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# SCHOOL BACKGROUND INFORMATION AND INTENT

Orchard Manor School (part of the Outcomes First Group) is a school for children and young people aged 4-16 years. All the students have a diagnosis of autism, many who have additional complex needs including moderate and severe learning difficulties, social emotional and mental health difficulties, global delay, communication and sensory differences. All of our young people are extremely vulnerable, and many have experienced disruption to formal education. For some students this has resulted in long periods of absence from education and has impacted on their self-confidence and self-esteem.

At Orchard Manor School we believe that all young people deserve the right to an education that will support them to become happy and confident individuals with the right skills, knowledge, qualifications, and achievements that will support them in the future. Our intention is that when students leave Papworth Hall School, they have acquired the necessary life skills, appropriate to their needs. We want all our students want all of our students to develop strategies to learn how to deal with society so that they will have good mental health and wellbeing.

Our PSHE curriculum promotes the spiritual, moral, cultural, mental, and physical development of our students, preparing them for the opportunities, experiences, and responsibilities for later life. Our Relationships and Sex Education (RSE) and Health Education enables our young people to learn how to be safe, and to understand and develop healthy relationships both now and in their future life.

# PSHE

At Orchard Manor School PSHE is a core subject. We teach PSHE as whole-school approach to underpin out student’s development as people because we believe this best supports their learning capacity. Our PSHE curriculum allows our students to acquire the necessary life skills at a level appropriate to their needs. Orchard Manor School deliver PSHE as a golden thread throughout the curriculum alongside subject specific sessions.

We follow the PSHE Education Planning Framework for students with SEND written by the PSHE Association (see Appendix 1 and Appendix 2) but is not limited to the statutory content. Our PSHE curriculum also includes RSE, life skills, enterprise and careers education (following the Gatsby Benchmarks as part of the DfE Careers Strategy). In essence, PSHE can be observed happening right across the school day. Our student have Personalised Learning Intentions to address areas of need or vulnerabilities identified. The long term curriculum map may also be adapted at any point in response to wider school issues which arise.

Our broad and balanced PSHE curriculum helps our young people to become informed, thoughtful and responsible citizens who are aware of British Values and their duties and rights. It encourages students to make a positive contribution to the life of their school, communities, and the wider world. It encourages respect for different nations, religious and ethnic identities It also helps students to develop an understanding of career managements and employability skills as well as developing an understanding of the world of work.

# STATUTORY REQUIREMENTS

*“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education…They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.”*

DfE Guidance p.8 In Key Stage 2 we teach Relationships education, and in Key Stage 3, 4 and 5, we teach Relationships and Sex education, with all Key Stages being taught Health Education, thus following the statutory guidance as set out by the Department of Education and the Independent School Standards. In addition, at Papworth Hall School:

* teaching reflects the law and teaches about applicable laws so that pupils are clear on rights and responsibilities
* teaching is sensitive and inclusive.
* teaching is inclusive to meet the needs of all pupils so that they are able to understand the importance of quality and respect
* we work closely with parents and are respectful of pupils’ and parents’ backgrounds and beliefs
* we communicate the right to request withdrawal from some or all of the sex education
* we will take into account the age and religious background of all pupils
* we make sure that RSHE is accessible to all pupils, including those with SEND
* we teach about LGBT+ content at integrated and timely point

The staff team and wider community model positive relationships Orchard Manor School complies with the Equality Act 2010:

* we will not treat pupils with protected characteristics (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation less favourably.
* we will make reasonable adjustments and take positive action to alleviate disadvantage, being mindful of the SEND Code of Practice.
* we will regularly review our Accessibility Plan to ensure we are taking positive action towards inclusivity

# DEFINITIONS

**Relationships and Sex Education (RSE)** is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

**Health Education** is focused on teaching pupils how to make good decisions about their own physical health and mental wellbeing. It involves learning about what is healthy and what is an issue and teaches students how and who to seek support when needed.

# PREVENT DUTY

As a school we need to ‘have due regard to prevent people from being drawn into terrorism’ and to

‘Protect children from the risk of radicalisation’ (p4 Prevent Duty Guidance).

This means that staff need to:

1. Be able to identify children and young people who may be vulnerable to radicalisation

2. Build resilience to radicalisation by promoting British values

3. Enable children and young people to develop an understanding of the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

Through this teaching students will learn to recognise and manage risk, make safer choices, and recognise when pressure from others threaten their personal safety and well-being. Providing an effective PSHE curriculum in which students are helped to learn right from wrong, mix and share with other children and value others views, know about similarities and differences between themselves, challenge negative attitudes and stereotypes, develop effective ways of resisting pressure, explore sensitive or controversial issues and learn how to manage difficult situations with confidence and determination is seen as instrumental.

# CURRICULUM DELIVERY

*“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.”* DfE Guidance p.8

At Orchard Manor School, we include the statutory RSE within our whole school PSHE curriculum. Biological aspects of RSE are also taught within the science curriculum in some classes (dependent upon their curriculum pathway).

Our (pre-formal) pathway focuses on expanding student experiences (including statutory coverage of the PSHE/SRE curriculum), preparation adulthood and engagement in learning. All Students in this pathway are working on Personalised Learning Intentions (PLI’s) based on the areas of identified need in their EHCP outcomes. Progress in this pathway is measured against progress made towards their PLI’s. In order to ensure students in his pathway access a broad and balanced PSHE curriculum, each half term the PSHE coordinator creates Medium term plan, based on the themes outlined in the long term plan. Within the medium plans, there is also planned opportunities for progression in the PSHE association framework within the sessions for those students with potential to do so. Students will also have planned opportunities to develop key life skills in our onsite bistro, independent living skills flat, and our grow and cook area.

Students in our (formal) pathway are allocated one structured teaching session per week to teach the PSHE Framework as well as additional timetabled PSHE sessions to focus on life skills, careers and personal development. The allocated times varies dependent on learners’ needs within that class and the curriculum pathway they are following.

Our (Semi formal pathway) Pathway enables students to access formal PSHE/SRE structured teaching sessions. Students in this pathway may focus on personalised learning intentions, enabling them to access more structured adult led sessions. PSHE sessions are identified on class timetables.

At Orchard Manor School we use a holistic, person-centered approach to the development of our young people to ensure they achieve the best possible outcomes. Although we follow a framework that is organised into key stages, our PSHE curriculum is flexible and key stages are followed depending on the individual needs and main areas of development within that class, as opposed to their age group. Teachers take into account the needs and feelings of students’ and deliver the content of the PSHE curriculum in a developmental and age-appropriate way suited to individual needs. Each class also accesses assemblies and has praise and reward systems in place that are personalised for their students.

All of our students are given the opportunity to work individually, and in groups where appropriate, on a range of skills and activities. They are also given the opportunity to acquire the necessary skills and understanding to develop independence and decision making at a level that is appropriate to their ability, though practical application of real-life situations and though cross-curricular activities. Students are expected to practice their skills and apply their knowledge in other curriculum to support the retention of the learning into their long-term memory.

# PRIMARY CURRICULUM CONTENT

**Relationships Education**

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

* Families and close positive relationships
* Friendships
* Managing hurtful behaviour and bullying
* Safe relationships
* Respecting self and others

**Sex Education**

The DfE Guidance 2019 (p.23) recommends that all primary schools ‘*have a sex education programme tailored to the age and the physical and emotional maturity of the pupils’. However, ‘Sex Education is not compulsory in primary schools’*. (p.23)

Schools are to determine the content of sex education at primary school. Sex education ‘should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born’. We define sex education as understanding human reproduction.

We believe that all children at our school should have access to a sex education programme to enable them to:

* Be safe
* Be provided with the correct scientific terminology and information and taught how to use it in the right context
* Make responsible, informed and healthy choices about their lives now and in the future
* Be respectful of themselves and others to enable them to move confidently through childhood, adolescence into adulthood
* Have the understanding to develop and maintain positive and healthy relationships

**Health Education**

The Key Stage 2 Health Education focuses on the following key areas:

* Mental wellbeing
* Internet safety and harms
* Physical health and fitness
* Healthy eating
* Drugs, alcohol and tobacco
* Health and prevention
* Basic first aid
* Changing adolescent body

Teaching children about puberty is now a statutory requirement which sits with the Health Education part of the DfE guidance within the ‘Changing adolescent body’ strand.

# SECONDARY CURRICULUM CONTENT

**Relationships and Sex Education**

The Key Stage 3 and 4 Relationships and Sex Education 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

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children 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 children may have a different structure of support around them (for example: looked after children or young carers).

**Health Education**

The Key Stage 3 and 4 Health Education curriculum continues to develop knowledge on topics specified for primary as required and in addition covers the following content by the end of secondary:

* Mental wellbeing
* Internet safety and harms
* Physical health and fitness
* Healthy eating
* Drugs, alcohol and tobacco
* Health and prevention
* Basic first aid
* Changing adolescent body

See Appendix 1 for more details on the curriculum content.

# EQUAL OPPORTUNITIES AND SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES

The DfE Guidance 2019 (p. 15) states*, “Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics…”*

LGBT content is integrated fully into our curriculum. It is not specifically taught as stand-alone lessons within units. All young people will be taught LGBT+ content in an age-appropriate manner at a timely point in the curriculum. At Papworth Hall School we promote respect for all and value every individual child. However, we also respect the rights of our children, families and our staff to hold beliefs, religious or otherwise. Should any content within our curriculum cause parents or carers any concern then we would invite them in to discuss these concerns with the school.

For information on how the PSHE association planning framework for students with SEND maps against the DfE statutory guidance for RSE, Relationships education and Health education see Appendix 1.

All students at Orchard Manor have additional learning needs and all have an Education Health Care Plan (EHCP). OMS is committed to providing the environment and opportunities to enable all children and young people with special educational needs to be included, fully, in all aspects of school life. We endeavour to provide equal opportunities for all students taking in to account their cultural background, gender, sex and individual needs, giving every pupil the opportunity to experience success in learning,

We have adapted our curriculum to ensure each young person has access to a broad and balanced curriculum that is meaningful, appropriate and individually challenging. Classroom resources are differentiated as appropriate to address the learning needs of each pupil in order for them to have full access to the contents of the PSHE and RSE curriculum. All teaching and learning opportunities are underpinned with specific objectives, based on individual needs. EHCP outcomes are integrated into the school day and embedded throughout our curriculum. In addition, our health and therapy team work closely together and in collaboration with school, parents/carers, and other professionals to provide a holistic approach.

# ASSESSMENT OF IMPACT

By the time our young people leave Papworth Hall School they will:

* Gained an understanding of how to manage their emotions
* Make healthier choices
* Have had the opportunity to develop positive, healthy relationships with their peers both now and in the future
* Understand the physical aspects involved in RSE at an age appropriate and developmental level
* Have a better understanding of how to stay safe and develop good relationships
* Be greater prepared for adulthood by developing appropriate and manageable key life skills
* Be equipped with appropriate knowledge and skills needed for life in modern Britain

Assessment is integral to teaching and learning in PSHE and is carried out in accordance with the whole-school policy. A large cohort of our students are working in the Pre-formal Pathway therefore, progress is measured through tracking achievements made against in their Personalised Learning Intentions. PLI’s are set by the multidisciplinary team, and at the time of setting the targets an agreement is made on what ‘steady progress’ will look like for the young person. This is used at the time of assessment to determine if they have made slow, steady or good progress.

For students accessing the formal content of the PSHE curriculum, we PSHE Education Assessment Framework for Pupils with SEND to help track our young people’s progress in PSHE and identify areas of development.

Our assessment is ongoing and is continually captured throughout the school day when our pupils are seen applying their skills and knowledge in real-life situations or to different subjects using Evidence for Learning. The style of assessment used is non-threatening and promotes the young people’s self-esteem. There are clearly defined links between objectives and assessment. The criteria by which the work is to be judged are shared and accessible by the young people, where appropriate. Assessment is continuous and the outcomes of the process are used to inform subsequent teaching. Young people receive regular feedback from their teachers concerning their progress and achievement and this is communicated to parents, carers and associated professionals in termly subject reports and in the statutory annual review documentation.

# ROLES AND RESPONSIBILITIES

**The Headteacher**

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from the non-statutory components of RSE.

**Staff**

Staff are responsible for:

* Delivering RSE in a sensitive way
* Modelling positive attitudes to RSE
* Monitoring progress
* Responding to the needs of individual students
* Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory components of RSE
* Communicating with parents when Sex Education is being delivered

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

**PSHE Subject Lead**

The PSHE Subject Lead is responsible for ensuring pupils are receiving high quality PSHE lessons that are accessible and tailored to individual needs. They will ensure the framework informs planning, teaching and assessment. They will share knowledge, good practice and keep staff up to date with the current statutory guidance.

The responsibilities for PSHE Subject Lead includes:

* Development of subject policies and planning across the school in accordance with agreed practice.
* Providing support and interventions needed in response to specific vulnerabilities identified by teaching staff/ Designated Safeguarding Lead and Senior Leadership Team.
* Monitoring the impact of the interventions after an identified period of time.
* Adapting the long-term planning in response to school wide issues related to the PSHE curriculum.
* Ensuring, through monitoring of teaching, planning and recording in the subject across the school, that teachers regularly evaluate students’ achievements in the area of PSHE with a view to developing life skills at a level appropriate to their special needs. This will include ensuring teachers monitor student progress using agreed school procedures.
* Liaising with external agencies to support the development of PSHE/SRE in Papworth Hall (e.g. NSPCC, sexual health clinic, school nurse)
* Ensuring the development and effective promotion of PSHE in all subjects across the curriculum.
* Identifying in consultation with classes, appropriate resources for use across the school.
* Monitoring the impact of PSHE by undertaking deep dive of the delivery of subject and effectiveness of the PSHE curriculum across the school. The deep dive will identify strengths and areas for development informing the subject action plan.
* Using subject expertise to develop teaching expertise across the school in the subject.
* The PSHE Lead regularly attends further training on PSHE and good practices. .
* Ensuring that school responds to national initiatives/days in an appropriate and relevant manner. Attending INSET in the subject and disseminating information as appropriate
* Staff training and INSET delivery are completed throughout the year.

**Clinical Team**

Our clinical team at Orchard Manor School comprises of Clinical Lead (Occupational Therapist), Occupational Therapist and Speech and Language Therapist. There is also peripatetic Music Therapy input. Our team provide information to support a holistic approach to the teaching and learning of PSHE. They provide advice, guidance and resources to support staff in ensuring all young people can access our PSHE curriculum. They may also provide 1:1 support to deliver specific interventions based on individual needs.

**Students**

Students are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

# PARENTS RIGHT TO WITHDRAW

*“Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education”* DfE Guidance p.17

All staff at OMS strongly believe that all children should have access to our sex education programme as outlined above. If a parent/carer wishes to withdraw their child from Sex Education lessons, then they must inform the school in writing a week prior to the lesson taking place in order that alternative arrangements can be made for the child’s education.

**Key Stage 2**

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 components of sex education within RSE. Requests for withdrawal should be put in writing and addressed to the Head of School. Alternative work will be given to pupils who are withdrawn from sex education.

There are separate rules on withdrawing a child from Sex Education. Sex education is separate from the Relationships and Health curriculum and parents can withdraw children from some or all of the lessons on Sex Education. The head of school must grant a parent’s request to withdraw a child beforehand, and it’s useful to have good conversations with parents so that they understand fully what their child will be taught.

Before making a request, parents should:

* Ask the school about what will be taught in Sex Education, and when.
* Remember that the science curriculum in all schools includes content on human development, which includes human reproduction.
* Remember there is no right for a parent to withdraw their child from the science curriculum.

**Key Stage 3, 4 and 5**

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing and addressed to the Head of School. A copy of withdrawal requests will be placed in the student’s educational record. The Head of School will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from sex education.

# POLICY MONITORING AND REVIEW

The Senior Leadership Team monitor this policy on an annual basis.

**Written By:** Paul Sanderson (Headteacher)

# APPENDIX 1 HOW THE PLANNING FRAMEWORK FOR STUDENTS WITH SEND MAPS AGAINST THE DFE GUIDANCE FOR RELATIONSHIPS EDUCATION, RSE AND HEALTH EDUCATION

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# APPENDIX 2: LEARNING PASSPORTS EXAMPLE (PRIMARY RSE) FOR STUDENTS WORKING IN MEADOW (PRE FORMAL) AND WOODLAND (SEMI FORMAL) PATHWAYS

**Developing engagement in PSHE Curriculum (Primary)**

I can recognise familiar people at home and school.

I show enjoyment of a range of activities in the alongside my peers.

I accept help from a familiar adult.

I will show that I would like an activity to continue and when I have finished.

I will show which activities I enjoy/do not like.

I can anticipate the next action in a familiar daily routine

Relationships and Sex Education

**Families and people who care for me:**

I can say who is special to me and why.

**Caring relationships:**

I know I can have many friends.

I can describe why it is good to have a friend.

**Respectful relations:**

I can listen to others ideas.

I can identify how others might be feeling.

**Online Relationships:**

I can identify which applications I like use online.

I can find information online with support.

**Being safe:**

I can accept rules of a setting.

I can identify who can help me; know who the police are

I understand what the term ‘stranger’ means.

**Gold**



Relationships and Sex Education

**Families:**

I can name my immediate family.

I can say who or what is special to me.

**Respectful relationships:**

I can listen to information from my peers.

I can identify when something isn’t fair.

**Caring friendships:**

I will interact with my peers whilst sharing equipment.

I can contribute to a class discussion.

**Online relationships:**

I can describe what I can see online (e.g. red cat)

**Being safe:**

I can identify things I can and cannot do.

**Bronze**

Relationships and Sex Education

**Families:**

I can identify who is in my family/important people in my life.

I can name my family/important people, recognise in pictures and videos.

**Respectful relationships:**

I will say please, thank you, hello when prompted.

I can take turns in a group.

**Caring friendships:**

I can identify who my friends are/peers I know well

I can join in adult led group activities/play

**Online relationships**

I will explore pictures on a screen.

I will touch a specific icon/image on a screen.

**Being safe:**

I can communicate ‘yes’ and ‘no’

I am aware of the term ‘stop’

**Rainbow**