

<b>Local Procedure Title</b>	<b>PSHCE and RSE</b>
<b>Site</b>	<b>Tadley Court School</b>
<b>Local Procedure date</b>	May 2025
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<b>Local Procedure Author(s)</b>	Naomi Kingston
<b>Local Procedure Ratification</b>	Checked and Approved by:

**1. Introduction**

At Tadley Court we believe it is the entitlement of every young person to have access to a broad and full PSHE education curriculum. PSHE education is overtly concerned with the personal and social development of each young person and so by its very nature will need to take as its starting point the knowledge, understanding, ideas, views, perceptions, insights, interests, experiences, background, culture, concerns, values, attitudes etc of each child and build on these. We will endeavour to provide full access to the curriculum for all our pupils whilst taking into account each individual's level of comprehension, social communication skills and emotional and physical development as well as ensuring that any religious, cultural, moral or ethnic views are valued.

At Tadley Court School, we believe relationship and sex education (RSE) goes beyond the biological knowledge of sex and the importance of personal hygiene; it also has moral, legal, cultural, and ethnic dimensions. It is part of our duty to guide and develop pupils in making informed choices, to understand and deal with their emotions, and experience healthy relationships with others. Learning about physical, moral, and emotional development is about understanding the importance of marriage for family life, stable loving relationships, respect, love, and care. It is also about the teaching of sex, sexuality, and sexual health.

Our aim is to develop the individual's knowledge, skills and understanding through a mixture of whole class teaching and individual/group activities where they keep themselves healthy and safe and to prepare them to manage their lives now and, in the future,

As a school it is our duty as educators to ensure that students are able to learn the way best suited to their individual needs.

Teachers take specific action to enable the effective participation of pupils by:

- Lessons have a clear focus and learning intentions and desired outcomes are shared with the children, in order for them to understand how to be successful.
- Planning appropriate amounts of time to allow for the satisfactory completion/achievement of tasks
- Identifying aspects of the curriculum and attainment targets which may present specific difficulties for an individual
- Adapting/modifying activities to ensure that pupils are enabled to make progress
- Taking account of pupils' religious and cultural beliefs and practices through providing appropriate resources
- Teachers ensure that a safe place is successfully established through the use of an agreed set of rules. This ensures that all individuals are able to contribute and that all contributions are valued. The school's pastoral and therapy team liaise continually with the teaching staff as needs arise concerning specific students.

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- Parents and carers are provided with regular updates through the school weekly review system, where specific topic focus is communicated to them.
- Staff can refer to the school's SMSC policy to ensure that where appropriate British Values & cultural capital are embedded in the PSHE Curriculum.

### 2. Tadley Court school values

*Communicate, Engage and Thrive*

#### **Vision**

To create a safe and engaging environment in which individuals are enabled to achieve their full potential by providing them with a fun, individualised and motivating curriculum.

#### **Aims**

At Tadley Court we aim to support our young people to become:

- effective communicators
- as independent as possible
- inquisitive, ambitious, resilient, and confident individuals with a love of learning
- active members of the local and wider community
- aware of their rights and responsibilities as a part of the community

#### **Values**

We strive to do this together by:

- Striving for excellence
- Being positive
- Putting people first
- Acting with integrity
- Being Supportive

At Tadley court School our values are implemented throughout the student's school day. PSHE lessons are an effective way of providing pupils with time to explore sensitive or controversial issues and equipping them with the knowledge and skills to understand and manage difficult situations. However, Tadley Court School, ensures that embedded within the curriculum are opportunities for pupils to build resilience to extremism and enabling them to develop a positive sense of identity through the development of critical thinking skills.

Tadley court school supports our learners to be effective communicators and values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning society's values. Pupils regularly participate in group discussion, with speaking and listening being embedded in all subjects. Pupils and teachers are encouraged to speak freely and voice their opinions. Pupils are supported to gain understanding that with freedom comes responsibility and that free speech can be designed to manipulate vulnerable people or that it can lead to violence and harm of others. Our aim is to ensure that pupils understand that freedom of speech should be valued.

### 3. Intention

The National Curriculum advises schools to make provision for personal, social, health and economic education (PSHE), drawing on good practice. At Tadley Court School, PSHE is considered across the curriculum and is a fundamental part of the children's school experience.

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From 2020 statutory guidance states that Primary Key Stage 1 and 2 will be required to deliver 'Relationships Education'.

At Tadley School RSE is integrated into the whole curriculum, not taught separately. Areas covered include:

- Self-awareness - Who am I? What can I do?
- Identifying and naming body parts
- Gender - I am a boy/girl.
- Keeping Clean
- Growing and Changing
- Families and Care
- Naming body parts
- Personal Space
- Family differences
- Reproduction (linked to Science)
- Talking about Puberty
- Building relationships

From 2020 it is a statutory requirement that RSE is delivered in secondary. In Key stage 3,4 and 5 RSE is taught in small groups and on an individual basis. Learning reinforces the work covered in the lower school. Areas covered include:

- Families and friends - Who do I know?
- Changing and growing
- Skills, making decisions - yes and no (rights over my own body).
- LGBTQ+
- Private body - identification and correct names
- Body parts, growing up, puberty
- Privacy changes - growing up
- Skills - choosing, decision making, assertiveness
- Menstruation and masturbation, coping with changes
- Friendships - same sex, opposite sex
- STD and AIDS
- Pregnancy, birth, and contraception.
- Negotiation skills
- Sexual intimacy
- Sexual relationships
- Safer sex
- STD and AIDS
- Pregnancy, birth, and contraception.
- Sexual Bullying
- Choices and Decisions

Teachers will personalise the programme of study to meet the particular needs of individuals and groups of learners. Every student at Tadley Court School receives an hour's lesson of PSHE & Citizenship a week as part of their timetable.

The school ensures that aspects of the PSHE & Citizenship curriculum are delivered through cross curricular links in all subjects. This is highlighted on the medium-term plan. as well as through tutor time sessions and whole key stage assemblies.

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At Tadley Court School, children are taught the importance of a growth mindset which supports their self-belief, resilience and perseverance and supports success across the wider curriculum and in social contexts, which is one of our key intentions in our PSHE programme of study.

At Tadley Court School the PSHE & Citizenship lead has ensured that the long-term plan enables students to receive appropriate topic focus at each key stage. This sequential approach allows the students to progress through a range of personal, social and health related topics.

### 4. Implementation

Clear information about what is expected is paramount for pupils on the autistic spectrum. The implementation of a range of teaching and learning methodologies with different methods of communication enables pupils with ASD to complete set activities with an increased level of independence.

At Tadley court school we want to we promote teaching styles which value students' questions and encourage reflection, thoughts, ideas and concerns. Through their planning Teachers ensure that the needs of individual students are met through personalisation and adherence to personal and social targets outlined in students' EHCP.

The long-term plan for PSHE is organised into six themes with a variety of topics linked to them. There are overlaps between these topics, exploring more than one theme. The six themes are:

- Self-Awareness (Me, who I am, my likes, dislikes, strengths & interests)
- Self-care Support & Safety (Looking after myself and keeping safe; aspects of relationships and sex education)
- Managing Feelings (Understanding feelings, and that how I feel and how others feel affects choices and behaviour, aspects of relationships and sex education)
- Changing & Growing (How I and others are changing; new opportunities and responsibilities; aspects of relationships and sex education)
- Healthy Lifestyles (being and keeping healthy, physically & mentally)
- The World I Live In (Living confidently in the wider world)

Through these six themes our students develop the skills and attitudes that enable them to develop socially, morally, spiritually, and culturally – e.g., empathy, respect, open mindedness, sensitivity, and critical awareness.

All curriculum areas provide opportunities to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals and accepting people who are physically or mentally different.
- Agree and disagree and learn to deal appropriately with conflict.
- Take turns and share equipment and resources.
- Work co-operatively and collaboratively in pairs and small teams.

All teachers in Tadley Court School accept shared responsibility for promoting PSHE throughout the school. However, the Senior Teachers have responsibility for overseeing this work in liaison with all staff; their primary duties include:

- The provision of leadership and direction in promoting PSHE
- The encouragement of high standards of teaching and learning.

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- The development and maintenance of a school PSHE Policy.
- The support and motivation for colleagues in ensuring that the needs and aspirations of pupils are met, PSHE teaching is managed and organised to meet school aims, and that standards of achievement are raised.
- The setting of priorities and targets, in liaison with staff, to improve provision.
- The identification of needs in the area of PSHE in relation to the needs of the school.
- Contribution to evaluation and monitoring procedures
- Commitment to his/her own on-going professional development, and subsequent informing of the rest of the staff of recent curriculum innovations and research in the area of PSHE

The teacher's role is:

- to build up a caring, trusting, and supportive relationship where different points of view are listened to, and self-esteem is developed.
- to be sensitive to differences in pupil's learning styles and rates of learning.
- to use effective questioning to promote all aspects of learning in PSHE
- to be aware of the need for planning progressively across the curriculum, differentiating for all individual needs
- to recognise that skills need to be taught throughout the school.
- to keep records and monitor progress.
- to review and evaluate policy and progress regularly
- to direct learning support assistants to work with individuals or small groups

Tadley Court School organises internal and external guest speakers from within our school and community to give an insight into their roles, responsibilities, and career opportunities, such as members of the police service to support careers.

Students are encouraged to play an active role in the school's community with the opportunity to be elected to represent the school council.

### 5. Impact

Through the delivery of the PSHE & Citizenship and RSE programme we expect all students to be able to have achieved the following:

- Develop an awareness of how to recognise and avoid exploitation and abuse
- Develop an understanding of how to ensure their own safety and protection.
- Learn and understand physical development at appropriate stages
- Develop an understanding of human sexuality, reproduction, and sexual health
- Develop an understanding of emotions and relationships
- Foster an ability to co-operate and be aware of others
- Develop an awareness of the need for personal safety
- Develop independent social skills that may be generalized in different situations
- Develop awareness of self and their bodies and their relationship to others
- Develop awareness of the importance of values, individual conscience, and moral considerations
- Learn about the value of family life, marriage, and stable loving relationships
- Develop an understanding of the value of respect, love, and care
- Explore and understand moral dilemmas
- Develop critical thinking as part of decision-making

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- Develop the ability to manage emotions and relationships confidently and sensitively
- Develop self-respect and empathy for others
- Learn to make choices based on an understanding of difference with an absence of prejudice
- Develop an appreciation of the consequences of choices made
- Manage conflict
- Develop an awareness of LGBTQ+
- Developed their self-knowledge, self-esteem and self-confidence.
- Aspirations for their future learning.
- Be able to distinguish between right & wrong and respect all members of society.
- Accept responsibility for their behaviour.
- Have a broad general knowledge and respect for public institutions and services in England.
- Demonstrate tolerance and harmony between different cultural traditions, appreciate and respect their own and other cultures.
- Have respect for democracy.
- Have the confidence to challenge extremism and prejudice where and when it happens.

We measure impact by lesson observations, work scrutiny and pupil voice, as well as this we use a yearly tracker to assess what level the pupil is currently working towards using the PSHE association SEND framework as guidance. We also have subject leader / teaching staff discussions – where areas of development are discussed, and for which targets for the year are collaboratively developed.

In Post 14 elements of the PSHE & Citizenship and RSE curriculum will feed into and support the ASDAN qualifications Personal Progress and Personal, Social Development and OCR Life and living skills. Evidence of this can be found in individual pupil ASDAN and Life and living skills evidence folders.

### **6. How PSHE & Citizenship is assessed**

The programme is regularly monitored and evaluated by the PSHE coordinator to ensure impact. This takes place through a variety of methods, including learning walks, observation, scrutiny of annotated lesson plans, and pupil feedback. The views of the pupils and teachers who deliver the programme, will be used to make changes and improvements to the programme on an ongoing basis. The needs assessment is built into the lessons and will also inform any changes to the curriculum. PSHE staff receive the same teaching and learning monitoring and support as other subjects. The PSHE coordinator receives time in order to carry out this process

Students personal and social targets are reviewed by the tutor termly and the students overall progress is assessed yearly in their annual reviews, with their EHCP being amended in light of this feedback.

### **7. Relationship and Sex Education**

From 2020, the following subjects will become compulsory in applicable schools in England.

- relationship education in primary schools
- relationship and sex education in secondary schools

The RSE curriculum promotes equality and is in line with the legislation relating to it. Schools, like all public institutions, have specific responsibilities in relation to equality and protected characteristics. Relationships and Sex Education at Tadley court School fosters gender and LGBTQ+ equality, challenging all forms of discrimination and bullying.

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By the end of primary school students should have received teaching and learning on the following topics.

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

By the end of secondary school students should have received teaching and learning on the following topics:

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

Parents have the right to withdraw their children from sex education at primary age.

At primary age, we will comply with a parent's wish to withdraw their child from sex education beyond the national curriculum for science.

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**Local Procedure Review History:**

Date Reviewed	Reviewer	Summary of revisions
4.7.2022	NK	Addition of intent, implementation and impact
4.7.2022	NK	Addition of LGBTQ+
6/9/23	DG	NK left 31/8/23, new post to be advertised once approved via gov mtg 3/10/23