



RPS Policy

(Including RE, PHSEE, SMSC, RHSE)

Introduction

At Avon House, we recognise that the personal development of children is very important; spiritually, morally, socially and culturally and this 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 offers children 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 and citizenship)
- SMSC (spiritually, morally, socially and culturally)
- RHSE (Relationships, Health and Sex 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'.

Planning takes into account supporting children with distinguishing between different types of online content and making well-founded decisions around what to view and time spent online. Online safety and appropriate behaviour will be addressed in a way relevant to pupils' lives including coverage of information and data sharing and online exaggeration. Ways to report abuse of boundaries, including in an online context, will be explored.

Opportunities can be provided to extend those pupils who are more able in RPS in a number of ways:

Enrichment – potential for visits to places of worship, discussion with visiting experts; community and charity projects; being involved in organising enrichment days like Culture and Diversity day; helping to run a buddy system in the playground to nurture relationships.

Expertise – sharing of expertise through assemblies, presentations in class, readings from holy books, demonstrations of culture and lifestyle e.g. cookery, hand painting; opportunities to 'be the teacher'.

Extension – carrying out research prior to learning to share, project based learning outside of school time.



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 (including online)
- 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 showing a 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 community 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 RPS 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 evidence SMSC education 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

RHSE

Aims

To make clear what the School's approach is with regard to the provision of Relationships, Health and Sex Education (RHSE) for all our pupils and the guidelines and procedures within which the School operates. The policy is informed by Department for Education guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' published in June 2019 and updated in July 2020, Preventing and Tackling Bullying (updated in 2017) Working Together to Safeguard and Promote the Welfare of Children (updated in December 2020) and Keeping Children Safe in Education (updated in September 2021) and the Equality Act 2010 (revised June 2014).

What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?

Relationships Education in primary schools covers 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.



Rationale

Relationships, Health and Sex Education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of healthy, respectful, loving and caring relationships focusing on family and friendships in all contexts, including online. In UKS2, it is also about the teaching of sex, sexuality and sexual health. Research demonstrates that good, comprehensive Relationships, Health and Sex Education does not make young people more likely to become sexually active at a younger age. At Avon House, we are committed to providing a spiral curriculum that is broadly based, balanced and meets the needs of all pupils by being age and developmentally appropriate and complementing and reinforcing what pupils learn at home from parents and carers.

Avon House School believes that Relationships, Health and Sex 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 (from Year 4) 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.
- To appreciate differing personal and gender identities (UKS2)

We take account of (amongst other things) the ages of pupils and their learning abilities in order to deliver the curriculum appropriately and ensure delivery of content of learning is accessible to all pupils. Reasonable adjustments are made to alleviate disadvantaged pupils and those with SEND. We understand the importance of recognising the protected characteristics as listed in section 4 of the Equality Act 2010, which are the following:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation



RHSE 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 and balanced information about sex-related issues at an appropriate time
- The right to access services which offer support to children

Further information regarding RHSE including content of teaching for each year group and withdrawal of UKS2 children from the teaching of the subject, can be found in the separate Relationships, Health and Sex Education policy.

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