

Personal, Social, Health and Citizenship (which includes Relationships and Sex Education) Policy

1. Purpose and Scope

This policy reflects and informs the role of Personal, Social, Health and Citizenship Education (PSHCE), which includes Relationships and Sex Education (RSE) in providing planned learning experiences that promote the development of personal, social, health and citizenship skills and knowledge; and to identify the importance of RSE in ensuring that all learners fulfil their individual potential.

PSHCE and RSE are taught throughout the curriculum, in Personal Development sessions and standalone RSE sessions. The curriculum is based on the Preparing for Adulthood pathways and each session aims to cover one of the 4 pathways (Employment, Friends Relationships and Community, Independent Living and Good Health).

The aims of PSHCE and RSE at Ambitious College are to:

- Provide a framework in which sensitive discussions can take place;
- Give learners an understanding of sexual development and the importance of health and hygiene;
- Help learners develop feelings of self-respect, confidence and empathy;
- Create a positive culture around issues of sexuality and relationships;
- Teach learners the correct vocabulary to describe themselves and their bodies.

2. Ambitious Approach

Ambitious about Autism's mission is to make the ordinary possible for children and young people with autism. We believe all children and young people with autism have a right to the best education that meet their needs and enables them to learn, thrive and achieve.

Our Ambitious Approach underpins all our thinking and practice. It is an approach to education created by Ambitious about Autism to support children and young people with autism. It has been developed to provide high-quality education whilst affording dignity, respect, and compassion, in all aspects of our provision, including the consideration of mental health and wellbeing. The Ambitious Approach is based upon a person's indisputable rights to be:

- Treated with dignity and compassion;
- Valued;
- Listened to;
- Supported to have the best quality of life possible;
- Empowered to make choices and decide on how they want to live their life.

We enact our Ambitious Approach and aim to ensure Learners have improved quality of life during, and beyond, their time in school through:

- Our Curriculum
- Curriculum Delivery
- Collaboration
- Learner Voice

3. Guidance

As a College we provide PSCHE and RSE to all learners as per the [Children and Social work act 2017](#).

In teaching PSHCE and RSE we use the following [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

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The [DfE Sex and Relationship Guidance \(July 2000\)](#) is a useful reference for staff, parents and Governors.

4. Definition

PSHCE and RSE help all learners develop as individuals in a wider society. Learners learn to understand themselves physically, emotionally, socially and sexually and to understand their relationships with others.

PSHCE and RSE involves a combination of sharing information and exploring issues and values.

PSHCE and RSE is not about the promotion of sexual activity.

5. Delivery of PSHCE and RSE

All planning and delivery of the PSHCE and RSE curriculum is personalised to meet the individual needs of each learner, both current needs and anticipated future needs. We aim to maximise each learner's potential across all curriculum areas.

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including.

Where necessary, external consultants will be used to provide expert RSE sessions (both group and 1:1) to ensure that our learners are getting the information they need.

Areas of learning that are taught within the context of family life should take care to ensure that there is no stigmatisation of learners based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some learners may have a different structure of support around them (for example: looked after children or young carers).

In particular, PSHCE and RSE shall allow learners to explore the following topics:

a) Developing good relationships with peers and adults

Relationships underpin all aspects of life. Developing good relationships and respecting the differences between people begins with awareness of, response to, and interaction with, familiar and unfamiliar people and staff who are positive role models. Over time, learners have opportunities to learn to recognise or find out about differences between people. Through experiencing differences in culture and ethnicity within their communities, some learners may learn to recognise that other people have different viewpoints, a pre-requisite to developing a respect for the behaviour and opinions of others.

Teaching this aspect across key stages can help learners to:

- Develop and experience a range of relationships;
- Recognise and understand different types of relationships.

b) Sexual Relationships

The objective of RSE is to help and support young people through their physical, emotional and moral development. 'A successful programme, firmly embedded in PSHCE, will help young people to learn to respect themselves and others and to move more confidently from childhood through adolescence and into adulthood. RSE should contribute to promoting the spiritual, moral, cultural, mental and physical development of young people and of society and preparing learners for the opportunities, responsibilities and experiences of adult life. Effective sex and relationship education does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, to build up their confidence and self-esteem and understand the reasons for

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delaying sexual activity. It builds up knowledge and skills which are particularly important today because of the many different and conflicting pressures on young people.” This includes exploring gender issues such as sexual bullying and sexual exploitation.¹

c) RSE for Children and Young People with Special Educational Needs

Colleges, such as ours, have a duty to ensure that children with special educational needs are properly included in sex and relationship education. Sex and relationship education should help all learners understand their physical and emotional development and enable them to make positive decisions in their lives.

All staff, including ancillary staff, physiotherapists, nurses and carers as well as teachers should follow the school’s PSHCE and RSE policy when working with learners with special educational needs.

For all learners, there is a need for clear, explicit and repeated teaching about sex and relationships to avoid confusion. Our learners may need to specifically learn things which other young people learn incidentally, for example, what being 'private' actually means. They may be more open to exploitation than other learners and may need additional teaching to help them understand acceptable parameters and behaviours. Above all, they need the knowledge, skills and understanding to make informed, positive decisions about their own relationships and lives, and about their own safety.

d) Personal and social skills

Knowledge and understanding of citizenship starts by learners interacting with adults they know and other learners in familiar one-to-one activities and small group situations, as well as taking part in the regular routines, roles and responsibilities of classroom and school life. Learners learn about the right and wrong ways to behave through the boundaries set by others. PSHCE activities gives contexts in which all learners, particularly those with learning difficulties, can move from a personal view of themselves and their immediate world, towards a wider perspective. This helps them think about other people and ways in which they can make a difference to others and the world around them. Learners learn about the differences in people and how to value those differences.

Teaching this aspect across the key stages can help learners to:

- Make choices;
- Take part in group activities and discussions;
- Realise that all individuals are important in their own right;
- Recognise differences and similarities in people.

e) Learning to maintain a healthy lifestyle

Developing a healthy, safer lifestyle starts with a basic awareness of the body and in daily personal care routines.

Teaching this aspect across the key stages can help learners to:

- Learn about the need for personal hygiene, take part in and maintain personal hygiene routines;
- Develop body and gender awareness;
- Know when they can and should give their permission and when to withhold their permission, for example, to communicate 'no'.

f) Daily living skills

For all learners, acquiring, developing and practising personal care skills will be a high priority, and for some learners may take a large amount of time. As they grow older, many learners will

¹https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/283599/sex_and_relationship_education_guidance.pdf (Retrieved 23.03.21)

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achieve independence and these skills will continue to be practised, generalised and extended. Some of our learners may remain dependent on adults for basic needs throughout their lives and, in such instances, personal care skills will remain priority areas of learning inside and outside school. Staff always make sure that learners have as much control as possible over personal care and daily living activities. Daily living skills also include domestic skills and community skills.

g) Learning to make safe choices and decisions

Developing self-knowledge: thinking about themselves and getting to know their own likes and dislikes, strengths, and weaknesses. All learners have a functional communication approach and are taught to make choices and decisions; however, some learners may be dependent on staff to help them interpret their preferences; preference assessments remain integral to our teaching.

h) Developing a positive sense of self and others

Self-concept and self-awareness: the development of a sense of their own identity as a separate and distinct person which is mainly developed through interaction with familiar people and the environment

Self-esteem: the value that learners' place on themselves which is greatly influenced by the way others behave towards them. The approach of staff in valuing and respecting all learners is therefore crucial, particularly as some learners may have low self-esteem or a poor self-image, and may see themselves as different

Teaching this aspect across the key stages can help learners to:

- Develop a positive self-image
- Explore, express, and communicate their needs, feelings and opinions take responsibility for themselves and their belongings (initially in the classroom, in school, outside school and, later, further afield).

6. Roles and Responsibilities

6.1 Governing Body

The governing board will approve the PSCHE and RSE policy and hold the Head of College to account for its implementation.

6.2 Assistant Principal for Curriculum

The Assistant Principal for Curriculum is responsible for ensuring that PSCHE and RSE is taught consistently across the College, and for managing requests to withdraw learners from [non-statutory/non-science] components of PSCHE and RSE.

6.3 Staff

Staff are responsible for:

- Delivering PSCHE and RSE in a sensitive way
- Modelling positive attitudes to PSCHE and RSE.
- Monitoring progress.
- Responding to the needs of individual learners.
- Responding appropriately to learners whose parents wish them to be withdrawn from the [non-statutory/non-science] components of PSCHE and RSE.

Staff do not have the right to opt out of teaching PSCHE and RSE. Staff who have concerns about teaching PSCHE and RSE are encouraged to discuss this with the Assistant Principal for Curriculum.

6.4 Learners

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Learners are expected to engage in PSCHE and RSE and, when discussing issues related to PSCHE and RSE, treat others with respect and sensitivity.

6.5 Parents

We see parents as co-producers to a learner's education, and we shall work with parents when there are sensitivities around PSCHE and RSE education.

7. Training

Staff are trained on the delivery of PSCHE and RSE as part of their induction and it is included in our continuing professional development calendar.

The Head of College will also invite visitors from outside the College, such as College nurses or sexual health professionals, to provide support and training to staff teaching PSCHE and RSE, when necessary.

8. Confidentiality

Staff will be aware of the College's Adult Safeguarding and Anti-Bullying Policies to ensure all matters that arise during PSCHE and RSE's lessons are dealt with in line with these policies.

Staff may be in circumstances where personal information is divulged to them, in which case the member of staff should provide factual information and when necessary, follow the College's safeguarding procedures if they believe a learner is at risk.

9. Monitoring, assessments for learning, evaluation and reporting

In response to the opportunities presented through the PSCHE and RSE curriculum and through incidental learning opportunities, learners can demonstrate progress by:

- Moving from contact with others in class and College to community involvement;
- Developing greater control and choice;
- Adapting to change as they grow and develop, physically and emotionally;
- Moving from the personal to a wider perspective (in terms of the range of relationships and viewpoints, and consideration of other people's point of view);
- Moving from an immediate time perspective to thinking about the future and reflecting on the past, for example, how tackling things differently could lead to different outcomes.
- All learners are baselined for knowledge about RSE when they start with Ambitious College. These baselines are used to inform planning for sessions and targets for individual learners.

a) Monitoring

Day-to-day monitoring of progress and assessment for learning:

Central to good practice is that decisions regarding the learner's progress and the next teaching steps are driven by evidence of learning at the previous teaching point. In all areas of a learner's personalised curriculum the use of baseline data enables learning successes and learner difficulties to be picked up and analysed speedily and objectively. If the data reveal that a learner has particular difficulties acquiring a certain skill or concept, then the teachers will adjust their approach in order to ensure success. Classroom staff collect data on each learner's progress, and are supported by specialists in ABA, qualified teachers, SLTs and OTs to monitor learners' progress and develop programmes that assist/support learning.

b) Assessment for learning

Through formative and summative assessment, we can make informed decisions about the distance a learner has travelled with us. The results of formative and summative assessment are recorded in a learner's Evidence File and shared within a multi agency, trans disciplinary annual review meeting held annually.

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For some learners progress can be measured against learning outcomes set out in accredited learning opportunities. The college is registered with NCFE and we use their Personal Progression Pathways. Where learning is non accredited, we use RARPA both as a means of recording progress and quality assurance, refer to the College's Assessment for Learning Policy for more information.

c) Reporting

All staff have a responsibility for reporting on progress and achievement – our learners have the opportunity to demonstrate their skills and learning throughout the college day and not just in formal teaching time. Teachers are responsible for ensuring progress is evidenced. This will normally be done in Databridge, the college Management Information System (MIS). The central point for recording progress and achievement is the Individual Learning Plan (ILP). Transdisciplinary Team Meetings focus on discussing learners and their progress. Learners have an annual review meeting each year and an end of year report. Parents and carers are involved in this process as are other professionals involved in the young person's life.

Staff undertake training in person centred planning to ensure learners' voices are heard throughout the assessment process.

For further information please refer to the College's Assessment for Learning Policy.

10. Links with other policies

This policy should be read in conjunction with the following policies:

- Risk Assessment Policy
- Equality and Diversity Policy
- Healthcare Policy
- Adult at Risk Safeguarding Policy
- Anti-Bullying Policy
- Confidentiality Policy
- Assessment for Learning Policy

11. Resources

All teaching materials used in must be in accordance with the PSCHE and RSE framework and the law.

Inappropriate images should not be used nor should explicit material not directly related to explanation. If photographs of private body parts are used, these must have been produced for educational purposes - it is not appropriate to use images from any other source. 'Governors and head teachers should discuss with parents and take on board concerns raised, both on materials which are offered to College and on sensitive material to be used in the classroom.' Excerpts from [DfE Sex and Relationship Guidance \(July 2000\)](#), pp8-9. On request, Governors may view the materials used with PSCHE and RSE programmes.

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