



RPS Policy

(Including RE, PHSEE, SMSC, SRE)

Introduction

At Avon House, we recognise that the personal development of children is very important – spiritually, morally, socially and culturally which plays a significant role in their ability to learn, achieve and be happy individuals. Our aim is to provide a rich and balanced learning culture where all have access to a high quality education that provides children with the opportunities to develop skills to make sense of and communicate with the world around them in order to become responsible, healthy members of the community in the following areas:

- RE (religious education)
- PHSEE (personal, health, social, economic education)
- SMSC (spiritually, morally, socially and culturally)
- SRE (sex and relationship education)

Our school curriculum incorporates the five British Values: democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs, which is provided through a positive caring environment. At Avon House we provide the opportunity for every child to reach their full potential as part of ‘Learning for life’.

RE

Religious Education enables pupils to investigate and reflect on some of the most fundamental questions asked by people. At Avon House we develop pupils’ knowledge and understanding of the major world faiths and we address the fundamental questions in life, for example, the meaning of life and the existence of a divine spirit. We enable pupils to develop a sound knowledge of the world’s main religions and those that are practised by pupils at our school.

As a Rights Respecting School pupils reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the pupils learn from religions as well as about religions.

The aims of religious education are to help pupils:

- Develop an awareness of spiritual and moral issues in life experiences
- Develop knowledge and understanding of all major world religions and the value systems found in Britain
- Develop an understanding of what it means to be committed to a religion
- Reflect on their own experiences and to develop a personal response to the fundamental questions of life
- Develop an understanding of religious traditions and to appreciate the cultural differences in Britain today



- Develop investigative and research skills that enable them to make reasoned judgements about religious issues
- Have respect for other people's views and to celebrate diversity in society

PHSEE

Personal, social, health, economic education and citizenship enable pupils to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community; in so doing, developing their sense of self-worth. We teach them how society is organised and governed and ensure that they experience the process of democracy in school through the School Council. As a Rights Respecting School we teach them about their own rights and responsibilities; they learn to appreciate what it means to be a positive member of a diverse, multicultural society (See PHSEE long term plan).

The aims of personal, social, health, economic education and citizenship are to enable the pupils to:

- Know and understand what constitutes a healthy lifestyle
- Be aware of safety issues (both physical and online)
- Recognise and know how to deal with various forms of abuse
- Develop self-confidence and self-esteem, and make informed choices regarding personal and social issues
- Know how to make decisions and moral judgements
- Understand what makes for good relationships with others
- Have respect for others
- Be independent and responsible members of the school community
- Be positive and active members of a democratic society
- Understand the value of money and finance
- Develop good relationships with other members of the school and the wider community

SMSC

At Avon House we strive to create a learning environment which promotes respect, diversity and self-awareness and equips all of our pupils with the knowledge, skills, attitudes and values they will need to succeed in their future lives. As a Rights Respecting School our aim is to ensure the areas below are developed to embed children's human rights in their ethos and culture.

We facilitate opportunities in the four areas of SMSC in the following ways:

Pupils' spiritual development is shown by their:

- Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values



- Sense of enjoyment and fascination in learning about themselves, others and the world around them
- Use of imagination and creativity in their learning willingness to reflect on their experiences

Pupils' moral development is shown by their:

- Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- Understanding of the consequences of their behaviour and actions
- Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues

Pupils' social development is shown by their:

- Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

Pupils' cultural development is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

These areas covering SMSC are developed by:

- Providing an appropriate range of effective teaching and learning strategies that enables pupils to reflect on through RE/PHSEE lessons, assemblies and educational visits



- Maintain a positive climate in school in which all are valued and respected and expected to make a positive contribution
- Encouraging teachers to plan for and respond to opportunities to develop SMSC development and to ensure subject leaders have an understanding of SMSC education in their subject
- Recognising and celebrating the attitudes, values and traditions of a diverse society through the curriculum
- Using ICT and the internet to extend partnerships with those from other cultural backgrounds both in the UK and abroad

SRE

Sex education provides an understanding that positive, caring environments are essential for the development of a good self-image and that individuals are in charge of and responsible for their own bodies. It ought to provide knowledge about the processes of reproduction and the nature of sexuality and relationships. It should encourage the acquisition of skills and attitudes which allow pupils to manage their relationships in a responsible and healthy manner as is outlined in the DfEE guidance of 2000.

According to the 2000 DfEE guidance, Sex and Relationship Education (SRE) 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.’

Avon House School believes that Sex and Relationship Education will be a foundation to build on further in secondary school. It therefore provides support for the personal, moral and social development of all pupils, ensuring that they have access to clear information about puberty and personal hygiene.

It develops the individual’s awareness and understanding of their own sexuality and that of others in a positive way, and should encourage them, when older, to enjoy relationships based on mutual respect, dignity and responsibility, free from any abuse.

The aims of this programme delivered at Avon House are:

- To establish what pupils know, understand, think and feel.
- To provide information about the emotional, moral, intellectual, physical and social aspects of human and sexual development.
- To educate against ignorance, sexism and prejudice and to promote equal opportunity.
- To develop in pupils an understanding of and pride in their own bodies, accepting variations in rates of growth, assisting in adjustment to changes and reassurance that this is part of the cycle of life.
- To explore family life, including different family structures.



SRE will be taught in a moral and values framework, which focuses on the following aspects:

- Self-respect and respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexuality
- Taking account of other people's feelings
- Mutual support and co-operation
- Truthfulness and honesty
- Accepting responsibility for the consequence of our own actions
- The right of people to hold their own views
- Not imposing our own views on other people
- Not infringing the rights of other people
- The right not to be abused by other people or be taken advantage of
- The right to accurate information about sex-related issues
- An entitlement to an appropriate and balanced SRE
- The right to access services which offer support to children

Withdrawal from the subject

Following government guidelines, parents have the right to withdraw their children from any or all parts of the school's programme of sex education, other than those elements which are required by the National Curriculum Science Order programme. Letters are issued to parents prior to SRE lessons. Parents are encouraged to speak with the PSHEE Coordinator or school nurse if they have any questions or concerns. Those wishing to withdraw their child from SRE are requested to write to the Head Teacher.

Confidentiality

As a general rule, a teacher will maintain a pupil's confidentiality. If, however, the person concerned believes that a pupil is at risk or in danger, he/she will follow the school's Safeguarding Policy and seek advice from the Head Teacher or the Deputy Head. The pupil concerned will be informed that the confidentiality is to be breached and the reasons why. The teacher or member of staff will support the pupil through the process.