



PSHE & RSE Policy

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1. Policy Content and Rationale

This policy covers our Alder Grange School's approach to the development of personal, social and health education for our pupils which incorporates the necessary elements of relationships and sex education which will enable our pupils to grow into healthy, well rounded and respectful individuals able to appreciate diversity, cultural heritage and equality based on respectful and loving relationships irrespective of race, religion or diversity.

Under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum which: - promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and - prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The Department for Education outlines the latest statutory duty on schools to deliver PSHE (**Personal, Social, Health and Economic Education**) and RSE (**Relationship and Sex Education**). Full details at the guidance can be found on the gov.uk website, and via the following links:

[RSHE](#)

This school policy was produced by the Assistant Head teacher for Pupil Welfare based through consultation with stakeholders including staff, governors, pupils and parents. It takes account of the statutory requirement placed on schools as well as the social and cultural mix on the school population and the needs of that population. Planning used relevant local data and information (such as Behaviour monitoring systems and attendance) related to RSE/Health/PSHE education to inform planning and to address the identified needs of the whole school community e.g. Health Needs Assessment, Health LSIP (Lancashire School Information Profile), Public Health data on road traffic accidents, attendance at A&E, alcohol and drug use, teenage pregnancy, social deprivation, family life, career and life chances. Direct consultation took the form of a survey of parent's views at a parental consultation evening and discussions with staff, pupils and governors.

Pupils continue to be involved annually in developing the PSHE curriculum for the school.

Key needs identified by pupils:

Key Stage 3 : coping with stress, puberty and body image, and managing online risks

Key Stage 4 & 5: relationships and health education, managing future transitions and emotional health and Wellbeing

We define 'relationships and sex education' as lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

We believe relationships and sex education is important for our pupils and our school because it is an integral part of the lifelong learning process, beginning in early childhood and continues into adult life. It is an entitlement for all young people and encourages every pupil to contribute to family and community wellbeing and aims to support each individual as they grow and learn. We view the partnership of home and school as vital in providing the context and we recognise that parents/carers are the key people in teaching their children about sex, relationships and growing up. The school works in partnership with parents and pupils, and has consulted them about the content of programmes.

2. Policy Availability

This policy is available on request from the school office

3. Policy Aims and Objectives

The aim of this PSHE policy is to ensure that all pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals. This includes clear, impartial scientific information on matters such as the changes of puberty, abortion and assisted conception, as well as covering the law in relation to, for example, forced-marriage and female genital mutilation (FGM). Clearly this knowledge and understanding will have a positive impact on future decision making and behaviour.

4. Safe Learning Environment

We ensure a safe and supportive learning environment for our pupils by creating ground rules in every class to enable classes to work cooperatively and without fear of stigma using pupils' real life experiences, if appropriate. Adults and children in school understand that discussions need to be held sensitively and with respect for confidentiality and pupil wellbeing. We ensure that where pupils indicate that they may be vulnerable or at risk, that they will have an entitlement to receive appropriate support through school well-being processes. Staff are at all times directed by the school's Safeguarding & Child Protection Policy which can be found on our website, and which is reviewed and updated annually.

5. Entitlement and Equal Opportunities

We promote the needs and interests of all pupils, irrespective of gender, culture, ability or personal circumstance by discussing a wide range of contexts within the learning focus and by encouraging pupils to develop their knowledge and understanding based on their own life experiences. Teaching takes into account the age, ability, readiness, and cultural backgrounds of children (including those with English as a second language) to ensure that all can fully access PSHE education provision. We promote diversity and inclusion and consider all pupils' needs by carefully planning the lessons to meet the needs of those pupils. We ensure PSHE/RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by ensuring lesson plans are inclusive and differentiated to take account of pupil need. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery has been adapted. Teachers and/or learning support assistants work with individual pupils where required, and if appropriate. It is not the school's policy to withdraw pupils with special educational needs from PSHE education to catch up on

other national curriculum subjects: these aspects of personal and social development are as important to these pupils as is their academic achievement.

In that respect no two classes are identical and therefore teachers may approach the content with slight changes in emphasis. We expect our pupils to consider and respect each other's needs and to follow the school rules. The basis for which can be found in the schools Positive Behaviour Policy which is available from the school website.

We use PSHE education as a way to address diversity issues and to ensure equality for all by treating all groups with equal respect and understanding. We ensure PSHE/RSE fosters gender equality and LGBT+ equality by considering loving and supportive relationships in all settings irrespective of gender identity.

6. Required Outcomes

The required outcomes of our programme are that pupils will:

- know and understand the moral framework which guides their decisions, judgements and behaviour now and in the future;
- know they have a right to understand the relevant legal framework guiding an individual's choices and to develop awareness of their sexuality; to understand human sexuality; challenge sexism and prejudice, and promote equality and diversity; To understand the arguments for delaying sexual activity; To understand the reasons for having protected sex; To have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV. To understand the consequences of their actions and behave responsibly within sexual and pastoral relationships. To avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex. To communicate effectively by developing appropriate terminology for sex and relationship issues. To know how the law applies to sexual relationships. To be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary;
- understand that they have a responsibility to take part in active learning and to respect the values, beliefs and ideas of others within;
- develop the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want;
- develop the skills and attributes of good citizens and to help our pupils to prepare for adult life by supporting them through their physical, emotional and moral development, so that they understand themselves, respect others and form and sustain healthy relationships.

As a result of our PSHE/RSE programme of learning, pupils are able to grow spiritually, morally and appreciate diversity now and in their future lives. Active engagement in learning, rather than passively receiving information, is most effective in teaching PSHE education.

Pupils need opportunities to consider and clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills. They also need a comprehensive, balanced and relevant body of factual information to inform their present and future choices.

7. Legislative Framework

DfE policy outlining the latest statutory duty on schools to deliver PSHE and RSE from Sept 2020 can be found on the gov.uk website.

Documents that inform the school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Statutory Guidance RSE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance
- Children and Social Work Act (2017)

8. Teaching and Learning

Staffing

The PSHE/ RSE programme will be led by the Assistant Head Teacher Pupil Welfare. It will be taught by a team of teachers and taught as single weekly lessons in Years 7, 8, 9, 10, and 12; and as drop down events in Years 11 and 13.

It is supported by a subject Leader for PSHE/RSE and a framework of lessons and resources developed in accordance with the school context and needs of our pupils. Teaching staff receive RSE training where appropriate on key aspects of the curriculum such as substance misuse and sexual health advice. This is done in house or where appropriate using outside agencies. Responsibility for the PSHE/ RSE policy in our school ultimately lies with the governing body.

The Governor responsible for pupil welfare is the key link with the governing body and is involved in the development of the school policy.

The Head teacher has overall responsibility for ensuring that the school meets its statutory duty to meet the DfE requirement for the delivery of PSHE/RSE and is involved in any discussions (or decisions) to remove pupils from PSHE/RSE education.

The PSHE/RSE education lead is responsible for ensuring the curriculum is supported by appropriate resources and for the effectiveness of the delivery of teaching, learning and assessment. Individual teachers are responsible for appropriate planning and delivery of the curriculum and the assessment of

learning. Professional development opportunities are made available to staff to support effective RSE delivery at least annually.

Planning

The curriculum overview of PSHE/RSE is outlined below:-

Timetabling

We allocate weekly dedicated curriculum time to PSHE/RSE education in Year 7-10 and Year 12.

Our PSHE/RSE education takes place as a weekly 50 minute lesson for these year groups. Our PSHE/RSE education is also provided as drop down days and enrichment opportunities for Year 11 and 13. Our PSHE/RSE education provision is mapped and planned effectively to meet the needs of the pupils in our school and local context. Our provision is further enriched by Diversity Days, Careers Fairs, Assembly Themes and Tutorial programmes highlighting specific themes such as Internet Safety Day, Mental Health Awareness Day, and Anti Bullying week.

Assessment

PSHE education alone is not responsible for pupils' future lifestyle choices: as with any other subject, assessment in PSHE education is focussed on learning, set against the lesson objectives and outcomes.

We assess pupils' learning and progression through looking at their starting point for each topic and then assessing the additional skills, knowledge and understanding gained at the end of each topic. The assessments take the form of topic concept maps which evidence pupils' understanding at the start of the topic and show learning and progression and additional gains at the end of the topic which are highlighted in a different coloured pen. Evaluation of the efficacy of Drop Down Days is done at the end of each day by surveying pupils.

Teaching Responsibility and Training

The programme will be led by the curriculum Leader for PSHE/RSE. It is taught by a team of approximately 10 staff. It is supported by a range of resources which are accessed from the school network. The aim of the sessions is to facilitate discussion through access to these resources and to formulate appropriate responses to these stimuli. Teachers responsible for teaching PSHE receive updates and training through regular meetings and use of outside agencies where appropriate. We use external contributors where appropriate and in the following circumstances: For assemblies, drop down days or on a carousel running alongside normal lessons for particular topics. When using external speakers to deliver aspects of our PSHE programme we ensure that they are secure with the delivery model which we use at Alder Grange.

Confidentiality and handling disclosures

We set ground rules at the start of every lesson to ensure that pupils feel safe, are listened and responded to and any relevant questions are answered in an age appropriate manner. We ensure confidentiality by making sure that pupils and staff do not recount personal experiences and talk in the third person. If a pupil makes a disclosure we follow our normal Safeguarding procedures and inform parents/carers as appropriate. For further information on this please refer to our safeguarding procedure.

Responding to Pupils' questions

Pupils' questions are answered respectfully and appropriately by the member of staff delivering the lesson. We allow pupils to raise anonymous questions by writing them on Post It notes which are collected anonymously at the end of each lesson in a questions box. These are then followed up at the start of the next lesson. If a safeguarding issue is raised by an anonymous question we follow our normal safeguarding procedures.

Monitoring, reporting and evaluation

The efficacy of PSHE/RSE in school is monitored by regular work scrutiny, assessment focus, lesson observation and pupil discussion as well as considering other sources of information available to us such as: The Yr 9 Health Survey and local contextual health information, Information from community sources and parents. Teachers critically reflect on their work in delivering PSHE/RSE through termly discussion opportunities with other colleagues.

9. Right to Withdraw

Some parents prefer to take the responsibility for certain elements of non-compulsory relationship education. They have the right to withdraw their children from all or part of the sex and relationship education except for those parts included in the statutory National Curriculum (i.e. in Science lessons and the compulsory Health aspect of PSHE).

We would make alternative arrangements in such cases. Parents are encouraged to discuss their reasons with the Head teacher or designated Senior Leader prior to this decision being made and it is important to balance this against the needs of the child and the impact that this might have on them. Parents are welcome to review any RSE resources the school uses. This right to withdraw ends 3 terms before the pupils 16th birthday.

10. Links to other school policies

- Safeguarding & Child Protection Policy
- Positive Behaviour Policy
- SEND Policy
- Single Equality Scheme