

PERSONAL, SOCIAL, HEALTH AND CITIZENSHIP EDUCATION (PSHEE) AND RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

1. AIM

- 1.1. This policy sets out this school's approach to Personal, Social, Health and Economic Education (PSHEE), Citizenship, and Relationships and Sex Education (RSE) delivery. It is informed by the statutory guidance outlined in the document 'Relationships Education, Relationships and Sex Education (RSE) and Health Education', and also by PSHE Association Guidance, specifically 'Writing Your School's Relationships and Sex Education (RSE) Policy' (2018).
- 1.2. It is the personal responsibility of every individual referring to this policy to ensure that they are viewing the latest version; this will always be published on Cygnet's online policy library, [myPolicy/CAMHS and Education](#).

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2. SCOPE

- 2.1. This policy applies to all Cygnet schools.
- 2.2. It is the agreed Policy and any deviation by staff from following this policy and supporting procedures and documents may be subject to disciplinary procedures.
- 2.3. Links to supporting Policy, documents and references are in [Section 10](#).
- 2.4. This policy has been produced by Cygnet Schools' senior leadership team in collaboration with local governance, parents/students and students.
- 2.5. The policy is reviewed annually and updated with input from stakeholders, including parents/guardians. The National Board reviews any amendments and issues the final policy.

3. POLICY CONTEXT AND RATIONALE

- 3.1. This policy will be subject to regular reviews through the following channels:
 - Teacher reviews and feedback.
 - Book scrutiny.
 - Progress meetings.

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- Ward community meetings.
 - School reviews.
- 3.2. Additionally, the Head Teacher and Designated Safeguarding Lead of each school will monitor PSHEE, Citizenship and RSE Education with the support of the PSHE Ambassador, and the Head of Education will oversee this.
- 3.3. PSHEE, Citizenship and RSE education provides a significant contribution to the school's responsibility:
- To promote student wellbeing.
 - To consolidate learning that has taken place hitherto during attendance to mainstream education.
 - To bridge gaps in knowledge that may have occurred due to prolonged absence from mainstream education, or from the impact of the coronavirus (COVID-19) pandemic.
 - To provide students with the skills necessary to succeed in wider British society, including knowledge of the criminal justice system and of how to ensure their personal safety.
 - To contribute to Cygnet Hospital's therapy offering and prepare students for life after discharge, thus providing community cohesion.
 - To provide statutory relationships, sex, and health education.
 - To respond to the needs of the individual student as highlighted through MHFE scores and liaison with the wider hospital Multi-Disciplinary Teams (MDTs).
 - To provide a cohesive and responsive curriculum.
- 3.4. The Cygnet Values inform and underpin this policy. These values encourage students to be respectful, empathetic, responsible, helpful, and honest.
- 3.5. British Values also underpin this policy. The British Values are outlined in the 2014 Department for Education document "Promoting fundamental British Values as part of SMSC in schools". These Values are democracy, the rule of law, individual liberty, mutual respect, and tolerance of those of different faiths and beliefs. Each of our units links either explicitly or implicitly to the core British Values.
- 3.6. This policy should be read in conjunction with the following school policies:
- **Safeguarding policy**
 - **Anti-bullying policy**
 - **SMSC and British values strategy**
- 3.7. Parents can access this policy through the individual school's website. Parents and carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Parents and carers cannot withdraw their child from relationships education. It is the responsibility of group leadership to define 'Sex Education' and 'Relationships Education', and to outline what is included in each. We encourage any parent who wishes to withdraw their child to discuss this with the Head Teacher of the school.

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4. LEGISLATION (STATUTORY REGULATIONS AND GUIDANCE)

- 4.1. Under the Education Act 2002, all schools must provide a balanced broadly-based curriculum which:
- Promotes the spiritual, moral, cultural, mental and physical development of students at their school.
 - Prepares students at the school for opportunities, responsibilities and experiences of later life.
- 4.2. The 2006 Education and Inspections Act placed a duty on Governing Bodies to:
- Promote the wellbeing of students at the school.
- 4.3. Department for Education statutory guidance states that from September 2020 all schools must deliver:
- Relationships education (Key Stage 1 and 2)
 - Relationships and Sex education (Key Stage 3 and 4).
- 4.4. Ofsted guidance document 'Inspecting Teaching of the Protected Characteristics in Schools'.
- 4.5. The Independent School Standards.

5. ROLES AND RESPONSIBILITIES

- 5.1. Select teachers with professional experience delivering this content will deliver PSHE Education, and Relationships and Sex Education. We will encourage teachers to invite appropriate experts to teach specialised topics. For example, we may invite medical professionals to teach Basic First Aid, or internal hospital professionals may support in the teaching core mental health and wellbeing topics.
- 5.2. Teachers choose units of work based on the needs of the class, and in order to do this they evaluate information from a variety of sources:
- Discussions with students / student voice.
 - Discussions with teachers.
 - MHFE scores.
 - Suggestions made by hospital staff (e.g. named nurse, doctor, ward manager).
 - Discussions with parents/guardians.
 - Immediate risks.
- 5.3. When there is a pressing need to cover a particular topic for an individual student, the teacher will choose a unit of work for that student that will address this effectively. In these cases, the teacher will evaluate information from a variety of sources, including:
- Induction audits and/or diagnostic assessments delivered on entry.
 - Discussions with each student.
 - Discussions with community education provider.
 - Discussions with parents/carers.
 - Mental Health Functioning in Education (MHFE) scores.

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- Discussions with the MDT, including doctors, psychologists, and named nurses.
 - Daily, and dynamic Risk Assessments
- 5.4. It is the responsibility of the teacher to develop individualised education plans (IEPs) for each student based on statutory guidance and enriched by dynamic non-statutory offerings where appropriate. These may be dictated by the current climate, or by the location of each school within the Cygnet group, or of the location of a student's mainstream education provider. Additionally, it is the primary aim of each teacher to bridge gaps in knowledge caused by absence from mainstream education generally, and specifically during the coronavirus (COVID-19) pandemic.
- 5.5. PSHEE teachers must liaise with the school's designated safeguarding lead when developing relationships and sex schemes of work. Teachers may also liaise with the MDT when developing individualised learning plans for each student. Further, PSHEE teachers must ensure that students are taught about each of the protected characteristics outlined in the Equality Act (2010), and that the teaching of the characteristics have equal coverage in the curriculum. Relationships and Sex Education should be inclusive of all genders and gender identities.
- 5.6. We recognise that parents and/or carers play a key role in teaching their children about relationships and sex. The school aims to work with parents and carers to support them in preparing their children for happy and fulfilled relationships in adult life.

6. CURRICULUM DESIGN

- 6.1. Our PSHE Education and RSE curriculum incorporates, but is not limited to, statutory content and Ofsted requirements. It is designed to suit the needs of Cygnet's inpatients, and as such is dynamic and responsive.
- 6.2. Additional schemes of work are developed on an individualised basis. These broadly fall within the PSHE Association's recommended three categories (health and wellbeing, living in the wider world, and relationships and sex education). These categories are informed by statutory requirements, Ofsted requirements, Independent School Standards (ISS) requirements, the five core British Values, and individualised gaps in learning identified by subject teachers. Further, as PSHE Education is dynamic, the core subjects below are not exhaustive, and additional bespoke schemes of learning will cover both statutory and non-statutory requirements.

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 Identified through student, parent/carer and governance feedback, as priority content for KS4.

	Statutory requirements			OFSTED requirements	Gaps in learning and key learning identified locally		Independent school standards		British Values			
	Health & Wellbeing			Relationships and Sex Education		Living in the Wider World						
KS4	Personal Safety	Wellbeing	Mental health & emotional wellbeing 	 Sex & relationships	 Healthy and unhealthy relationships	E-Safety: Online content	E-Safety: Online contact 	Smartphones & Social Media	Careers 	Finances	The criminal justice system	 Prejudice, discrimination & diversity
KS5 Priority Content	Personal safety		Mental health and emotional wellbeing		Safe relationships				Careers	Finances		
	<p align="center">Additional school and group-specific units are regularly created and reviewed based on the need of the cohort e.g. first aid. All topics are age appropriate to our cohort and where necessary, additional pathways further enhance this.</p>											

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- 6.3. The KS5 curriculum explores key priority content in more depth than KS4. KS5 students will only complete this content if KS4 knowledge is secure or if there is an need to cover a particular topic.
- 6.4. Within the scheme of work there are lessons which have been created by medical professionals in the hospital, and these lessons have been specifically designed to address the specific medical needs of the students. These lessons are delivered by medical professionals wherever possible.
- 4.1 It is recognised that the PSHEE curriculum plays a vital role in our curriculum offer and therefore the programme of study creates opportunities to link each lesson to other curriculum areas. This strengthens our whole-school approach to promoting the wellbeing of all our students.
- 4.2 Key facets of RSE and PSHEE Education will be woven throughout other curriculum areas, in particular the Sciences and Humanities. Additionally, staff will liaise with hospital Occupational Therapists to deliver practical elements of the statutory guidance, including healthy eating (through the delivery of cooking sessions) and healthy lifestyles (through walking groups).

5 SAFE AND EFFECTIVE PRACTICE

- 5.1 PSHEE and RSE often draw on students' real life experiences. A safe and supportive learning environment will be created by establishing ground rules in each context for the delivery of subject material.
- 5.2 The start of each unit of work asks students to look over the content of the scheme and consider if any area might be triggering for them. Teachers will discuss this with the student and together they will decide whether they will cover the area with additional emotional support or to complete other PSHE/RSE work in the lesson instead.
- 5.3 Additional support may come from:
- The teacher.
 - Their named nurse.
 - Ward manager.
 - Social worker.
- 5.4 There is a space in the PSHEE classroom for students to write anonymous concerns and questions.
- 5.5 Staff should bring any non-urgent issues for discussion to the morning ward meeting and subsequent education meeting. Any urgent and/or safeguarding issues must be reported immediately to the Designated Safeguarding Lead or one of the Deputy Designated Safeguarding Leads in line with the school's **Safeguarding Policy**.

6 EQUALITY OF OPPORTUNITY

- 6.5. The delivery of the content will be made accessible to all pupils.
- 6.6. Where a student is on a stabilisation and re-engagement pathway, they will be encouraged to engage in PSHE-related tasks where appropriate.

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- 6.7. Classroom practice and pedagogy will take into account students' age, ability, readiness and mental health presentation. In short, teachers will adapt the mini-unit framework to enable all students to access the learning. Health education, including sports, will be delivered in an inclusive manner which allows individuals to interact with one another regardless of gender identity or sexual orientation.
- 6.8. We will use PSHE and RSE education as a way to address diversity issues and to ensure equality for all by addressing contextual issues identified through discussions with hospital professions and student voice, including LGBTQ specific youth clubs.
- 6.9. Schools are required to comply with relevant requirements of the Equality Act 2010 and must not unlawfully discriminate against students because of their age, sex, race, disability, religion or belief, gender identity, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics).
- 6.10. Our school will make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for the provision of PSHEE, including RSE.

7. DEFINITION OF RELATIONSHIPS AND SEX EDUCATION

- 7.1. 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.
- 7.2. RSE in Cygnet Schools presents relevant facts in an objective and balanced manner.
- 7.3. RSE in Cygnet Schools focusses on helping students respect themselves and others.
- 7.4. RSE is an entitlement for all students and must:
 - Be accurate and factual, covering a comprehensive range of information about sex, relationships, the law and sexual health, in order to make informed choices.
 - Be inclusive in terms of gender identity, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experience.
 - Include the development of skills to support healthy and safe relationships.
 - Promote a critical awareness of the different attitudes and views on sex and relationships within society.
 - Ensure students are clearly informed of their rights such as how they can access confidential advice and health services.
 - Ensure, following the coronavirus pandemic, young people are provided with relevant and timely information on these health services, including where to access online health services during periods of closure of physical centres.

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- Be provided within a learning environment which is safe for everyone and one that is based on the principle that prejudice, discrimination and bullying are harmful and unacceptable.

8. TEACHING PROTECTED CHARACTERISTICS

- 8.1. All content delivered at Cygnet Schools reflects the law – including the Equality Act (2010) – as it relates to relationships and sex education. Additionally, knowledge and understanding of protected characteristics and of British Values are threaded throughout all subject areas.
- 8.2. All protected characteristics outlined in the Equality Act (2010) have equal weight within the PSHEE and RSE curriculum.
- 8.3. All teachers challenge stereotypes and derogatory language in the classroom, and report on this in behaviour and discrimination trackers. Positive action is always taken as a result, as this is essential in addressing intolerance and inequalities.
- 8.4. All of the content covered in PSHE Education and RSE is linked to the bigger picture of British Values, including that of Tolerance. Teachers of all subjects seek to impart knowledge of the British Values upon students.

9. ASSESSMENT

- 9.1. At Cygnet we recognise that PSHE education improves outcomes, attainment, attitudes and virtues.
- 9.2. We endeavour to capture learning when we can but some learning will be challenging to assess.
- 9.3. We expect the development of personal attributes and attitudes to be reflected in our positive school culture.

10. STANDARD FORMS, LETTERS AND REFERENCES

Linked Policy

- 10.1. [Safeguarding in Schools](#) (4-17)
- 10.2. [Anti-bullying](#) (4-07)
- 10.3. [SMSC and British values strategy](#) (8-07)