individual pupil's stage of development. Letters are sent home at the start of each Key Stage to gain consent on the topics that may be taught. These can be seen in Appendix 19.4.

14. Resources

- 14.1. A photo list of resources is stored on the shared area of the school network (Staff Share, positive mental health, resources).
- 14.2. Positive mental health resources are kept in the cupboard outside of the resources room and PSHCE resources are located in the cupboard in the resource room; they can be signed out as and when required.
- 14.3. Resources used are inclusive, age appropriate, accurate and up to date.

15. Assessment & Moderation

- 15.1. Opportunities for Assessment for Learning are built into provision:
- Baseline assessments are used to ensure new learning is relevant and progress can be made
 - Pupils are provided with opportunities to reflect on and assess their learning and recognise its relevance to their day to day lives
 - Progress in PSHCE education is recorded and reported to parents in line with all other non-core curriculum subjects
 - Questionnaires, discussions and teacher and TA assessments all form part of the assessment process
 - Pupils are given the opportunity to engage in self-assessment and evaluations
 - Teacher evaluations take place at the end of units.

16. Monitoring & Evaluation

16.1. The progress of pupils within PSHCE is monitored through:

- Staff observation and discussion
- The moderation of pupil's work – this may include the analysis of teacher observations and video evidence
- The tracking of termly pupil targets

17. Linked Policies

17.1. The PSHCE policy should be read in conjunction with our policies for:

- Behaviour (Policy Number 56)
- Careers Education and Guidance (Policy Number 16)
- Religious Education (Policy Number 18)
- Safeguarding and Child Protection (Policy Number 73)
- Spiritual, Moral, Social and Cultural (SMSC) (Policy Number 14)

18. Monitoring & Review

18.1. The Governor with responsibility for PSHCE is primarily responsible for monitoring the implementation of this policy. This will be through annual discussion with the subject leader and consideration of the evidence included in the subject leader portfolio. The governor will report on this to the curriculum committee annually.

18.2. The work of the subject leader will also be subject to review by the Head teacher as part of the school's performance management arrangements.

APPENDIX 1 - RSE POLICY STATEMENT

1. Introduction

- 1.1. The DfE Guidance 6/2019 (updated on 13th Sept 2021) places a statutory responsibility on the Governors to prepare and make available a school policy statement on Relationship and Sex Education (RSE). The document specifically refers to Special Schools in this respect. It points out that, 'children with special educational needs disabilities (SEND)' (pg 15) are properly included in Relationship and Sex Education. RSE should help all pupils to understand their physical and emotional development and enable them to make positive decisions. It acknowledges that children with learning difficulties may need more help in understanding what is socially accepted behaviour, and their need to be warned and prepared against unacceptable behaviour by adults in this area. Reference is also made to the difficulties some parents may experience in coming to terms with their children's developing sexuality. This subject could be a particularly difficult one to teach given the wide age range, variety of physical and learning abilities of the children and young people at Chadsgrove School. The level of maturity of the class group concerned and the particular situation of each individual must be considered.
- 1.2. As Governors we advocate a sensitive, tactful and informal approach to the teaching of RSE at Chadsgrove School. We recognise that engagement with parents and carers is essential to make them aware of the aims, content and organisation of the subject. The guidance states that parents and carers are key people in teaching their children about sexual relationships and growing up. Parents and carers may withdraw their children from all or part of the Sex Education programme of study other than those elements which are included in the statutory National Curriculum. Parents and carers may not withdraw pupils from relationships or health education. If a parent or carer wishes to discuss this further or begin the withdrawal process, a request must be sent to the Headteacher.
- 1.3. Sex education at school aims to support Parent Carers in helping their children/young people to prepare for the responsibilities which sexual maturity brings. Parent Carers are asked to contact the Head teacher if there are any matters of particular concern to them.

2. Policy Development and Discussion Process

- 2.1. This policy is available on the school website. The finalised policy was ratified by the School Governing Body.

3. Definition Relationship and Sex Education (RSE)

- 3.1. The PSHCE Association, Sex Education Forum and National Children's Bureau define Sex and relationships education as 'learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.'
- 3.2. 'The statutory Government guidance 'Relationships education, relationships and sex education (RSE) and health education' (2019) (updated 13th Sept 2021) sets out what pupils should know by the end of primary school and by the end of secondary school. It also

emphasises that high quality teaching that is differentiated and personalised is key to accessibility of RSE for pupils with SEND.’ RSE for disabled pupils and pupils with SEN (2020)

4. Aims

4.1. The aims of this policy are:

- To develop and increase a pupil’s self esteem
- To enable pupils to realise that everyone is in charge of, and responsible for, their own body
- To support pupils through their physical, emotional and moral development
- To enable pupils to have some appreciation of the importance of values, individual conscience and moral considerations
- To provide knowledge and understanding about loving relationships, human reproduction, sexual health, emotions and relationships
- To work with pupils to help them to learn the reasons for delaying sexual activity and the avoidance of an unplanned pregnancy
- To help pupils learn how to recognise and avoid exploitation or abuse
- To teach with due regard for the family background and current understanding of each pupil

5. Content

- 5.1. RSE is delivered through National Curriculum Science, the Personal, Social, Health and Emotional Education and Citizenship (PSHCE) Curriculum and the Statutory Guidance for Relationships, Sex and Relationships and Health Education. The Science and PSHCE co-ordinators develop the curriculum together to meet the statutory guidelines to ensure continuity and progression throughout the key stages. The issue of exploitation is also covered through e-safety, in ICT. A phased introduction of this subject is followed at Chadsgrove School, although not necessarily at the age designated. Books, pamphlets, DVDs, websites and practical resources are used in the delivery of this subject. Parent carers are informed in advance, by the PSHCE coordinator, when RSE lessons are taking place.
- 5.2. All staff receive safeguarding training, delivered face to face. The RSE lead attends relevant training to keep abreast with current policies and practice. The RSE lead disseminates training to staff and will organise staff training, where required, in line with staff need and the school development plan.

6. Organisation

- 6.1. Class teachers in the Lower School have responsibility for delivering aspects of RSE appropriate to the age and understanding of their pupils. In Upper School, aspects are delivered through both the Science and PSHCE Curriculum. Trained staff can be swapped in where necessary in Upper School to deliver the RSE sessions and content to pupils where possible.

7. Monitoring

7.1. The monitoring and evaluation of the RSE programme is achieved through sampling of lesson plans, observations of lessons and obtaining feedback from teachers and pupils. This process will identify any required changes to the programme and also any staff induction or continuing professional development.

8. Staff Training

8.1. All staff receive safeguarding training, delivered face to face and/or through an online resource.

8.2. Relevant courses may be attended by teaching staff in different key stages. Training provided by The PSHE Association, Future Learn and other bodies are also used.

9. Parent Carers

9.1. The Department for Education (DfE) recognises the key role of parents and carers in talking to their children/young people about RSE guidance. Parent Carers have the right to withdraw their children/young people from all or part of the sex education programme provided at the school, apart from those parts included in the National Curriculum. However, pupils are not allowed to withdraw from relationships or health education.

9.2. Before a series of RSE lessons begins, Chadsgrove sends a letter home to Parent Carers informing them of their right to withdraw a child/young person. This letter will outline the content of the RSE to be taught. Parents/carers who opt to withdraw their child/young person from the Chadsgrove RSE lessons will be invited to discuss any concerns with the RSE coordinator, and offered support to help them discuss the RSE content with their child/young person themselves if they wish. Any complaints about the content or delivery of RSE should be submitted via the school's complaints procedure.

10. Equal Opportunities

10.1. RSE is an entitlement to all pupils, regardless of race, religion, gender or ability. The RSE programme at Chadsgrove is differentiated to meet the age and physical development of each pupil. RSE may include discussion of issues relating to sexual preference, in order to discourage prejudice. LGBT Youth Scotland state that 'Isolation and fears about coming out as LGB or T to friends and family can impact on how young people feel about themselves and affect their school experiences and attainment.' LGBT Youth Scotland (2011 – 2017). Chadsgrove School understands the importance of equal opportunities and will support pupils with regards to LGBTQIA+ concerns.

11. Pupil Support

11.1. Where necessary Chadsgrove School will offer a bespoke programme to support pupils with any problems with regards to RSE. Trained staff will consult on such issues with SLT to ensure the appropriate action is taken. If required, sessions may be arranged with our school youth worker and further guidance and support may be requested from outside agencies.

12. Confidentiality

12.1. Teachers will ensure that ground rules are agreed within RSE lessons to ensure a safe environment for group discussion. Information given, and views expressed by pupils, should be treated in confidence wherever possible. It is recognised that RSE may, through use of visual resources/discussion of appropriate and inappropriate behaviour, lead to disclosure of a safeguarding issue. In such instances the staff member will inform the Designated Safeguarding Lead in accordance with Chads Grove's Safeguarding Policy and Guidelines. A member of staff must not promise confidentiality to a pupil if safeguarding concerns exist.

13. Review of Policy Statement

13.1. The content in which the policy operates and/or the area of the curriculum to which it applies, demand that the policy is reviewed at intervals of not more than two years.

14. Resources

14.1. There are a wealth of resources available to teach this subject:

- A selection of RSE Resources can be located in the PSHCE cupboard in the resource room'
- Relationships, Sex & Relationships and Health Education: DfE (2020) Updated 13th Sept 2021
- Making relationships and sex education work for children with SEND: National Children's Bureau (2020)
- Relationship and Sex Education (RSE) for the 21st century, PSHE Association
- LGBT Youth Scotland (2011 – 2017)
- Sex and Sexuality for Very Special People Longhorn, F (1997)
- Talking Together series of books Kerr-Edwards, Lorna Scott, (2007)

APPENDIX 2 - THE MIDDAY MEAL POLICY STATEMENT

1. Introduction

- 1.1. The midday meal is regarded as an essential component of the school curriculum for all pupils. It is treated as part of the school timetable for an average of 45 minutes daily for younger pupils and 35 minutes daily for older pupils
- 1.2. Many of the pupils at Chadsgrove School have a cooked lunch at school each day. Some of the pupils may opt for a sandwich lunch whilst a few may be fed through a nasal-gastro tube or gastrostomy for medical reasons.
- 1.3. All pupils are supervised and assisted as required by a designated member of staff during lunch in a 'family table' arrangement.
- 1.4. The advice and support of Speech and Language Therapists, Occupational Therapists, Physiotherapists and Nursing staff is sought routinely to promote successful eating and drinking, good seating positions, suitable cutlery, plates, cups, and sensible diets.
- 1.5. School catering staff, lunchtime supervisors, support staff and teachers will be involved in decision making as appropriate in these matters.
- 1.6. Lunch times are a cross curricular event, under the general title of Personal, Social and Health Education (PSHCE). Opportunities are provided for;
 - English: Speaking and listening, saying 'Grace', communication, sign-a-long, objects of reference and picture symbols etc.
 - Maths: Shape, early number work, time.
 - Science: Sensory opportunities through taste, smell and vision, hot and cold, etc.
 - Food Technology: Recognition of types of food, varieties of food preparation, vegetarianism.
 - Health Education: Healthy diets, etc.
 - Art: Colour recognition, textures, etc.
 - Geography: International cuisine, etc.
 - Physical Skills: Fine motor skills.
 - RE: Saying Grace, cultures and celebrations, etc.
- 1.7. Personal, Social, Health Education (PSHCE) is a constituent part of 'Desirable Outcomes' at Early Years Level and is regarded in this Policy Document as part of Chadsgrove's PSHCE programme.
- 1.8. Within PSHCE, meal times are an excellent opportunity to encourage personal independence and the acquisition of the self-help skills involved in eating and drinking, making choices, table manners, and assisting others with serving food if appropriate. The 'family table' arrangements for meals positively encourage the formation of social skills. The development of fine motor skills implicit in handling cutlery, holding a cup, serving food and pouring a drink are essential skills towards personal independence, particularly given the pupils' physical disabilities and needs.

- 1.9. Each pupil, whatever their degree of physical sensory or learning ability will have their own checklist with targets for future progression and review.
- 1.10. This policy statement will also cover eating and drinking at other times of the school day.
- 1.11. Progress will be reported to Parent Carers informally and through the annual school report.
- 1.12. Parent Carers will be involved in setting of suitable targets as appropriate.

2. Guidelines

- 2.1. Bearing in mind the wide range and abilities of the pupils, staff should;
 - Encourage each pupil to be as independent as possible at mealtimes
 - Record significant progress on each pupil's checklist, discuss this with the pupil's class teacher at least termly and set targets for the future
 - Allow sufficient time for pupils to take turns in pouring drinks and serving food for others on the table
 - Assist with the cutting up of food for pupils when necessary, again encouraging independence
 - Work co-actively with the pupil when feeding is necessary, giving the pupil adequate time to choose and eat as appropriate
 - Help pupils to identify names of food items, recognise flavours, types of puddings, etc
 - Encourage pupils to try food they may be unsure about, and make choices about size of portions etc. as appropriate
 - Facilitate the use of alternative forms of communication, eg. Sign-a-long, etc. where appropriate
 - Promote social conversation with pupils and staff at the table
 - Train pupils to be considerate, polite and well-mannered while waiting for food, making choices, eating and participating in conversations
 - Encourage pupils to have the confidence to 'say Grace' if possible or use augmentative communication systems
 - Allow pupils to stack plates and cups at the end of the meal
 - Reward progress positively through verbal encouragement (and correction where necessary!)
 - Whenever possible, pupils who need to be fed with soft, mashed food, tastes should be kept separate if possible.

3. Evaluation

- 3.1. The context within which the above policy operates and/or the area of the curriculum to which it applies demand that the policy is reviewed at suitable intervals.

APPENDIX 3 - PSHCE AND RSE LONG TERM PLANS

The following 3 core themes should be covered over each academic year to ensure appropriate breadth and balance within the curriculum

Key Stage 1 and 2:

- Physical health and mental wellbeing
- Relationships
- The wider world

Key stage 3, 4 and 5:

- Physical health and mental wellbeing
- Relationships and sex education
- Living in the wider world

Each year consists of 3 blocks (rather than terms), each block covering one of the 3 core themes. 3 core themes will be delivered over the autumn, spring and summer terms dependent on where the best impact can be achieved, using a cross curricular approach with other topics you are doing over the year. It is important to liaise with the respective pathways to ensure all 3 core themes are delivered by the end of the academic year.

The long-term plan is split into classes and focuses on Semi –Formal and Formal pathways. EYFS follow the Foundation Stage Curriculum and the pre-formal classes follow the Barrs Court Curriculum. Post 16 have developed their own plan based on the PHSE association Key Stage 5 guidance and the Equals Units. Teachers are advised to look carefully at the topics within each area and choose those most appropriate for the needs of the pupils.

The EQUALS PSHCE schemes of work saved on the shared staff drive (Staff shared, PSHCE RSE & Citzenships, PSHCE, Equals PSHCE schemes of work) have been added to the Long Term Plan to offer some guidance, but are not mandatory with the exception of RSE in secondary age classes. Pupils in Early Years follow their own Cycle of Themes that address PSHCE issues through a cross-curricular approach. This can be found in the Early Years Policy (Policy Number 27).

APPENDIX 4 - PARENTAL LETTER OF CONSENT

Chadsgrove School



Dear Parent Carers,

As part of our PHSE Curriculum at Chadsgrove School, pupils in Key Stage 2 should have the opportunity to learn about Relationship and Sex Education (RSE) at a level appropriate to their developmental needs. The objective of RSE is to help and support young people through their physical, emotional and moral development. A successful programme can help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. Young adults with additional needs are often more vulnerable and we want to support them to develop an understanding of both socially acceptable and unacceptable behaviour from themselves and others.

Through the delivery of RSE at Chadsgrove, we are providing secure conditions, in familiar surroundings, with well-known friends and adults to make it easier to learn about these sensitive issues. When teaching RSE, staff will consider the level of maturity of each individual and ensure the lesson content is suitable to meet their needs.

There are some of the key areas that may be taught to your son/daughter this year. Please indicate with a tick the areas you consent to your child being taught. If you feel a certain area is not suitable for your son/daughter and would prefer them not to take part in these lessons, please indicate with a cross.

	Yes/No
Private body parts	
Puberty and changes	
How to deal with anxiety from puberty and body changes	
Recognising risks and protecting their bodies	
Human reproduction and pregnancy	

It is your right as a parent carer to withdraw your child from the sex education elements of the curriculum, however, the relationships education has now been made compulsory in schools from September 2020. If you would like some additional information before you make this decision, please do not hesitate to contact myself to discuss further.

Yours sincerely

PSHCE Co-ordinator

Pupil Name: _____ Class: _____

I consent to my son/daughter taking part in the RSE lessons indicated above

I am withdrawing my son/daughter from all sex education lessons

Parent Carer/Guardian Name: _____

Parent Carer/Guardian Signature: _____

Date: _____

Please return completed form to PSHCE Co-ordinator



Chadsgrove School

Telephone: 01527 871511

Email: office@chadsgrove.worcs.sch.uk

Web site: www.chadsgroveschool.org.uk

Meadow Road, Catshill, Bromsgrove, Worcs B61 0JL

Headteacher:

DEB RATTLEY

Dear Parent Carer,

As part of our PSHCE Curriculum at Chadsgrove School, pupils in Key Stages 4 and 5 should have the opportunity to learn about Relationship and Sex Education (RSE) at a level appropriate to their developmental needs. The objective of RSE is to help and support young people through their physical, emotional and moral development. A successful programme can help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. Young adults with additional needs are often more vulnerable and we want to support them to develop an understanding of appropriate relationships and behaviours.

Through the delivery of RSE at Chadsgrove, we are providing secure conditions, in familiar surroundings, with well-known friends and adults to make it easier to learn about these sensitive issues. When teaching RSE, staff will consider the level of maturity of each individual and ensure the lesson content is suitable to meet their needs.

Over the page are some of the key areas listed below that may be taught to your son/ daughter this year. Please indicate with a tick the areas you consent to your child being taught. If you feel a certain area is not suitable for your son/ daughter and would prefer them not to take part in these lessons, please indicate with a cross.



Chadsgrove School

Telephone: 01527 871511
 Email: office@chadsgrove.worcs.sch.uk
 Web site: www.chadsgroveschool.org.uk
 Meadow Road, Catshill, Bromsgrove, Worcs B61 0JL

Headteacher:
DEB RATTLEY

	Yes/ No
Private body parts	
Puberty and changes	
Sexuality	
Masturbation	
Human reproduction and pregnancy	
Responsibilities of parenthood	
Developing a clear understanding of the arguments for delaying sexual activity and resisting pressure	
Contraception and safe sex	
Sexually transmitted infections	
Monitoring health, sexual health and contraception	
Responsibility and the consequences of one's actions in relation to sexual activity	
Understanding the link between sex and relationship issues and other risk taking behaviours such as drugs, smoking and alcohol	
Understanding how the law applies to sexual relationships	
Explicit images	



Chadsgrove School

Telephone: 01527 871511
Email: office@chadsgrove.worcs.sch.uk
Web site: www.chadsgroveschool.org.uk
Meadow Road, Catshill, Bromsgrove, Worcs B61 0JL

Headteacher:
DEB RATTLEY

It is your right as a parent carer to withdraw your child from the sex education elements of the curriculum, however, the relationships education is compulsory in schools, since 2020. If you would like some additional information before you make this decision, please do not hesitate to contact myself to discuss further.

Yours sincerely

Deb Rattley

Head teacher

Pupil name: _____ Class: _____

I consent to my son/ daughter taking part in the RSE lessons indicated above

I am withdrawing my son/ daughter from all sex education lessons

Parent Carer Name: _____

Parent Carer signature: _____ Date: _____

Please return completed form to your class teacher.