



Personal, Social, Health and Education (PSHE) and Relationships and Sex Education (RSE) Policy

Policy adopted by the Full Governing
Board: 20th April 2020

believe • inspire • succeed



This is a new policy – April 2020

Policy review date: July 2023 at the latest.

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Rationale and Ethos

This policy covers our College's approach to the teaching of Personal, Social and Health Education (PSHE) and Relationship and Sex Education (RSE). It was produced by the PSHE Lead through consultation with parents, students, local service providers and governors.

Sidmouth College Curriculum Intent

Our rich curriculum inspires students to succeed through a learning journey that provides knowledge, skills and opportunities for them to be responsible global citizens with positive life chances.

Our students will believe in their ability to succeed, becoming confident and resilient learners.

They will engage with their community, be literate, numerate and have a lifelong love of learning.

They will know what challenge and success feels like for them as an individual.

Our teachers will, regardless of student ability, age or background, develop curiosity and critical thinking, foster aspiration and have a belief in success for all students.

At Sidmouth College we believe that our high quality PSHE and Relationships and Sex Education will stay with our students for life. RSE is **not** about encouraging teenagers to become sexually active nor is it about promoting any particular lifestyle or relationship choice. RSE is about providing students with the knowledge, skills and confidence to make safe, healthy and informed relationship choices as young people and in the future as adults. We believe in empowering our students to understand their bodies, to reflect on their relationship values and to be able to openly discuss relationships and sex. We believe that this approach will reduce the risk of unhealthy and abusive relationships.

At Sidmouth College our PSHE curriculum including our RSE program will:

- Be age appropriate and differentiated to the needs of ALL students
- Present information in an objective, balanced and sensitive manner
- Encourage the development of social skills and strategies, which will reduce the risk of exploitation, misunderstanding and abuse.
- Develop a clear understanding of the importance of **consent**; how to give, withdraw, ask for and recognise consent
- Reinforce the importance of **loving relationships**, rooted in **mutual respect**
- Ensure that BAME, LGBT and people with disabilities are positively represented in our curriculum
- Ensure students can identify the qualities of **healthy and unhealthy relationships**
- Allow students to examine the physical and emotional implications of their behaviour
- Make students aware how and where to **seek help** when needed
- Prepare students for the journey from **adolescence to adulthood**
- Provide students with a safe environment to learn about **sexual orientation and gender identity**
- Ensure that students have a clear understanding of **sexual and reproductive biology**, including knowledge of HIV and other sexually transmitted diseases
- Ensure students understand the different risks associated with various types of sexual activity and understand how to engage in **safe sexual activity** by exploring a range of **contraception**
- Place paramount importance on online safety and the risks of using social media and the internet.

Roles and Responsibilities

The PSHE and RSE curriculum will be led by PSHE teachers. The PSHE lead ensures the consistent and appropriate delivery of the curriculum. Student voice and Sidmouth College quality assurance is used to review the impact and effectiveness of the program.

Legislation (Statutory Regulations and Guidance)

From September 2020 the guidance document '*Relationships Education, Relationships and Sex Education and Health Education (RSHE): statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers*' became statutory. This document clearly sets out the curriculum content that secondary schools must deliver on RSE and Health Education. This document contains information on what schools should do and sets out the legal duties with which schools must comply when teaching Relationships Education, Relationships and Sex Education and Health Education (RSHE). Unless otherwise specified, 'school' means all schools, whether maintained, non-maintained or independent schools, including academies and free schools, non-maintained special schools, maintained special schools and alternative provision, including pupil referral units. **See appendix A for further information on curriculum content.**

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/781150/Draft_guidance_Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education2.pdf

The PSHE/RSE policy supports and complements the following policies:

- Safeguarding Policy
- Anti-Bullying Policy
- Mental health and Well-being Policy

Documents that inform the College's RSE policy include:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2020)
- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)

Curriculum Design

We ensure PSHE and RSE is matched to the needs of our students by regular student voice questionnaires. These are taken in line with the whole college quality assurance plan.

Our PSHE curriculum which includes our RSE programme is planned and delivered through a one hour a fortnight curriculum to all students in Years 7 – 11. PSHE is taught through a range of teaching methods and interactive activities, including; role play, group and class discussion, online

programs, student led research, developing understanding of key terms and tier 3 vocabulary through regular quizzes and specialist workshops.

Lessons are differentiated by the PSHE staff to ensure that all learners can access and benefit from the PSHE curriculum. A strong emphasis is placed on the development of social and communication skills, this often allows students with literacy needs to be successful through verbal input. Selected resources, such as books and film clips, will be used which support and promote understanding within a moral/values context and underpin our college values.

Students are encouraged to reflect on their own learning and progress by creating a mind map at the start of each unit in response to the key question for that unit. This is revisited at the end of the unit so that students can add in red pen, any new learning.

At the end of each half term unit, all students complete a quiz to assess their understanding of the key terms vocabulary for that unit. This is marked automatically and the scores are recorded in their PSHE work booklet.

A curriculum overview can be found in Appendix A

Safe and Effective Practice

We will ensure a safe learning environment by consistently applying the Sidmouth College Non-Negotiables, with special emphasis on respect and listening. Distancing techniques such as; case studies and examples, are used to limit the distress that may be caused to students who are personally affected by the topics covered.

All PSHE classes are seated according to the decision of the teacher, these seating plans are an important tool as they identify students who have SEND (in red) and who are disadvantaged (in blue), allowing the teacher to support the students in these key groups in their understanding. During the RSE units students are permitted to move into gender based groupings in order to feel comfortable when discussing sensitive topics.

Students' questions will be answered by PSHE teachers in a sensitive and honest manner, where the teacher feels unable to answer the question they will refer the student to the PSHE lead or to student support. Students are able to raise questions anonymously by placing a slip of paper in a question box to be answered in the next lesson.

During Relationships & Sex Education lessons (and at other times) controversial topics may arise. The judgement of individual teachers will decide as to whether the subjects are suitable for class discussion. Teachers will try to answer students' questions honestly, sensitively and in such a way that takes the context into account. In all circumstances, the professional judgement of the teacher must come in to play.

All staff teaching PSHE/RSE will be supported by the PSHE lead, the college Designated Safeguarding Lead and Inclusion Lead.

Safeguarding

Teachers are aware that effective PSHE and RSE, which brings an understanding of what is and what

is not appropriate in many aspects of young lives, including relationships, can lead to a disclosure of a child protection issue. Teachers will consult with the designated safeguarding lead, in their absence their deputy.

Teachers will seek to mitigate in class disclosures through the establishing and reinforcing of consistent and supportive class room rules, these are based on the whole school non-negotiables, with additional focus on respect. Class based discussion will be carefully controlled and facilitated by the teachers to ensure that students do not share personal experiences in class, where needed students will be stopped and invited to discuss sensitive topics with the teacher supported by the pastoral team.

Visitors/external agencies which support the delivery of RSE will be required to sign in have an up to date DBS, not be left alone with students and report any disclosures to the DSL or PSHE Lead.

Engaging stakeholders

Parents are informed about the policy through the college newsletter, regular email updates and the parent forum. The policy will be available to parents through the College website. We are committed to working with parents and carers by taking feedback on this policy. We work closely with parents to ensure that they are fully aware of what is being taught and provide additional resources and support through the College website and annual parent forums on PSHE and RSHE.

We will notify parents and carers when Relationships and Sex education will be taught, whether as part of the PSHE or as a workshop on Impact Days by sending an email or letter to the parents and carers of all students concerned.

Right to withdraw your child

Parents and carers do not have the right to withdraw from Health Education or the Relationships Education element of Relationships and Sex Education, because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

If parents and carers do not want their child to take part in some or all of the Sex Education lessons they can ask that they are withdrawn. The Principal of Sidmouth College will consider this request and discuss it with the parents and carers, and will grant this in all but exceptional circumstances, up until three school terms before the student turns 16. At this age, the child can choose to receive Sex Education if they would like to, and Sidmouth College will arrange for your child to receive this teaching in one of those three terms (unless there are exceptional circumstances).

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.

Governors will review the RSE policy and be informed about the curriculum through Governor meetings.

Students will be consulted on regularly through student voice questionnaires as part of the College quality assurance process, feedback after each impact day and also through the student executive and house council system.

Monitoring, reporting and evaluation

Teachers will critically reflect on their work in delivering PSHE/RSE through discussion in departmental meetings and as part of the annual curriculum review of PSHE. The PSHE lead also quality assures student work through work scrutiny carried out in line with whole school quality assurance timetables, this is supported by collation of student voice at least annually.

In line with other curriculum subjects, PSHE student progress is reported at least twice a year, this includes how students engage with homework.

Students will have opportunities to review and reflect on their learning during lessons when completing their progress mind maps in their PSHE booklets and as a part of their half termly key terms quiz.

APPENDIX A

	Autumn 1 Health & wellbeing	Autumn 2 Health & wellbeing	Spring 1 Relationships	Spring Relationships	Summer 1 Living in the wider world	Summer 2 Living in the wider world
Year 7	<p>How can I feel better about myself? Transition to secondary school and personal safety in and outside school, including first aid</p>	<p>What keeps us healthy? Healthy routines, influences on health, puberty, unwanted contact, and FGM</p>	<p>What makes a good friend? Self-worth, romance and friendships (including online) and relationship boundaries</p>	<p>How can other people affect me? Diversity, prejudice, and bullying</p>	<p>What helps me to succeed? Careers, teamwork and enterprise skills, and raising aspirations</p>	<p>What are money risks? Saving, borrowing, budgeting and making financial choices</p>
Year 8	<p>What can I do when life is difficult? Mental health and emotional wellbeing, including body image and coping strategies</p>	<p>What is a Healthy lifestyle? Diet, exercise, lifestyle balance and healthy choices, and first aid</p>	<p>What are relationships? Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception</p>	<p>How can I deal with relationships? Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia</p>	<p>What happens at the end of KS3? Equality of opportunity in careers and life choices, and different types and patterns of work</p>	<p>What is Digital literacy? Online safety, digital literacy, media reliability, and gambling hooks</p>
Year 9	<p>What affects my identity? Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation</p>	<p>How can I look after my health? Alcohol and drug misuse and pressures relating to drug use</p>	<p>What is a healthy relationship? Families and parenting, healthy relationships, and relationship changes</p>	<p>How do I look after my sexual health? Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography</p>	<p>What are human rights? Diversity, British Values, Community cohesion and challenging extremism</p>	<p>Which career might be right for me? Learning strengths, career options and goal setting as part of the GCSE options process Employability</p>
Year 10	<p>How can I be resilient? Mental health and ill health, stigma, safeguarding health, including during periods of transition or change</p>	<p>What affects my health? The influence and impact of drugs, gangs, role models and the media</p>	<p>What is identity and sexuality? Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography</p>	<p>How is a family made? Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships</p>	<p>What are the challenges to Diversity? Communities, belonging and challenging extremism</p>	<p>What is the world of work like? Preparation for and evaluation of work experience and readiness for work</p>
Year 11	<p>How can I be successful in Year 11? Self-efficacy, stress management, and future opportunities</p>	<p>How do I look after my wellbeing? Responsible health choices, and safety in independent contexts</p>	<p>How are relationship in adulthood different? Personal values, (including in relation to contraception and sexual health),</p>	<p>Where can I get support? relationship challenges and abuse, assertive communication</p>	<p>What is financial responsibility? The impact of financial decisions, debt, gambling and the impact of advertising on financial choices</p>	