

Personal, Social and Health Education



RIVERSIDE BRIDGE SCHOOL
'EXCELLENCE FOR ALL'



Partnership Learning

Ratified by Governors: March 2021

To be reviewed: September 2023



Riverside Bridge School

PERSONAL, SOCIAL AND HEALTH EDUCATION POLICY

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Headteacher: Mrs K Cerri
kice@riverside.bardaglea.org.uk
Ext: 201060

Deputy Headteacher: Ms L Amri
leam@riverside.bardaglea.org.uk
Ext: 201100

Assistant Headteacher: Mrs H Clark
hecl@riverside.bardaglea.org.uk
Ext: 201123

Miss C O'Keefe
chke@riverside.bardaglea.org.uk
Ext: 201008

PERSONAL, HEALTH AND SOCIAL EDUCATION

1.0 INTRODUCTION

What is PSHE?

PSHE helps pupils to develop the knowledge, skills and attributes they need to manage many of the critical opportunities, challenges and responsibilities they will face as they grow up and in adulthood.

By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, an effective PSHE programme can tackle barriers to learning, raise aspirations, and improve the life chances of the most vulnerable and disadvantaged pupils.

There is evidence to show that PSHE education can address teenage pregnancy, substance misuse, unhealthy eating, lack of physical activity, and emotional health. The skills and attributes developed through PSHE education are also shown to increase academic attainment and attendance rates, particularly among pupils eligible for free school meals, as well as improve employability and boost social mobility.

Statutory Duties

Under section 78 of the Education Act 2002 and the Academies Act 2010, schools must provide a 'balanced and broadly-based curriculum' which promotes 'the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life'.

PSHE education makes a major contribution to schools fulfilling this duty.

Schools also have duties in relation to promoting pupil well-being and pupil safeguarding (Children Act 2004) and community cohesion (Education Act 2006). In the statutory guidance on Keeping Children Safe in Education, the Department for Education states that 'schools should consider how children may be taught about safeguarding, including online, through teaching and learning opportunities. This may include covering relevant issues through PSHE...'

Relevant issues which may be covered in PSHE education include: child sexual exploitation and other forms of abuse, sharing of sexual images, the impact of online pornography on pupils, the dangers of extremism and radicalisation, forced marriage, honour-based violence and female genital mutilation.

The Equality Act 2010 also places duties on schools not just to address prejudice-based bullying but also to help to prevent it happening, and in doing so to keep protected characteristic groups safe. PSHE education, with its focus on identity and equality, can help schools to fulfil this duty.

PSHE at Riverside Bridge School

Personal, Health and Social Education underpins life at Riverside Bridge School. Pupils' attitudes to themselves and each other must be healthy if effective learning is to take place.

The emphasis is on encouraging individual responsibility, awareness and informed decision-making to promote healthy lifestyles.

Our Growth Curriculum aims to provide opportunities for all pupils to learn and achieve. It promotes pupil's spiritual, moral, social and cultural development as well as British Values and prepares all pupils for the opportunities, responsibilities and experiences of life.

PSHE reinforces the school's vision and values:

- a thriving, purposeful learning community where adults and children work together in an environment planned for high quality teaching and learning.
- a welcoming and open community where all those involved in the successful development of children, parents and families first, then school staff, governors and other professionals work closely together for school improvement.

Our school aims for all pupils are that:

- they should be safe, secure and happy in school;
- they have equal access to the curriculum, regardless of ability, gender, race or religion;
- they develop an appreciation of the importance of responsible behaviour, courtesy and consideration of others;
- and that children's spiritual, moral, social and cultural development is promoted in order to prepare them to become valued members of an ever-changing, multi-cultural society.

2.0 AIMS OF THE POLICY

- To provide all pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community;
- To prepare all pupils for the opportunities, responsibilities and experiences of later life;
- To encourage all pupils to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities;
- To support all pupils to become active citizens within their local community;
- To support all pupils in recognising their own worth and others';
- To allow all pupils to acknowledge and appreciate difference and diversity;
- To enable all pupils to become increasingly responsible for their own learning;
- To help all pupils to reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up;
- To show all pupils how to make and act on informed choices and decisions and respond to challenge;;
- To enable all pupils to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.
- To enable all pupils to have a sense of purpose;
- To support all pupils to be positive and active members of a democratic society;
- To provide all pupils with a toolkit for understanding and managing their and others' emotions;
- To support all pupils to form and maintain healthy and positive relationships;
- To help all pupils to identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online;

- To prepare all pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene;
- To create for all pupils a positive culture around issues of sexuality and relationships;
- To help all pupils to become healthy and fulfilled individuals by promoting the mental and physical development of all pupils.
- To help all pupils to develop feelings of self-respect, confidence and empathy;
- To teach all pupils the correct vocabulary to describe themselves and their bodies;
- To teach all pupils to understand what constitutes a safe and healthy lifestyle;
- To provide all pupils with a framework in which sensitive discussions can take place;

3.0 TEACHING AND LEARNING

PSHE, which is delivered throughout all our Curriculum Areas of Development, supports children to be healthy, active and lead fulfilling lives.

Pupils learn to respond positively to challenges, solve problems, handle risks and develop self-confidence. It lays the foundations for long term well-being and contributes to children's spiritual, moral, social and cultural development (SMSC).

Pupils develop an awareness of what is acceptable and unacceptable behaviours towards their peers within social situations and how to manage the relationships they form with others; they learn about their place in society and their responsibilities both as individuals and as members of their communities.

Pupils also learn about their changing bodies, caring for and looking after their bodies; and as they become more confident children and develop a growing self-awareness, they learn to make informed decisions that will enable them to lead happy and healthy lives and they use their pupil voice to influence decisions - thus experiencing all aspects of British Values.

We also strive to prepare our pupils for the next stage in life, whether that be the next part of their education or ultimately the work place. This is why our work-related learning curriculum spread from Reception to Year 11, creating opportunities for our pupils to learn about finance as well as careers.

Pupils have numerous opportunities within our Curriculum Areas of Development to develop vital skills through everyday experiences which may be planned through specific lessons to ensure breadth and depth of learning at an appropriate level but also often arise incidentally.

Enrichment activities include educational visits, outdoor learning experiences as well as structured and unstructured playtimes which provide opportunities for movement breaks, peer interaction, social relationship development, and physical fitness. Access to a range of cultures, faiths and traditions are also provided to all pupils through religious festivals and celebrations.

3.01 Personal Development

Personal Development
How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts
How to manage own and others' emotions and behaviours
How to recognise and manage emotions within a range of relationships

How to recognise risky or negative relationships including all forms of bullying and abuse
How to respond to risky or negative relationships and ask for help
How to respect equality and diversity in relationships

3.02 Social Development

Communication and Interaction

How to interact with staff and peers
How to communicate information appropriately
How to communicate preferences and make choices
How to practise appropriate behaviour in different situations
How to identify difficulties and ask for help

Engagement & Learning

How to respect and protect the environment

Independence and Community Interaction

Where money comes from, how to keep it safe and how to manage it effectively
How money plays an important part in people's lives

Personal Development

How to behave and act responsibly and respectfully in different environments
What are the rights and responsibilities as members of families, communities and ultimately as citizens
How to respect equality and be a productive member of a diverse community

3.03 Health Development

Healthy Living

How to follow routines including classroom routines and personal care routines
What is meant by a healthy lifestyle
How to maintain physical, mental and emotional health and well-being
How to manage risks to physical and emotional health and well-being
How to keep physically and emotionally safe
How to manage change, such as puberty, transition and loss
How to make informed choices about health and well-being and to recognise sources of help with this
How to respond in an emergency

Confidentiality

Confidentiality for children and young people cannot and must not be guaranteed by staff. The boundaries of confidentiality should be made clear to pupils. If a pupil discloses sensitive information which the child asks not to be passed on. All staff have the duty to fulfil their professional responsibilities in relation to:

- child protection. (It is the responsibility of every member of staff to know and abide by the school's child protection procedures. If any member of staff has a concern about the safety of a pupil these must be recorded and passed to the Safeguarding Team.

- co-operating with a police investigation.
- referral to external services.

Answering Sensitive Questions

Staff must be careful to ensure that their personal beliefs and attitudes do not influence the teaching and support of PSHE. To this end ground rules have been agreed to provide a common values framework within which to teach and support.

There must also be clear parameters as to what will be taught in whole class setting and what will be dealt with on an individual basis.

Staffs should set the tone so that issues are discussed in a sensitive, sensible and matter-of-fact way.

Staff should not be drawn into providing more information than is appropriate to the age of the pupil.

Staff should listen to pupil but not lead or further question the pupil, in line with the school's child protection guidelines.

If a member of staff is concerned that a pupil is at risk of harm this needs to be reported immediately to the Safeguarding Team and the usual child protection procedures followed.

3.04 Pupils Well-Being and Mental Health

At Riverside Bridge School, we recognise that emotional health and mental well-being is everyone's responsibility within the school and is therefore embedded within the culture and ethos of the whole school. A wealth of strategies and interventions are available to enhance all pupils' social, emotional and mental wellbeing, as well as those pupils exposed to more severe or multiple risks. This incorporates the whole school Total Communication approach, as well as ensuring that all pupils' basic needs are met to ensure that they are happy and safe.

The first line of response is in the classroom with the class team; both teachers and co-educators. Our staff are encouraged to provide social and emotional support to all pupils as this is key for effective learning so as needs arise pupils will be given time and space to work through problems with trusted adults.

Pupils understand that we are a caring school who will listen and know they can talk to a wide range of adults because all relationships are based on trust and mutual respect. Our pupils feel secure in coming and talking to the Senior Leadership Team, teachers or co-educators when they need to talk. Parents also have close relationships with the school and the open door policy ensures parents share relevant information which may be affecting children's personal, social and emotional behaviour.

The majority of the support available to all pupils is planned for as part of our curriculum and everyday classroom provision. This level of support focuses on primary prevention and aims to develop the social, emotional and mental well-being competencies of all pupils either individually or as a group. All such strategies are provided for by the class teams according to each pupil's individualised needs with input and support from other relevant school staff when and where necessary.

More formal teaching of emotional health and mental well-being as well as resilience building will be delivered where appropriate as part of the PSHE provision.

Class teams endeavour to work together with parents and carers in order to share information that ensures the emotional health and mental well-being of the pupils are best supported.

Some children, who may have more complex or enduring emotional health or mental well-being needs and/or who have experienced difficult life experiences such as bereavement, parental ill-health, family breakdown or moving into care, may be more at risk than others of developing social, emotional or mental well-being difficulties. Whilst the needs of these pupils remain embedded within the universal support available to all pupils across school; pupils who are displaying the early signs of emotional health or mental well-being difficulties may also require additional levels of support. For those pupils, staff may deliver specific 1:1 or small group strategies and/or interventions to support such individualised needs. If some of those pupils continue to struggle, the involvement of external appropriately qualified professionals such as the Educational Psychologist may be required.

3.05 Bullying

Due to our pupils' wide range of complex needs, we understand that bullying in this context can have additional subtleties and raise issues that are in themselves complicated to resolve. Not all pupils will recognise bullying behaviour if they experience it; equally not all pupils would recognise their own behaviour as bullying towards another individual. Cognitive understanding and communication impairment are strong factors in how/what the children and young people communicate. In addition, not all aggressive behaviour is bullying; behaviour which appears to be bullying, may be exhibited by some children without the intention or awareness that it causes distress. Some individuals may feel they are being bullied, even when there is no intention from others to cause them distress. Such perceptions of bullying should nevertheless be taken seriously as a reflection of the individual's vulnerability. As such, the school uses a range of strategies to support the children/young people to understand what is meant by bullying and how to resolve any bullying situation. Pupils who are being bullied may show changes in behaviour, such as becoming shy, nervous, feigning sickness, refusing to come to school, clinging to adults, refusing to remain in class. It is important that all school staff are alert to the signs of bullying and act promptly and firmly against any form of bullying in line with the roles and responsibilities listed below.

If we can successfully tackle bullying, we can have a significant impact on the emotional health and wellbeing of all pupils and staff. Being emotionally well is just as important as being physically fit. In the same way as keeping fit physically can help to prevent illness, being emotionally resilient helps prevent emotional difficulties and mental illness, and it can increase the capacity of a child or young person to learn.

The Bridge Buddies Team was created in order to support pupils as and when bullying incidents occur. The incidents will be recorded via our online Behaviour and Safeguarding system - Sleuth. The behaviour lead and safeguarding team receive the reports where bullying has occurred and will then identify a member of the Bridge Buddies Team to work with the pupils (both victims and bullies themselves) within allocated time slots. The aim is that all people that have experienced bullying, will have a safe space and protected time with a peer or member of staff they feel comfortable with, in order to speak openly.

4.0 MONITORING AND EVALUATION

Provision in respect of promoting SMSC development is reviewed regularly as part of the curriculum monitoring and evaluation cycle.

This will be achieved by:

- monitoring of planning, and teaching and learning by the Senior Leadership Team;
- regular discussions at staff and governors' meetings;
- audit of the policies around the curriculum content and delivery;
- review of the delivery and impact of the Growth curriculum;
- sharing of classroom work and practice;
- scrutiny of pupils' work.

Appendix Relationships and Sex Education Policy

1.0 INTRODUCTION

Relationships and Sex Education (RSE) Guidance from the DfE in 2000 provides the following definition: “It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.”

RSE is lifelong learning to help and support our pupils through their personal, physical, moral and emotional development in partnership with the pupil’s parents and carers. It is about the understanding of the importance of family life, stable and loving relationships, respect and responsibility, love and care. It is also about the teaching of sex, sexuality and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

The Relationship Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.

The new 2020 guidance states that Relationships and Sex Education should promote equal, safe and enjoyable relationships and be taught in a way which fosters LGBT and gender equality, in line with the Equalities Act 2010. Relationships and Sex Education is defined 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.

Riverside Bridge School would like to emphasise that by providing comprehensive RSE we are not encouraging pupils to become sexually active. The aim of this policy is to ensure that the right provision is in place so that pupils may have all the background knowledge they need to make informed decisions and responsible choices as they grow up.

Riverside Bridge School also aims to raise pupils’ self-esteem and confidence, trying to develop communication, independence and assertiveness skills that can help them stay true to their values if challenged by others, their peers or what they see in the media or online.

We teach pupils to be accepting and respectful of different beliefs, cultures, religions, sexual orientations, physical and mental abilities, backgrounds and values of those around them. We want our pupils to lead a healthy and safe lifestyle, teach them to care for and respect their bodies and provide them with all the right tools that will enable them to seek information or support, should they need it, both during their school years and after.

We believe that RSE should be taught within a climate of trust, respect and appropriate confidentiality, in which pupils and adults feel able to talk openly and honestly.

RSE has three main elements:

- attitudes and values:

- learning the importance of values and individual conscience and moral considerations;
 - learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
 - learning the value of respect, love and care;
 - exploring, considering and understanding moral dilemmas;
 - developing critical thinking as part of decision-making.
- personal and social skills:
 - learning to manage emotions and relationships confidently and sensitively;
 - developing self-respect and empathy for others;
 - learning to make choices based on an understanding of difference and with an absence of prejudice;
 - developing an appreciation of the consequences of choices made;
 - managing conflict;
 - learning how to recognise and avoid exploitation and abuse.
- knowledge and understanding:
 - learning and understanding physical development at appropriate stages;
 - understanding human sexuality, reproduction, sexual health, emotions and relationships;
 - learning about contraception and the range of local and national sexual health advice, contraception and support services;
 - learning the reasons for delaying sexual activity, and the benefits to be gained from such delay; and the avoidance of unplanned pregnancy.

2.0 AIMS OF THIS POLICY

- To support all pupils to develop socially, morally, emotionally, physically and mentally;
- To prepare all pupils for transitions and the opportunities, responsibilities and experiences of adult life;
- To support all pupils to develop confidence and self-esteem especially in their relationships with others;
- To ensure that all pupils can protect themselves and ask for help and support;
- To encourage all pupils to respect their own and other people's decisions, rights and bodies;
- To promote amongst all pupils the skills to build positive personal relationships;
- To encourage all pupils to develop communication and decision making skills;
- To give all pupils accurate information about puberty, reproduction and contraception;
- To give all pupils opportunities to explore ideas about family, marriage, parenting and the ways in which people care for each other, and the benefits of stable relationships.

3.0 TEACHING AND LEARNING

Relationships Education and Relationships and Sex Education at Riverside Bridge School will be delivered as part of the school's Growth Curriculum under the Development Areas of Personal Development and Healthy Living. The teaching of RSE will be carried out with sensitivity and in reference to the law.

Riverside Bridge School will promote the needs and interests of all pupils, irrespective of gender, culture, ability or personal circumstance. Teaching will consider the age, ability, readiness and cultural backgrounds of pupils to ensure that all can fully access Relationships and Education and RSE provision.

Relationships Education and RSE lessons will provide a good background for talking openly and freely about the diversity of personal, social and sexual preferences. Prejudiced views will be challenged and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with. This is the case for bullying of any kind and the procedures regarding this are outlined in the school's behaviour policy.

3.01 Implementation

It is important that we implement our RSE policy consistently throughout the school and provide effective provision throughout classes. We encourage staff to provide learning experiences that are specific to the need of the pupils in their classes, and responsive to their pupils' behaviour and development.

Through this aspect of our curriculum we aim to explore different attitudes, values and social labels, and develop skills that will enable all our pupils to make informed decisions regarding relationships and sex. It is important that pupils know the difference between fact, opinion and belief.

The teaching of RSE curriculum will be delivered by class teachers as part of Healthy Living lessons. Individual learning objectives will be implemented to suit the ages, gender, abilities and needs of individual pupils.

The RSE curriculum is also supported by school events and assemblies.

The teaching of RSE will be guided by the following:

- Relationship and Sex Education will complement and support the role of parents and take into account their wishes so that sex education becomes a shared responsibility;
- the content will be presented in a sensitive, objective and balanced manner taking into account the age, maturity and needs of the pupils as well as their cultural background;
- the content will be planned and progressive;
- for pupils going through puberty there will also be an emphasis on coping with the changes which are taking place in their bodies.

Personal Development
How to be with others <ul style="list-style-type: none">○ Accepts the presence of others in familiar environment○ Engages in shared activity

- Copes with proximity of others in public space
- How to have relationships
- Engages positively with supporting adults
 - Accepts help from an adult
 - Accesses activities/situations with adult support
 - Seeks and support from adult
- How to have maintain friendships
- Initiates interaction with peer(s)
 - Engages positively in interaction with peer(s)
 - Takes account of others' interests/needs/feelings within interactions
 - Takes actions to sustain positive relationship
 - Recognises negative or bullying behaviour towards self or others
- How to be involved in group activities
- Attends to focus of group
 - Participates in group activity
 - Is aware of self as part of group
 - Understands and conforms to expectations of working in a group
 - Participates in group discussions
- How to understand and express Own Emotions
- Expresses a range of emotions
 - Identifies own emotions
 - Identifies cause of emotion
- How to manage emotions and behaviour
- Responds to calming strategies of others
 - Uses own strategies to manage stress
 - Takes part in planning and preparing strategies to manage own emotions and behaviour
 - Reflects on behaviour
- How to understand others' emotions and intentions
- Recognises and responds to emotions in others
 - Identifies cause of emotions in others
 - Makes judgements relating to others' behaviour
 - Identifies potential or actual risk within situations
 - Is aware of difficulties with "reading" others' emotions/intentions

Healthy Living

Relationships and Sex Education

- How to identify personal characteristics
- Knows personal information
 - Identifies physical characteristics
 - Identifies body parts and function
 - Identifies interests
 - Recognises strengths
- How to recognise and accept differences between people
- Recognises similarities and differences between self and others
 - Accepts that there are a variety of different types of person
 - Shows respect for others
- How to understand and accepts changes that occur at puberty
- Identifies changes that occur at puberty
 - Accepts that changes will occur to themselves
 - Manages own self-care in relation to changes at puberty
- How to understands personal space
- Maintains social distance appropriate to situation
- How to distinguish between 'public' and 'private'

- Identifies situations that require privacy
- Identifies 'public' and 'private' places in context
- Identifies 'private' body parts
- Carries out 'private' behaviour in an appropriate place
- Differentiates between 'public' and 'private' conversational topics
- Allows others to have privacy
- Identifies 'private' situations that may be unsafe
- Identifies which type of personal information is appropriate to share in particular situations

How to understand different types of relationships

- Identifies relationship of self to others
- Identifies characteristics of friendships
- Identifies characteristics of 'girlfriend'/'boyfriend' relationships
- Understands and accepts that people may choose different types of relationships

How to use behaviour appropriate to relationship

- Uses behaviour appropriate to relationship
- Identifies behaviour that is ok / not ok in particular contexts / relationships

How to understand laws relating to consent in relationships

- Understands that romantic / sexual relationships are a two way partnership that require both parties to agree to them
- Understands that some behaviours within relationships require consent from both parties
- Understands laws relating to consent in relationships
- Understands that reaching a certain age does not dictate expected behaviour

How to keep safe within relationships

- Communicates 'No' assertively when uncomfortable within a situation
- Identifies appropriate / inappropriate touch
- Identifies characteristics of 'healthy' and 'unhealthy' relationships
- Knows that keeping secrets might not always be the right thing to do
- Knows to seek advice and support about any aspect of relationships they are unsure or unhappy about

How to know where to seek advice or help

- Identifies situations where they require advice or help
- Identifies trusted person to go to for advice and support
- Knows where to seek advice and support concerning sexual health

Creative and Sensory

How to express sensory likes/ dislikes

- Expresses likes/ dislikes of sensory experiences/ stimuli encountered by body language.
- Intentionally communicates likes/ dislikes of familiar sensory experiences/ stimuli.
- Communicates likes/ dislikes of new sensory experiences.
- Indicates "enough" or "finished" in response to a sensory experience.

How to understand own sensory needs

- Identifies own sensory needs.
- Communicates sensitivity to a feature of the environment.
- Expresses feelings in relation to sensory experiences.
- Identifies sensory experiences that cause them anxiety or discomfort.
- Identifies sensory experiences that are beneficial to them e.g. calming or alerting.
- Understands that differences in sensory processing are common in people on the autism spectrum.

How to respond to sensory adaptation to the environment

- Calms/ alerts/ regulates behaviour in response to environmental adaptation being made.
- Responds to sensory input from supporting adult
- Calms/ alerts/ regulates behaviour in response to physical contact (touch).
- Calms/ alerts/ regulates behaviour in response to movement input from adult (proprioceptive).

How to respond to input using sensory 'equipment'

- Calms/ alerts/ regulates behaviour in response to tactile item.
- Calms/ alerts/ regulates behaviour in response to visual input.
- Calms/ alerts/ regulates behaviour in response to vestibular (movement and balance) input.
- Calms/ alerts/ regulates behaviour in response to proprioceptive (positioning) input.
- How to Respond to regular sensory programmes
- Calms/ increases alertness in response to movement break.
- Calms/ increases alertness in response to sensory 'circuit'.

How to show increased tolerance of sensory input

- Shows increased tolerance of specified touch.
- Shows increased tolerance of specified visual input.
- Shows increased tolerance of movement.
- Shows increased awareness and control of their own body.

How to accept support to manage own behaviour in relation to sensory needs

- Responds to prompt to use equipment/ aid to alleviate sensory input.
- Accepts alternatives to sensory seeking routines or behaviour that may be harmful or intrusive to self, others or the environment.
- Understands and observes 'time and place' rules in relation to specified sensory stimulation.

3.02 What is covered in Sex Education?

In the new guidance, the DfE continues to recommend that all primary and secondary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.

Health Education includes a section for primary and secondary schools on puberty, the changing adolescent body, menstrual well-being and the menstrual cycle. Relationships Education, Health Education, science and sex education work together to protect children by ensuring they have knowledge of their bodies, the human life-cycle, emotions, acceptable behaviour and right and wrong. Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

Engagement and Learning

Experiencing the Natural and Humanly Constructed World

How to be able to sequence the life cycle of a human being

How to describe personal physical changes since birth

3.03 Safeguarding and Confidentiality

We provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home.

It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, staff should follow the school's Safeguarding and Child Protection policy & procedures.

Personal information about pupils who have approached a member of staff for discussion and disclosed sensitive information should not be shared with any other person.

Pupils with special educational needs are more vulnerable to exploitation and less able to protect themselves from harmful influences. Child Sexual Exploitation, or CSE, is a form of sexual abuse which sees children/young people being manipulated or coerced into sexual activity for receiving 'something' such as; gifts, money, food, attention, somewhere to stay etc. Technology is very often used to groom victims. This may occur through social networking sites and mobile phones with internet access. As pupils spend more and more time accessing internet enabled devices, emphasis at Riverside Bridge School is also placed on teaching pupils to recognise ways they could put themselves at risk through the use of technology and how to stay safe while online. If staff have concerns regarding any of our pupils, they should seek support from the Safeguarding Team and follow the school's Safeguarding and Child Protection Policy & Procedures.

Independence and Community Participation
Keeping safe in the community
How to show awareness of potential 'safe'/ 'unsafe' places in the community. How to recognise potentially unsafe situations and takes appropriate action. How to keep belongings/ personal information safe when out in the community. How to be aware of potential 'stranger danger' and knows how to respond. How to make informed judgement about giving out personal information. How to understand and applies the need for self and others to have privacy in some community settings. How to maintain social distance appropriate to the community situation. How to recognise that others' proposals/ suggestions may pose a risk. How to choose to say 'No' to risks or suggestions proposed by others.
Knowing how to get help in the community
How to identify potential 'safe' person to ask for help if needed. How to use mobile phone to get help as needed. How to identify services who help keep us safe. How to know how and when to contact emergency services.
Keeping safe on-line (e-safety)

- How to make connections between control devices and information on screen (i.e pressing a specific graphic on a touch screen)
- How to use a touch screen
- How to use a keyboard
- How to use a mouse
- How to understand that information can be stored on a computer
- How to respond to simple instructions to control a device
- How to use ICT to communicate meaning and express ideas in a variety of contexts
- How to use ICT to communicate and present their ideas
- How to load a resource and make choice from it
- How to keep personal information safe when using social media / gaming
- How to use privacy settings when using social media
- How to understand consequences of sharing information on social media
- How to make decisions about 'friend' requests on social media
- How to know to inform adult if an online acquaintance asks to meet
- How to apply safety rules when receiving emails from unknown sender
- How to appraise authenticity of websites
- How to check with an adult before making online purchase
- How to observe age rating guidance when choosing games / films for own use
- How to inform adult of anything they encounter online that makes them feel uncomfortable
- How to know how to block or report people or content
- How to understand consequences of own actions when using social media or the Internet

Terminology

Pupils will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use.

Ground rules

Ground rules in class and across the school are essential when discussing sensitive subject matter and teaching RSE. Staff are encouraged to create a safe and secure climate within their classes to teach by implementing ground rules: respect (everyone has the right not to answer the question); openness; confidentiality; kindness.

Additionally, staff should agree with pupils the following rules: we use the anatomically correct names for body parts; meanings of words will be explained in a sensible and factual way; we don't ask or have to answer any personal questions.

Dealing with difficult questions

Staff training will include sessions on how to deal with difficult questions. There may still be times when staff are faced with a difficult or sensitive question that they feel uncomfortable or ill equipped to answer. In this case, they may wish to put the question to one side and seek advice from the Senior Leadership Team or/and Safeguarding Team.

The below points provide basic guidance to teachers:

- if a question is too personal, staff should remind the pupil of the ground rules and seek advice from senior staff;
- if a question is too explicit, feels too old for a pupil, is inappropriate for the class, or raises concerns about sexual abuse, staff should acknowledge it and attend to it later on an individual basis;
- if staff is concerned that a pupil is at risk of sexual abuse, they should follow the school's Child Protection procedures.

Distancing techniques

Staff should make use of distancing techniques to avoid embarrassment and protect pupils' privacy. For example, discussions should be depersonalised, role play can be used to help pupils 'act out' situations and case studies and social stories can support the delivery of RSE.

Use of materials

Resources such as pictures, videos, stories and presentations will be assessed before use in order to protect pupils from inappropriate content and to ensure that they are appropriate for the age and maturity of pupils and sensitive to their needs.

Parents will be informed of the RSE curriculum and learning outcomes in advance and can request access to resources and information being used.

Parents should contact the school if they wish to discuss the curriculum or resources further.

4.0 ROLES AND RESPONSIBILITIES

4.01 Governors and Senior Leaders will:

- develop this school policy and review it at least every two years;
- ensure that all staff are given regular and ongoing training on issues relating to RSE;
- ensure that all staff are up to date with policy changes, and familiar with school policy and guidance relating to RSE;
- provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of RSE to pupils;
- ensure that RSE is age-relevant and appropriate across all year groups;
- support parental involvement in the development of the RSE curriculum;
- ensure that their personal beliefs and attitudes will not prevent them from providing a balanced RSE in school;
- communicate freely with staff, parents and the governing body to ensure that everyone is in understanding of the school policy and curriculum for RSE, and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as is appropriate.

4.02 All staff will:

- keep up to date with school policy and curriculum requirements regarding RSE;
- attend and engage in professional development training around RSE provision;
- encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them as necessary;
- provide regular feedback to their line managers on their experience of teaching and supporting the delivery of RSE and pupil response;
- ensure that their personal beliefs and attitudes will not prevent them from providing balanced RSE in school;
- tailor their teaching and support to suit pupils in their class, across the whole range of abilities
- establish ground rules with their pupils;
- know how to deal with unexpected questions or comments and concerns of sexual abuse and bullying;
- use distancing techniques;
- encourage reflection.

4.03 Parents/Carers

The school expects parents/carers to share the responsibility of RSE and support their children's personal, social and emotional development.

We encourage parents/carers to create an open home environment where pupils can engage, discuss and continue to learn about matters linked to PSHE.

Parents are also encouraged to seek additional support in this from the school where they feel it is needed.

5.0 WITHDRAWAL FROM RSE

The new legislation brought in through the Children and Social Work Act 2017 brings about some important changes in relation to parental rights to withdraw children from school RSE.

Parents/Carers will not be able to withdraw their child from Relationships Education in primary and secondary level school.

Parents/Carers will be able to withdraw their child from primary school level lessons which address sex education; however there is no right to withdraw from the aspect of sex education that fall under the National Curriculum for science i.e. human growth and reproduction.

At secondary school level, parents/carers will be able to withdraw their child from sex education, other than the sex education which sits in the National Curriculum as part of science. However a child will also have a right to opt into sex education from their 15th birthday (specifically three academic terms before they turn 16).

Schools will continue to be required to publish policies on these subjects for parents, and statutory guidance will continue to set out that schools should consult parents on those policies to ensure they are feeding in their views.

Any parent/carer wishing to withdraw their child from RSE should contact in writing the school, who will arrange a meeting to discuss the concerns of parents/carers. RSE is a vital part of the school curriculum and supports child development.

We strongly urge parents/carers to carefully consider their decision before withdrawing their child from this aspect of school life. However, it is acknowledged that the final decision on the issue is for the parent to take.

Parents or carers who have a complaint or concern regarding the RSE curriculum should contact the school and follow the school's complaints procedures.

6.0 MONITORING AND EVALUATION

Our aim is to provide RSE that is relevant and tailored to meet the individual needs of our pupils, depending on their age and stage of personal development.

Provision in respect of promoting RSE is reviewed regularly as part of the curriculum monitoring and evaluation cycle.

This will be achieved by:

- monitoring of planning, and teaching and learning by the Senior Leadership Team;
- regular discussions at staff and governors' meetings;
- audit of the policies around the curriculum content and delivery;
- review of the delivery and impact of the Growth curriculum;
- sharing of classroom work and practice;
- scrutiny of pupils' work.
- feedback from pupils; parents; and staff;