



## **PSHE & RSE and Health Policy**

### **Potters Bar Clinic School**

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Author: **Janice Williams, HEADTEACHER**

Ratified by: **Nick Rose, Head of Education**

Elysium Children and Education (a division of Elysium Healthcare) is committed to promoting equality in all its activities. We aim to provide an environment free from discrimination and unfair treatment.

## **1. Introduction**

This document is produced for Potters Bar Clinic School, a school within Elysium Children and Education, a division of Elysium Healthcare.

At Potters Bar Clinic School, we understand the importance of educating pupils about sex, relationships and their health, for them to make responsible and well-informed decisions in their lives.

The teaching of RSE and health education can help to prepare pupils for the opportunities, responsibilities and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental and physical development of pupils at school and in the wider society.

We have an obligation to provide pupils with high-quality, evidence and age-appropriate teaching of these subjects. This policy outlines how the school's RSE and health education curriculum will be organised and delivered, to ensure it meets the needs of all pupils.

## **2. Legislation and Guidance**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- DfE 'Keeping Children Safe in Education' (latest version)
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2015) 'National curriculum in England: science programmes of study'
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Children and Social Work Act 2017

This policy operates in conjunction with the following school policies:

- Behavioural Policy
- SEND Policy
- E-safety Policy
- Equal Opportunities Policy
- Anti-Bullying Policy
- Child Protection and Safeguarding Policy

### **3. Roles and Responsibilities**

#### **3.1. The Management Committee is responsible for:**

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the RSE and health education curriculum is well-led, effectively managed and well-planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring that teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information to parents on the subject content and the right to request that their child is withdrawn.
- Ensuring RSE and health education is resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

#### **3.2. The Headteacher is responsible for:**

- The overall implementation of this policy.
- Ensuring all staff are suitably trained to deliver the subjects.
- Ensuring parents/carers are fully informed of this policy.
- Reviewing all requests to withdraw pupils from non-statutory elements of the RSE and health education curriculum.
- Discussing withdrawal requests with parents, and the child if appropriate, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, including the benefits of receiving the education.
- Ensuring withdrawn pupils receive appropriate, purposeful education during the period of withdrawal.
- Encouraging parents/carers to be involved in consultations regarding the school's RSE and health education curriculum.
- Reviewing this policy on an annual basis.
- Reporting to the management committee on the effectiveness of this policy and the curriculum.

#### **3.3. The PSHE Lead is responsible for:**

- Overseeing the delivery of RSE and health education in line with PSHE.
- Be the person responsible for delivering PSHE and RSE and Health Education lessons.
- Working closely with colleagues in related curriculum areas to ensure the RSE and health education curriculum compliments, and does not duplicate, the content covered in national curriculum subjects.
- Ensuring the curriculum is age-appropriate and of high-quality.
- Ensuring that lessons are chosen in line with the MDT guidance so that the programme of delivery is personalised to young people.
- To follow the year programme if there is no identified immediate need within the curriculum to teach young people.
- Reviewing changes to the RSE and health education curriculum and advising on their implementation.

- Monitoring the learning and teaching of RSE and health education, providing support to staff where necessary.
- Ensuring the continuity and progression between each year group.
- Helping to develop colleagues' expertise in the subject for anyone else teaching the subject
- Ensuring young people and any other colleagues teaching PSHE are provided with adequate resources to support teaching of the curriculum.
- Ensuring PBCS meets its statutory requirements in relation to RSE and health education.
- Leading staff meetings and ensuring all members of staff involved in the curriculum have received the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring the correct standards are met for recording and assessing pupil performance.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the Headteacher.

3.4. Subject teachers (primarily the PSHE Lead) are responsible for:

- Acting in accordance with, and promoting, this policy
- Delivering RSE and health education in a sensitive way and that is of a high-quality and appropriate for each year group.
- Ensuring they do not express personal views or beliefs when delivering the curriculum.
- Planning lessons effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content.
- Modelling positive attitudes to RSE and health education.
- Liaising with the SENDCo about identifying and responding to the individual needs of pupils with SEND.
- Liaising with the RSE and health education subject leader about key topics, resources and support for individual pupils.
- Monitoring pupil progress in RSE and health education.
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the DSL.
- Be mindful of the lessons and/or content that could trigger a young person due to their historical trauma, and plan for this.
- Responding appropriately to pupils whose parents have requested to withdraw them from the non-statutory components of RSE, by providing them with alternative education opportunities.

3.5. The SENDCo is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.

#### **4. Organisation of the RSE, PSHE and health education curriculum**

- 4.1. All schools providing secondary education are required to deliver statutory RSE and all state-funded schools are required to deliver health education.
- 4.2. For the purpose of this policy, “relationships and sex education” is defined as teaching pupils about developing healthy, nurturing relationships of all kinds, and helping them to understand human sexuality and to respect themselves and others.
- 4.3. For the purpose of this policy, “health education” is defined as teaching pupils about how they can make good decisions about their own health and wellbeing, and how physical health and mental wellbeing are interlinked.
- 4.4. The majority of the RSE and health education curriculum will be delivered through PSHE education, with statutory elements taught via the science curriculum.
- 4.5. The PSHE Lead will work closely with their colleagues in related curriculum areas to ensure the curriculum complements and does not duplicate the content covered in national curriculum subjects.
- 4.6. The curriculum has been developed in line with the DfE’s ‘Relationships Education, Relationships and Sex Education (RSE) and Health Education’ guidance.
- 4.7. PBCS will consider the context and views of the wider local community when developing the curriculum to ensure it is reflective of issues in the local area.
- 4.8. PBCS will consider the religious background of all pupils when planning teaching, to ensure all topics included are appropriately handled.

#### **5. Aims of PSHE curriculum**

The aims of the PSHE curriculum are as follows:

- Understand what constitutes a healthy lifestyle.
- Understand how to stay safe and behave online
- Understand the dangers they may face, both in and around school and beyond, and be provided with the means to keep themselves safe.
- Understand the law and consequences of risky behaviours.
- Develop responsibility and independence within school which they will take forward into society in their working lives.
- Respect other people, in particular, learning to respect the different cultural/ethnic/religious/gendered viewpoints of others in our school community and the wider world.
- Understand what constitutes ‘socially acceptable’ behaviour at school and in society.
- Be a constructive member of society.
- Understand democracy.
- Develop good relationships with peers and adults.
- Develop self-confidence, self-esteem and self-worth.
- Make positive, informed choices as they make their way through life.
- Understand that they have a right to speak up about issues or events, and to respect other’s right to do the same.

## 6. RSE Subject Overview

RSE will continue to develop pupils' knowledge on the topics taught at a primary level, in addition to the content outlined in this section. Young people will be taught the below subjects (sections 6-8) in sessions during PSHE; but Potters Bar Clinic School recognises that not all the subjects above can be taught in the time constraints of an admission.

In line with PBCS' personalised approach to learning, young people will have certain topics taught to them at certain stages during their admission in line with MDT guidance. This is to ensure that young people are taught particular topics that need to be taught in line with their current presentation and risks e.g. online safety being taught due to a young person accessing inappropriate media on section 17 leave.

### 6.1. Families

- That there are different types of committed, stable relationships.
- How these relationships might contribute to human happiness and their importance for bringing up children.
- What marriage is, including their legal status, e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.
- Why marriage is an important relationship choice for many couples and why it must be freely entered into.
- The characteristics and legal status of other types of long-term relationships.
- The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting.
- Determine whether other children, adults or sources of information are trustworthy.
- Judge when a family, friend, intimate or other relationship is unsafe, and recognise this in others' relationships.
- How to seek help or advice if needed, including reporting concerns about others.

### 6.2. Respectful relationships, including friendships

- The characteristics of positive and healthy friendships in all contexts (including online), including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationships.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- How stereotypes, particularly those based on sex, gender, race, religion, sexual orientation or disability, can cause damage, e.g. how they might normalise non-consensual behaviour.
- That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.

- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to seek help.
- The types of behaviour in relationships that can be criminal, including violent behaviour and coercive control.
- What constitutes sexual harassment and violence and why these are always unacceptable.
- The legal rights and responsibilities regarding equality, with reference to the protected characteristics defined in the Equality Act 2010, and that everyone is unique and equal.

#### 6.3. Online and media

- Their rights, responsibilities and opportunities online, and that the same expectations of behaviour apply in all contexts.
- About online risks, including that material shared with another person has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
- Not to provide material to others that they would not want shared further and not to share personal material which they receive
- What to do and where to get support to report material or manage issues online.
- The impact of viewing harmful content.
- That specifically sexually explicit material, e.g. pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
- That sharing and viewing indecent images of children is a criminal offence which carries severe penalties, including jail.
- How information and data is generated, collected, shared and used online.

#### 6.4. Being safe

- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based abuse and FGM, and how these can affect current and future relationships.
- How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn – this includes online.
- That there are many dangers both inside and outside of school and beyond and that they must be equipped with the means to keep themselves safe.

#### 6.5. Intimate and sexual relationships, including sexual health

- How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.
- That all aspects of health can be affected by choices they make in sex and relationships, positively and negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.
- The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for both men and women.

- The range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- That they have a choice to delay sex or enjoy intimacy without sex.
- The facts about the full range of contraceptive choices, their effectiveness and options available.
- The facts around pregnancy including miscarriage.
- That there are choices in relation to pregnancy, with legally and medically accurate, impartial information on all options including keeping the baby, adoption, abortion and where to get further help.
- How the different sexually transmitted infections (STIs) are transmitted, how risk can be reduced through safer sex and the importance of facts about testing.
- About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
- How the use of alcohol and drugs can lead to risky sexual behaviour.
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

## **7. PSHE Subject Overview**

In addition to the above, pupils will be taught:

### **7.1. Economic wellbeing and being a responsible citizen**

- To recognise, clarify and when necessary, challenge their own core values and how their values influence their choices
- About the law and consequences of certain behaviour, including violent crime and terrorist activity, on themselves and others, and strategies they can use to keep themselves safe outside of school.
- The knowledge and skills needed for setting realistic and challenging personal targets and goals (including the transition between key stages)
- The similarities, differences and diversity among people of different a race, culture, ability, disability, sex, gender identity, age and sexual orientation and the impact of stereotyping, prejudice, bullying, discrimination on individuals and communities
- About the potential tensions between human rights, British law and cultural and religious expectations and practices
- About the primacy of human rights; and how to access support for themselves or their peers safely if they have concerns about those rights being undermined or ignored
- About discrimination, how to respond when being discriminated against and responsibilities towards those who are experiencing discrimination
- To recognise that everyone has the same rights to opportunities in learning and work; to recognise and challenge stereotypes; and/or family or cultural expectations that may limit their aspirations
- About their own identity as a learner, differing styles of learning and to develop personal study, research and presentation and organisational skills

- To identify own strengths, interests, skills and qualities as part of the personal review and planning process, including their value to future employability
- Different types of work, including employment, self-employment and voluntary work; that everyone has a 'career'; their pathway through education and work
- About the laws and by-laws relating to young people's permitted hours and types of employment and how to minimise health and safety risks
- About different work roles and career pathways, including developing their own early aspirations
- About the labour market (including the diversity of local and national employment opportunities), learning options, skills, occupations and progression routes and about self-employment
- Which choices are available to them at the end of key stage 3/4, sources of information, advice and support, and the skills to manage this decision-making process
- The benefits of being ambitious and enterprising in all aspects of life
- About the skills and qualities required to engage in enterprise, including seeing opportunity, managing risk, marketing, productivity, understanding the concept of quality, cash flow and profit
- About attitudes and values in relation to work and enterprise (including terms such as 'customer service' and 'protecting corporate or brand image')
- About different types of business, how they are organized and financed
- To assess and manage risk in relation to financial decisions that young people might make.
- About gambling (including online) and its consequences, why people might choose to gamble and how the gambling industry encourages this
- To explore social and moral dilemmas about the use of money, including how the choices pupils make as consumers affect other people's economies and environments
- To evaluate their own personal strengths and areas for development and to use this to inform goal setting
- About the unacceptability of all forms of discrimination, and the need to challenge it in the wider community including the workplace
- To think critically about extremism and intolerance in whatever forms they take (including the concept of 'shame' and 'honour based' violence)
- To recognise the shared responsibility to protect the community from violent extremism and how to respond to anything that causes anxiety or concern
- About harassment and how to manage this (including in the workplace)
- How their strengths, interests, skills and qualities are changing and how these relate to future employability
- About the information, advice and guidance available to them and how to access it
- To further develop study and employability skills (including time management, self-organisation and presentation, project planning, team-working, networking and managing online presence)
- About the range of opportunities available to them for career progression, including in education, training and employment

- About changing patterns of employment (local, national, European and global)
- To take full advantage of any opportunities for work experience that are available
- About rights and responsibilities at work (including their roles as workers, and the roles and responsibilities of employers and unions)
- About confidentiality in the workplace, when it should be kept and when it might need to be broken
- To develop their career identity, including how to maximise their chances when applying for education or employment opportunities
- To recognise and manage the influences on their financial decisions, (including managing risk, planning for expenditure, understanding debt and gambling in all its forms)
- To be a critical consumer of goods and services (including financial services) and recognise the wider impact of their purchasing choices
- Their consumer rights and how to seek redress

## **8. Health Education**

### **8.1. Mental Wellbeing**

- How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
- That happiness is linked to being connected to others.
- How to recognise the early signs of mental wellbeing concerns.
- Common types of mental ill health, e.g. anxiety and depression.
- How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.
- The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

### **8.2. Internet safety and harms**

- The similarities and differences between the online world and the physical world, including the impact of unhealthy or obsessive comparison with others online, over-reliance on online relationships, the risks related to online gambling, how information is targeted at them and how to be a discerning consumer of information online.
- How to identify harmful behaviours online, including bullying, abuse or harassment, and how to report, or find support, if they have been affected by those behaviours.

### **8.3. Physical health and fitness**

- The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
- The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health.
- About the science relating to blood, organ and stem cell donation.

#### 8.4. Healthy eating

- How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

#### 8.5. Drugs, alcohol and tobacco

- The facts about legal and illegal drugs and their associated risks, including the link between drug use and serious mental health conditions.
- The law relating to the supply and possession of illegal substances.
- The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.
- The physical and psychological consequences of addiction, including alcohol dependency.
- Awareness of the dangers of drugs which are prescribed but still present serious health risks.
- The facts about the harms from smoking tobacco, the benefits of quitting and how to access the support to do so.

#### 8.6. Health and prevention

- About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
- About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
- The benefits of regular self-examination and screening.
- The facts and science relating to immunisation and vaccination.
- The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

#### 8.7. Basic first aid

- Basic treatments for common injuries.
- Life-saving skills, including how to administer CPR.
- The purpose of defibrillators and when one might be needed.

#### 8.8. Changing adolescent body

- Key facts about puberty, the changing adolescent body and menstrual wellbeing.
- The main changes which take place in males and females, and the implications for emotional and physical health.

### 9. Delivery of the curriculum

9.1. The majority of the RSE and health education curriculum will be delivered through the PSHE curriculum.

- 9.2. Through effective organisation and delivery of the subject, we will ensure that:
- Core knowledge is sectioned into units of a manageable size.
  - The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
  - Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.
- 9.3. RSE and health education complement several national curriculum subjects. Where appropriate, PBCS will look for opportunities to make links between the subjects and integrate teaching during the course of young people's admission.
- 9.4. The RSE and health education curriculum will be delivered by appropriately trained members of staff, utilising external agencies where required.
- 9.5. The curriculum will proactively address issues in a timely way in line with current evidence on pupil's physical, emotional and sexual development, in line with the MDT's decisions on topics that are pertinent at a point in time during admission.
- 9.6. RSE and health education will be delivered in a non-judgemental, age-appropriate, factual and inclusive way that allows pupils to ask questions in a safe environment.
- 9.7. Teaching of the curriculum reflects requirements set out in law, particularly in the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.
- 9.8. PBCS will integrate LGBTQ+ content into the RSE curriculum – this content will be taught as part of the overall curriculum, rather than a standalone topic or lesson. LGBTQ+ content will be approached in a sensitive, age-appropriate and factual way that allows pupils to explore the features of stable and healthy same-sex relationships.
- 9.9. All teaching and resources are assessed by the PSHE Lead to ensure they are appropriate for the age and maturity of pupils, are sensitive to their religious backgrounds and meet the needs of any SEND, if applicable.
- 9.10. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.
- 9.11. Inappropriate images, videos, etc. will not be used, and resources will be selected with sensitivity given to the age and cultural background of pupils.
- 9.12. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning.
- 9.13. Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programmes accordingly.
- 9.14. Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly.
- 9.15. The curriculum will be designed to focus on boys as much as girls and activities will be planned to ensure both are actively involved, matching their different learning styles.
- 9.16. Teachers will focus heavily on the importance of marriage and healthy relationships when teaching RSE, though sensitivity will always be given as to not stigmatise pupils on the basis of their home circumstances.
- 9.17. Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

9.18. In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide, especially in the nature of the low secure psychiatric hospital that we are in. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.

## **10. Curriculum Links**

10.1. PBCS seeks opportunities to draw links between RSE and health education and other curriculum subjects wherever possible to enhance pupils' learning.

10.2. PSHE, RSE and health education will be linked to the following subjects:

- Community Integration – pupils are provided with the knowledge, skills and understanding to help prepare them to play a full and active part in society, including an understanding of how laws are made and upheld and how to make sensible decisions.
- Science – pupils are taught about the main external parts of the body and changes to the human body as it grows, including puberty.
- ICT and computing – pupils are taught about how they can keep themselves safe online and the different risks that they may face online as they get older.
- PE – pupils can develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and lead healthy, active lives.
- PSHE – pupils learn about respect and difference, values and characteristics of individuals.

## **11. Working with Parents/Carers and the MDT**

11.1. PBCS understands that working with parents/carers is an important role in the successful delivery of PSHE/RSE. PBCS will ensure that material that young people study is communicated to parents and carers through IEP and CPA reports. The MDT will also be consulted with regarding any specific subjects young people should be studying in PSHE/RSE pertaining to their current presentation during their admission. This will be communicated to the PSHE lead through CPA meetings or individual conversations with the consultant psychiatrist.

11.2. When in communication with parents/carers (e.g. ward round IEP updates sent to parents every week via MDT; CPA's, weekly communication by key teachers), PBCS will provide:

- The curriculum content, including what will be taught and when.
- Examples of the resources the school intends to use to deliver the curriculum.
- Information about parents' right to withdraw their child from non-statutory elements of RSE and health education (which will be provided on the school website).

11.3. PBCS understands that the teaching of some aspects of the curriculum may be of concern to parents/carers.

11.4. If parents have concerns regarding RSE and health education, they may submit these via email to the Headteacher directly, or contact the school office to arrange a meeting with the Headteacher.

## **12. Working with External Agencies**

- 12.1. Working with external agencies can enhance our delivery of RSE and health education, and brings in specialist knowledge and different ways of engaging pupils.
- 12.2. External experts may be invited to assist from time-to-time with the delivery of the RSE and health education curriculum but will be expected to comply with the provisions of this policy.
- 12.3. PBCS will check the visitor/visiting organisation's credentials of all external agencies.
- 12.4. PBCS will ensure the teaching delivered by the external expert's fits with the planned curriculum and provisions of this policy.
- 12.5. PBCS will discuss with the visitor the details of how they intend to deliver their sessions and ensure the content is age-appropriate and accessible for all pupils.
- 12.6. PBCS will request copies of the materials and lesson plans the visitor will use, to ensure it meets the full range of pupils' needs.
- 12.7. PBCS and the visitor will agree on how confidentiality will work in any lesson and that the visitor understands how safeguarding reports must be dealt with in line with the school's Child Protection and Safeguarding Policy.
- 12.8. PBCS will use visitors to enhance teaching by an appropriate member of teaching staff, not to replace teaching by those staff.

## **13. Withdrawal from Lessons**

- 13.1. Parents/carers have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE.
- 13.2. Parents/carers do not have a right to withdraw their child from the relationships or health elements of the programmes.
- 13.3. Requests to withdraw a child from sex education will be made in writing to the Headteacher.
- 13.4. Before granting a withdrawal request, the Headteacher will discuss the request with the parents/carers and, as appropriate, the child, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum.
- 13.5. The Headteacher will inform parents/carers of the benefits of their child receiving RSE and any detrimental effects that withdrawal might have.
- 13.6. Following discussions with parents/carers, the school will respect the parents' request to withdraw their child up to and until three terms before the child turns 16. After this point, if the child wishes to receive RSE rather than be withdrawn, the school will make arrangements to provide the child with RSE.
- 13.7. Pupils who are withdrawn from RSE will receive appropriate, purposeful education during the full period of withdrawal.
- 13.8. For requests concerning the withdrawal of a pupil with SEND, the Headteacher may take the pupils' specific needs into account when making their decision.

## **14. Equality and Accessibility**

14.1. PBCS will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against pupils because of their:

- Age
- Sex
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership
- Sexual orientation

14.2. PBCS will consider the backgrounds, gender, age range and needs of its pupils and determine whether it is necessary to put in place additional support for pupils with the above protected characteristics.

14.3. PBCS understands that pupils with SEND are entitled to learn about RSE and health education, and the curriculum will be designed to be inclusive of all pupils.

14.4. PBCS is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND – teachers will understand that they may need to liaise with the SENDCo and be more explicit and adapt their planning or work to appropriately deliver the curriculum to pupils with SEND.

14.5. Where there is a need to tailor content and teaching to meet the needs of pupils at different developmental stages, PBCS will ensure the teaching remains sensitive, age-appropriate, developmentally appropriate and is delivered with reference to the law.

14.6. PBCS will be actively aware of everyday issues such as sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture within which these are not tolerated. Any occurrences of such issues will be identified and tackled promptly.

## **15. Safeguarding**

15.1. All pupils will be taught about keeping themselves safe, including online, as part of a broad and balanced curriculum.

15.2. Teachers will understand that some aspects of PSHE/RSE may lead to a pupil raising a safeguarding concern, e.g. disclosing that they are being abused, and that if a disclosure is made, the DSL will be alerted immediately.

15.3. Pupils will be made aware of how to raise their concerns or make a report, and how their report will be handled – this includes the process for when they have a concern about a peer.

- 15.4. All staff are aware of what constitutes peer-on-peer abuse. This is likely to include, but may not be limited to, the following:
- Bullying (including cyberbullying).
  - Physical abuse, e.g. hitting, kicking, hair pulling.
  - Sexual violence, e.g. rape, assault by penetration and sexual assault.
  - Sexual harassment, e.g. sexual comments, online sexual harassment, jokes. These may be stand-alone or part of a broader pattern of abuse.
  - Up skirting (taking a picture under a person’s clothes without their awareness, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause humiliation, distress or harm
  - Sexting
  - Initiation/hazing type violence and rituals.
- 15.5. All staff are aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include:
- Increased absence from school, changes in friendships/relationships with older individuals or groups, a significant decline in performance.
  - Signs of self-harm or a significant change in wellbeing.
  - Signs of assault or unexplained injuries.
  - New possessions or unexplained gifts could indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.
- 15.6. All staff are aware of the associated risks surrounding pupils’ involvement in serious crime, and understand measures in place to manage these.
- 15.7. If staff have concerns regarding a child who may be at risk of or suffering from ‘honour-based’ abuse (HBA) including forced marriage, they will speak to the DSL (or deputy). Where appropriate, they will activate local safeguarding procedures. As highlighted with section 74 of the Serious Crime Act 2015, in cases where FGM appears to have been carried out, teachers must personally report this to the police.
- 15.8. Staff are aware of KCSIE advice concerning what to do if a pupil informs them that they are being abused or neglected or are witnessing abuse. Staff are also aware of the appropriate levels of confidentiality. This means only involving those deemed necessary, such as the DSL (or deputy) and children’s social care. Staff must never promise a child that they will not tell anyone about a report of abuse, as this ultimately may not be in the best interests of the child.
- 15.9. The school will involve the DSL (or deputy) in anything related to safeguarding. They can potentially provide knowledge of trusted, high quality local resources, links to the police and other agencies, and the knowledge of local issues that may be appropriate to address in lessons.
- 15.10. Every lesson reinforces that, if pupils have any sensitive/personal issues or wish to talk about any of the issues raised in the lesson; they are aware of how to raise concerns or make reports to their PSHE teacher or another member of staff about this, and how this will be handled. This also includes processes when they have concerns about a friend or peer.
- 15.11. PBCS invites external agencies to support the teaching of safeguarding-related subjects – they must agree in advance of the session how the external visitor will deal with safeguarding reports.

## **16. Training**

- 16.1. Training will be provided by the RSE and health education subject leader to the relevant members of staff on a termly basis to ensure they are up to date with the RSE and health education curriculum.
- 16.2. Training will also be scheduled around any updated guidance on the curriculum and any new developments, such as “sexting”, which may need to be addressed in relation to the curriculum.
- 16.3. Appropriately trained staff will be able to give pupils information on where and how to obtain confidential advice, counselling and treatment, as well as guidance on emergency contraception and their effectiveness.

## **17. Monitoring quality**

- 17.1. The PSHE Lead is responsible for monitoring the quality of teaching and learning for the subject.
- 17.2. The PSHE Lead will conduct subject assessments on a termly basis, which will include a mixture of the following:
  - Self-evaluations
  - Lesson observations
  - Feedback forms
  - Learning walks
  - Work scrutiny
  - SLP scrutiny
- 17.3. The PSHE Lead will create half termly subject reports for the Headteacher and SLT to report on the quality of the subjects.
- 17.4. The PSHE Lead will work regularly and consistently with the SLT to evaluate the effectiveness of the subjects and implement any changes.

## **18. Monitoring and Review**

- 18.1. This policy will be reviewed by the Headteacher in conjunction with the PSHE Lead on an annual basis.
- 18.2. Any changes needed to the policy, including changes to the programmes, will be implemented by the Headteacher.
- 18.3. Any changes to the policy will be clearly communicated to all members of staff and, where necessary, parents and pupils, involved in the RSE and health education curriculum



## **Appendix 1: Email to parents/carers communicating compulsory RSE withdrawal from lessons**

RE: RSE and Health Education at Potters Bar Clinic School

Dear parent/carers,

Government guidelines outline that, from the age of 11, it is compulsory for all schools to provide an RSE and health education curriculum.

At Potters Bar Clinic School, we believe that it is important to provide our pupils with a thorough and balanced curriculum, including age-appropriate information about sex and relationships.

The details of what will be taught to the various year groups are detailed in Potters Bar Clinic School's PSHE & RSE Policy, which can be accessed on our school website, via email from your child's key teacher, or in hard copy via our school office.

Though schools must provide RSE and health education for pupils from the age of 11, up until the age of 19, only aspects of the science national curriculum are compulsory for pupils to learn. Therefore, as parents, you are entitled to request that your child be removed from sex education lessons up to and until three terms before they turn 16-years-old. After that point, if your child wishes to receive sex education, PBCS will make arrangements to provide them with sex education during one of those terms.

Requests for withdrawal should be submitted in writing to myself, the Headteacher, who will discuss this with you and your child's teacher, and determine an appropriate substitute for these lessons. In most instances, children will be provided with self-directed reading or exercises which they can complete under the supervision of a trainee teacher.

If you have any concerns or queries about your child's participation in these lessons, please do not hesitate to contact either myself or your child's class teacher to discuss these.

Yours sincerely,

Headteacher, Potters Bar Clinic School