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| **David Lewis School**  **Personal, Social and Health Education &**  **Sex and Relationship Education Policy** |

**Policy application: - Education and Life Skills – School**

**Job title of the author: - Director of Education- PSHE/SRE Curriculum Lead**

**Responsibilities for implementation: - Director of Education**

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| **Approved by the David Lewis Senior Management Team:** | September 2022 | |
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| **Department issuing the document:** | Education & Life Skills | |

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**Introduction**

At David Lewis, children’s and young people’s wellbeing, happiness and safety are our first priority, and Personal Social, Health Education (PSHE) and Sex, Relationship Education (SRE) are the key vehicle through which we share this with our students. Lessons will be individualised and as appropriate for all our learners.

We regard PSHE/SRE as an important, integral component of the whole curriculum; it is central to our approach and at the core of our ethos. Our PSHE/SRE curriculum is broad and balanced, ensuring that it: Promotes the spiritual, moral, cultural, mental and physical development of our children and young people and of society. Prepares our children and young people for the opportunities, responsibilities and experiences they already face and for adult life. Provides information about keeping healthy and safe, emotionally and physically. Encourages our students to understand how all actions have consequences and how they can make informed choices to help themselves, others and the environment.

**Why it should be taught**

Children and young People 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 aims for all children and young people are that:

* They should be safe, secure and happy in school and at home or in their community
* 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 their spiritual, moral, social and cultural development is promoted to prepare them to become valued members of an ever-changing, multi-cultural society

**What is PSHE?**

‘’Personal, social and health education (PSHE) helps to give children and young people the knowledge, skills and understanding they need to lead confident, healthy and independent lives.  It aims to help them understand how they are developing personally and socially, tackling many of the moral, social and cultural issues that are part of growing up.  It offers learning opportunities across and beyond the curriculum, in individual lessons as well as in groups.

**PSHE Framework:**

* Bereavement
* Bullying
* On-line safety
* Appropriate mobile phone use
* Abuse
* Self-harm
* Terrorism
* Safety on the streets
* Previous experiences

**What is SRE**

**Definition of SRE:** SRE Guidance (DfES 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.”

**SRE 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;
  + learning the value of respect, love and care;
  + exploring, considering and understanding moral dilemmas; and
  + 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; and
  + 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 avoidance of unplanned pregnancy.

**Aims**

The aims of relationships and sex education (RSE) at our school and college are to:

* Provide a framework in which sensitive discussions can take place
* Prepare children (in our school) for puberty, and give them an understanding of sexual development and the importance of health and hygiene
* Help children and young people develop feelings of self-respect, confidence and empathy
* Create a positive culture around issues of sexuality and relationships
* Teach pupils the correct vocabulary to describe themselves and their bodies

**RSE Framework**

David Lewis School follows the award winning NHS Leeds framework:

* Respect for others
* Non-exploitation in relationships
* Commitment and trust in relationships
* Puberty and sexuality
* Mutuality in relationships
* Honesty with self and others
* An exploration of rights, duties and responsibilities in sexual relationships
* An acknowledgement and understanding of diversity regarding religion, culture and sexual orientation.

**Confidentiality**

Confidentiality cannot be guaranteed. If anything is shared with staff that they feel puts a young person in danger they will share this with the David Lewis safeguarding team. The boundaries of confidentiality will be made clear to young people.

**Safeguarding**

Due to the nature of material being shared and discussed, disclosures of a sensitive nature may be made. In this instance PSHE trained professionals will refer and liaise with the PSHE/ SRE lead as well as the lead safeguarding officer.

**Who is responsible for co-ordinating the subject?**

Joanne Hall - PHSE Lead

Kirsty Stanley – Student Support Coordinator College

Hannah Phillips- Student Support Coordinator School

**Monitoring, Evaluation and Review**

We will review this policy regularly and assess its implementation and effectiveness.

Signed:-Angie Fisher Director of Education