

PORG International School

PSHE/RSE Policy

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Introduction

This policy outlines PORG International School's approach to statutory Relationships Education and non-statutory Sex Education. We have based our school's relationships and sex education policy on the statutory guidance document "Relationships and Sex Education (RSE) and Health Education" (DfE, 2019) and the PSHE Association's supplementary guidance "Writing your School's Relationships and sex education (RSE) policy" (PSHE Association, September 2018).

The teaching of Sex Education in primary schools remains non-statutory, except for the elements of sex education contained in the science curriculum, including the main external body parts, the human life cycle (including puberty) and reproduction in some plants and animals. Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included in PSHE education lessons. Before moving to secondary school, the transition phase must support pupils' ongoing emotional and physical development effectively. Relationships Education is defined as teaching about the basic building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults.

Ethos

PSHE/RSE is underpinned by the ethos and values of PORG International school as reflected in our whole school aims, particularly; "learn for life, look after yourself, work for each other and be yourself". Our vision is to create a positive, safe and stimulating environment in which all members of the school community learn and grow in confidence, knowledge and skills.

RSE is lifelong learning about personal, physical, moral and emotional development. It is set in the context of clear values about the understanding of the importance of stable and loving relationships, respect, love and care, for family life.

Aim

We aim to provide relevant RSE to meet pupils' needs, depending on their age and stage of personal development. For this reason, we regularly review the RSE

curriculum to evaluate its effectiveness and will inform parents of any revisions to the school policy or curriculum as required. Teachers will continually reflect on the effectiveness of our PSHE provision, and the PSHE Lead will gather staff views. Pupils' exercises may also be used to inform reviews and updates to planning, resources and activities. The Principal meets regularly with the PSHE lead to review and develop the action plan. The Principal reports any findings and recommendations to the governor, as necessary, if the policy needs modification.

Through PSHE topics, we aim to provide children with the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. In providing children with an understanding of healthy and respectful relationships and appropriate boundaries, we consider effective RSE to be a fundamental part of our approach to supporting pupils to grow into confident, caring, responsible and respectful young citizens.

Publication

This policy is updated annually and is published to all staff and volunteers. The PORG International School PSHE/RSE policy is available to school personnel, teaching and non-teaching staff, pupils and parents on the school website.

Overview of this policy

- Roles and responsibilities.
- The PSHE/RSE Curriculum.
- Equalities and diversity.
- Staff support and training.
- Link with other policies.

Roles and responsibilities

Relationship and Sex Education (RSE) forms part of the Personal, Social, Health and Economic (PSHE) education curriculum in our school. PSHE lessons are taught by class teachers or Social Study teachers supported by expert visitors as appropriate and where necessary. Teaching staff receive training in the delivery of the RSE curriculum through dedicated staff meetings or online follow-up PSHE Association training programmes. As a school, we know the primary responsibility for providing children's RSE lies with parents and carers. We recognise the need to work with parents and carers to ensure a shared understanding of RSE and to deliver an effective programme that meets the needs of our pupils.

The governing board

The governing board will approve any significant changes to the PSHE policy and hold the principal to account for its implementation.

Principal, class teachers and staff

The principal will be responsible for ensuring that PSHE is taught consistently across the school, and for the implementation and day-to-day management of the policy and procedures. Class teachers and staff will be responsible for ensuring that the policy and procedures are followed. Mutual support amongst all staff in the implementation of the policy is essential.

Class teachers and staff are responsible for sensitively delivering PSHE without letting their personal beliefs influence their teaching. They should report to the PSHE lead and the principal if they feel that their personal beliefs may make it difficult to teach any aspect of the PSHE curriculum and ask for additional training/support if they find any aspect difficult to teach.

- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding sensitively to the needs of individual pupils

Children

Children are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

Parents and carers

We recognise that parents and carers are the primary providers of RSE for their children. Our RSE curriculum is designed to support and complement this. We aim to build a positive and supportive relationship with parents and carers through mutual understanding, trust and co-operation. In promoting this we will:

- inform parents about the school's RSE policy and practice
- provide opportunities to view videos, lesson plans and resources used in the RSE programme
- answer any questions that parents may have about RSE for their child
- take seriously any issues or concerns that parents raise

Parents and carers who wish to exercise their right to withdraw their child from non-statutory sex education should talk with the class teacher, the PSHE coordinator or the head teacher, who will explore any concerns and discuss the resources being used.

Where parents still wish to withdraw their child from non-statutory sex education lessons, this request will be recorded and suitable alternative arrangements will be made for pupils during relevant lessons. The issue of withdrawal will be handled as sensitively as possible. Parents should also understand that the decision to remove their child from these lessons means that they will assume responsibility for talking to their children about any related sex education themes covered outside of Curriculum Science.

The PSHE/RSE Curriculum

Effective Relationships & Sex Education can significantly contribute to developing the personal skills needed by children if they are to establish and maintain positive, healthy relationships. It also enables young people to make responsible and informed decisions about their health and well-being. At PORG International School, we use the PSHE Association Scheme of Work for PSHE. We have selected this scheme as we feel it fulfils our pupils' needs and meets our obligations to provide statutory Relationships and Health Education. The content of this policy, as well as our PSHE curriculum, has been developed in relation to the needs of our children and in consultation with school staff and Governors. We believe that this process ensures that the curriculum we

provide for our pupils is reflective of the requirements placed upon us and also of the needs of our school community.

There are close links with other subjects, such as Science and/or Computing, where online safety is also taught. Many aspects of PSHE are also taught or revisited through whole school assemblies. Some aspects of PSHE are delivered via class discussions or a planned community circle time to meet the class's needs or to respond to something that has happened.

PSHE/Relationships Education is taught also as part of Social Studies. As part of study, children will be taught what a relationship is; the different types of relationships they might have, e.g. with family members, friends, and other adults; the importance of healthy and secure relationships to wellbeing; what constitutes a healthy relationship, in person and online; how to set and observe appropriate boundaries in relationships; how to recognise when a situation is unsafe; strategies for dealing with situations that they find uncomfortable or that are unsafe; and sources of help and advice.

The PORO International PSHE curriculum overview (statutory and non-statutory) is attached for parents to view as part of this policy. More detailed elements of each area can be shared on request.

In each year group, lessons will recap the content of previous years as a reminder and to allow for children to "catch up" if they were not present for the previous year's lessons. We recognise that children in younger year groups may ask questions that cannot be answered without reference to content from older year groups. Should this occur, we will respond by telling them that they will learn about that when they are older. Where appropriate, we will also follow up on this question with parents and carers.

We believe that teaching this additional content to pupils will ensure that they are better prepared for the transition to secondary school and also support their personal and social development as they grow into young adults.

We will follow the PSHE Association Guidance to ensure that we teach PSHE safely and sensitively.

Delivery

All elements of our Relationships & Sex Education programme will be delivered in an age-appropriate and sensitive manner as part of our regular timetabled PSHE education programme. RSE is delivered predominantly by class teachers or Social Study teachers in mixed-gender groups, other than when it is deemed more appropriate for topics to be covered in single-sex groups; this will be decided by the class teacher after discussion with the subject lead. Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside the school may be invited to contribute to the delivery of RSE in school. All visitors will be familiar with and understand the school's RSE policy and be expected to work within it.

Teaching and learning strategies

We aim to provide an environment and atmosphere for RSE where pupils feel safe, relaxed, unintimidated, and focused; and where they have confidence and trust in the knowledge, ability and skills of staff in school. This ensures that both pupils and staff feel fully confident in engaging in age-appropriate discussions around potentially sensitive topics and themes. To provide clarity and create a safe learning environment, at the beginning of each session, a set of ground rules will be agreed by the class based on a school-wide template.

As a minimum, ground rules are likely to include the following basic guidelines:

- Listen politely to each other.
- Everyone gets a turn - if they want one.
- Respect everybody's contribution.
- No personal information - no names.
- No personal questions.
- No making fun.
- An age-appropriate rule around confidentiality and safeguarding

Children and teachers are free to suggest and agree on further ground rules as appropriate to the topic of each lesson. Other teaching and learning strategies utilised in RSE (and across the PSHE curriculum) to establish a safe learning environment include the following techniques:

- Using 'distancing' techniques such as role play, case studies, videos etc. to depersonalise sensitive issues.
- Anonymous question boxes. These can help children to have the confidence to ask sensitive questions, and they provide an opportunity for teachers to pre-empt questions that might not be age appropriate or that might raise safeguarding or child protection concerns.

- It will be emphasised to children that any voluntary sharing of information should be anonymous (for example “someone I know...” rather than “I” or naming names). Should personal questions be asked of either children or staff, children will be reminded that the ground rules for RSE prohibit personal questions. Although staff may draw on their personal experiences to answer certain questions, for example around menstruation, this should always be depersonalised and discussed in third person rather than first person.

Managing difficult questions

During both formal and informal PSHE/RSE sessions, pupils are encouraged to ask questions. Any questions from pupils are answered according to the age and maturity of the children concerned and if the teacher delivering the session deems it appropriate to answer.

Teachers will:

- Use specific ground rules for this work, which will clarify boundaries for children/young people and mitigate disclosures in class.
- Clarify that personal questions should not be asked.
- Clarify that pupils should not give out personal information in class but speak to someone they trust after the lesson, e.g. school nurse, teacher, or pastoral staff.

In some lessons, an anonymous question box may be used to allow children to ask questions about potentially sensitive or embarrassing topics. Teaching staff will endeavour to answer questions as openly as possible, but if faced with a question they do not feel comfortable answering within the classroom or that is not age-appropriate (or within the school’s RSE policy), provision may be made to address the individual child/young person’s requirements. The school believes that individual teachers must use their professional skills and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned about any question from a safeguarding perspective. If a teacher does not know the answer to a question or if a question is inappropriate, this should be acknowledged, and if considered necessary, this may be followed up outside of the classroom environment with individual pupils.

Children may also be signposted back to parents/carers who are responsible for talking to their children about sensitive matters. We will also encourage parents to speak with the school if they have any questions or queries and if they would like

advice on supporting their child better and continuing learning outside of the classroom.

Equalities and Diversity

In PORG International School, each child is valued, and we provide equal opportunity for all pupils to maximise their potential regardless of age, sexual orientation, gender, race, colour, religion or disability. Planning and resources are reviewed to ensure they comply with equalities legislation and the school's equal opportunities policy. All RSE is taught without bias and in line with legal responsibilities such as those in the Equality Act (2010). Topics are presented using a variety of views and beliefs so that children are able to form their own informed opinions but also respect others that may have different opinions. The personal beliefs and attitudes of staff delivering RSE will not influence teaching the subject in school. In our school, we seek to recognise and embrace the diverse nature of our community.

We aim to value and promote ethnic, religious, and cultural diversity as part of modern the world. We will explore different cultural beliefs and values, encourage activities that challenge stereotypes and discrimination, and present children with accurate information based on the law. We will use a range of teaching materials and resources that reflect the diversity of our community and encourage a sense of inclusiveness. We do not use RSE to promote any form of sexual orientation.

Staff support and training

The PORG International School believes in the importance of appropriate staff training to enable staff to deliver effective RSE. The PSHE Lead will access courses or inset opportunities to assist staff involved in the delivery of RSE following the School Improvement Plan.

Link with other policies

- Antbullying Policy.
- Behaviour Policy.
- Complained Policy.
- Computing policy.
- Curriculum Policy.
- Safeguarding Policy.

IMPORTANT CONTACTS

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