



PSHE (inc. RSE) Policy

Approved by TCES Operational Board on behalf of

Thomas Keaney, CEO and Schools' Proprietor

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This policy applies to the TCES National Online School

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PSHE Education & RSE Policy

The National Online School offers education and support to young people who are unable to access education in mainstream or other settings. We are working to be recognised and respected as a leader in individualised education for young people with special needs.

THE NATIONAL ONLINE SCHOOL Mission is:

Our Vision is to provide the highest quality education services, which are personalised, and achievement driven, to ensure our students are supported to achieve the best possible outcomes and their full potential. We will continue to develop our services with vulnerable children and young people in a flexible and innovative way.

Our Aim is to be recognised and respected as the leading provider of specialist education for children and young people with a wide range of special educational needs, predominantly, Social, Emotional and Mental Health Difficulties and Autistic Spectrum Condition. We aspire to engage with and inform best practice at a national level.

In order to realise our vision, our mission must be to educate, inspire, and support children and young people through a creative process which promotes positive growth and change.

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION POLICY

Personal, Social, Health and Economic Education (PSHE) helps to give students the knowledge, skills and understanding they need to lead independent, confident, healthy lives and to become informed, active, responsible citizens. There are very strong links between PSHE and our approaches to behaviour and discipline. The policy and curriculum have been developed following consultation with parents, students, and staff. The National Online Schools' aim is that PSHE is responsive to the needs of the students and is not overly prescriptive. This policy has been developed in line with the DfE and Ofsted guidance, including the 'Every Child Matters' Agenda and the most up to date version of the document 'Keeping Children Safe in Education' The curriculum has been checked and approved by our DSL and our Safeguarding Governor.

Ethos

The National Online School is a learning community where we want everyone, students, staff, parents/carers, and visitors, to feel welcome and to be valued, safe and ready for

the work we share. We believe each individual is unique and has his/her own special talent which can be developed in a calm, thoughtful and ordered school where there is fairness, understanding, clear rules, and where the consequences of actions are accepted by all.

With these elements in place, we believe it is possible for every student, perhaps for the first time, to enjoy their education, to achieve to their potential and to feel that the problems that have led them to us can be worked with and their lives changed so they can hope and plan for a better and more fulfilling future.

Aims

Our students are encouraged to participate in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school and that of the wider community. In so doing, students will begin to recognise their own self-worth, be able to work with others and become increasingly more responsible for their own learning. They will begin to reflect on their experiences and understand how they are developing personally and socially, considering the many spiritual, moral, social, and cultural issues that are part of growing up. They will also become aware of the main political and social institutions that affect their lives and the responsibilities and rights they have as individuals and as members of the community. Students will learn to understand and respect each other regardless of any differences, so that they can go on to form the positive and fulfilling relationships that are an essential part of life and learning.

This policy supports the ethos, mission statement and vision of our schools. It should be read in conjunction with other The National Online School policies, particularly those relating to anti-bullying, behaviour, equal opportunities, and careers.

The purpose of this policy is to set in context the teaching and learning of PSHE education and RSE. More details can be found in the schemes of work. However, the broad aims of the PSHE education curriculum are to:

- Provide opportunities for all students to learn and achieve.
- Promote students' spiritual, moral, social, and cultural development and prepare all students for the opportunities, responsibilities, and experiences of life.

Student grouping

PSHE and RSE are an integral part of the everyday lives of the students at The National Online School. Students must continually draw upon their knowledge, attitudes and skills gained in their social and personal development and apply these to the everyday situations they face. Accordingly, it is recognised that PSHE education and RSE are not solely confined to specific timetabled sessions (although such sessions enable focus on a specific learning objective to be made) and so a variety of forms of provision are applied.

PSHE EDUCATION

PSHE is delivered using 1:1 and some small group sessions and through a cross curricular, integrated approach. This arrangement allows for the development of effective relationships. In the context of PSHE this means that the more sensitive elements of the curriculum can be delivered by a teacher with specific knowledge of the circumstances of the students' lives.

PSHE is also delivered across the curriculum and in assemblies. The online school has a whole curriculum approach to personal and social development. In addition to specific PSHE provision, it is recognised that there are other opportunities for, and experiences giving rise to, personal and social development, including, but not limited to:

- Assemblies.
- Work experience.
- Careers advice.
- Sports and wellbeing activities.
- School events.
- Peer mediation and mentoring.
- Visitors to lessons.
- Cultural experiences.
- Religious education.
- Life skills
- Leadership
- Independence
- Future options and employability
- Empowerment

Relationships and Sex Education (RSE)

The incorporation of RSE in PSHE across all key stages allows for an integrated approach to the core themes of PSHE. These are: Health & Wellbeing, Relationships, and Living in the Wider World.

Relationships and Sex Education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip students 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.

At Key Stage 2, relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me.
- Caring friendships.
- Respectful relationships.
- Online relationships.
- Being safe.

At Key Stages 3, 4 and 5, RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families.
- Respectful relationships, including friendships.
- Online and media.
- Being safe.
- Intimate and sexual relationships, including sexual health.

Relationships Education and RSE are part of the PSHE curriculum. Units of work on the core theme of 'Relationships' have been designed to ensure a sequential development of skills, knowledge, and attitudes in students. The taught content of each unit is based on the assessed knowledge of the class, ensuring they match the maturity of the students involved, which may not always be adequately indicated by their chronological age. Units of work for RSE are taught by the students' class teacher who may sometimes involve other professionals in the delivery of this work.

Our staff fully recognise that the primary role in students' relationships and sex education lies with parents and carers. We wish to build a positive and supportive relationship with parents and carers and are keen to:

- Inform parents about RSE Policy and practice.
- Invite parents to look at the teaching material.
- Encourage parents to be involved in reviewing the school policy and making modifications to it, as necessary.
- Take seriously any issues that parents raise with teachers about the policy or arrangements for RSE in school.

Parents' Right to Withdraw

- Parents do not have the right to withdraw their children from relationships education.
- Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE, up to and until 3 terms before the child turns 16. After this point, if their child wishes to receive sex education rather than being withdrawn, the school will arrange this.
- If a parent wishes their child to be withdrawn, they should discuss this with the Head of School and make it clear which aspects of the programme they do not wish their child to participate in and how they will be planning to teach this.

RSE for students with Special Educational Needs and Disabilities (SEND)

Relationships Education, RSE and Health Education must be accessible for all students. This is particularly important when planning teaching for The National Online School students, all of whom have SEND arising from their neurodiverse needs (SEMH, ASC etc). High quality teaching that is differentiated and personalised will ensure accessibility. The National Online School is also mindful of preparing for adulthood outcomes, as set out in the SEND Code of Practice – April 2015, when teaching these subjects to our SEND students.

At The National Online School, we are aware that our students are more vulnerable to exploitation, bullying and other issues due to the nature of their neurodiverse needs. Relationships Education and RSE are particularly important subjects for students with Social, Emotional and Mental Health (SEMH) needs or learning disabilities. Such factors should be taken into consideration in designing and teaching these subjects.

Teaching of PSHE & RSE

The curriculum should allow for the development of students' emotional intelligence by providing them with opportunities to express their beliefs and values and by enabling them to discuss and explain the rationale for their actions. Discussion, debate, and Group Process are used to develop interactive learning and, therefore, implementing effective personal, social and health education.

The interactive method is used to encourage the participation of individuals as part of a group who develop respect for everyone's views. The inclusion of all adults and students, and the sharing of ideas with the whole group give teachers an opportunity to reflect on the effectiveness of their teaching approaches.

Lessons include time for: Individual reflection on the subject in hand; opportunities for reporting back and the planning for implementing what has been learned/decided, where appropriate.

The curriculum should both inform and respond to the students' Individual Education and Healthcare Plans to the targets set.

Lessons should be delivered at an appropriate level for individual students including any adaptations necessary to support optimum learning and reduce any learning barriers.

Activities can include:

- Individual reflection on the subject in hand.
- Small group decisions and decisionmaking.
- The sharing of ideas.
- Extension activities.
- Social education and life skills.
- Opportunities for students to continue learning outside of the lesson through agreed challenges
- Opportunities for reporting back and the planning for implementing what has been learned/decided, where appropriate.
- Provision made for those students whose skills are more advanced.

Our students have varying needs and we have a duty to ensure that PSHE is accessible to all of them and avoid large amounts of written work and worksheets, concentrating

instead on skills development. All students and their contributions are valued, and each teacher ensures that the work set is differentiated to support the needs of students.

Assessment, recording and reporting

In PSHE and RSE there are two broad areas for assessment:

- Students' knowledge and understanding
- How well students apply and use their knowledge and understanding in developing skills and attitudes

It is the responsibility of the teacher delivering PSHE/RSE to mark students' work. It is recognised that the nature of learning in both PSHE and RSE lays a strong emphasis on speaking and listening and, therefore, teachers should ensure that assessment is also made of students' spoken contributions to lessons and listening skills they exhibit. Assessments should include one positive comment and one target for future development.

In PSHE and RSE, students are assessed as to whether they are working towards the relevant end of key stage target; whether they have attained the statements or whether they have exceeded them. All staff are responsible for informing the class teacher about notable points of personal and social development in individual students. It is the responsibility of individual teachers to identify students' progress, which is well above or below that which is expected.

Inclusion

PSHE positively supports The National Online School policy for inclusion where all students, staff and additional adults participate. PSHE activities provide opportunities for all students to excel. They also provide opportunities for individuals and the whole group to consider who, how and why people are excluded.

Educating Children about Issues (PSHE) – Additional guidance from Safeguarding Children and Safer Recruitment in Education

It is important to make children and young people aware of behaviour towards them that is not acceptable and how they can help keep themselves safe. The non-statutory framework for Personal, Social, Health and Economic Education (PSHE) provides

opportunities for children and young people to learn about keeping safe, and who to ask for help if their safety is threatened.

As part of developing a healthy, safer lifestyle, students should be taught, for example:

- To recognise and manage risks in different situations and then decide how to behave responsibly.
- To judge what kind of physical contact is acceptable and unacceptable.
- To recognise when pressure from others (including people they know) threatens their personal safety and well-being and develop effective ways of resisting pressure including knowing when and where to get help.
- To use assertiveness techniques to resist unhelpful pressure.
- To that as citizens we should celebrate differences in our communities.

Issues such as domestic violence and abuse can be difficult to broach directly in the classroom. However, discussions about personal safety and keeping safe can reinforce the message that any kind of violence is unacceptable, let children and young people know that it is okay to talk about their own problems, and signpost sources of help. Raising these issues can lead children to bring up personal problems and concerns, and for staff to deliver lessons on these subjects.

Links to more information about PSHE, classroom resources and sources of support, are available at: www.teachernet.gov.uk/childprotection/guidance.htm

Visits, visitors, and outside agencies

Guest speakers and visitors to lessons are opportunities for students to discover new qualities and characteristics through participating in and reflecting upon new experiences.

Resources

A variety of resources are available to support the teaching of PSHE and RSE. The curriculum overview provides a sequential list of lesson ideas, success criteria, therapeutic strategies, cross curricula links and live links to online teaching resources. This has been developed in line with guidance from The PSHE Association [PSHE Association | Charity and membership body for PSHE education \(pshe-association.org.uk\)](http://pshe-association.org.uk) There is also an accompanying assessment tool which teachers can use to find out student levels of understanding and of any progress made.

Equal Opportunities

In delivering the PSHE curriculum, teachers and other staff will ensure equality of opportunity for all by having regard to race, gender, class, religion, sexual orientation, and special educational need. The school's commitment to equal opportunities is set out further in The National Online School Diversity and Equal Opportunities Policy.

Role of PSHE/RSE Leader

The PSHE/RSE Subject Leader is responsible for:

- Maintaining the PSHE curriculum (inclusive of RSE).
- Ensuring compliance with all relevant statutory, central, and local government initiatives and requirements relevant to the subject areas.
- Reviewing of resources to ensure adequate support of curricula, with reference to students' skills and abilities.
- Supporting and giving guidance for staff in respect of PSHE and RSE.
- Monitoring students' progress.
- Implementing the PSHE action plan.
- Mapping cross curricular links.

Staff development and training opportunities

Many of the issues raised in PSHE activities are sensitive. It is important that all staff are aware of the different dynamics in the class when visitors are present during activities and discussions. The presence of trusted adults other than the teacher can enrich PSHE.

In order to develop staff confidence and competence the subject leader will attend appropriate conferences, identify training needs through induction programmes and performance management, arrange for relevant advice and information from courses to be disseminated and lead or arrange school-based training.