



# **Chase Terrace Academy PSHE and RSE Policy**

Partner school

John Taylor Multi Academy Trust



## Contents:

1. [Context and Rationale](#)
2. [Policy availability](#)
3. [Legislations \(Statutory Regulations and Guidelines\)](#)
4. [Roles and Responsibilities](#)
5. [Aims and Objectives](#)
6. [Curriculum Design](#)
7. [Learning Environment and confidentiality](#)
8. [Definition of Relationships and Sex Education \(RSE\)](#)
9. [Entitlement and equality of opportunity](#)
10. [Parents' right to withdraw their child](#)
11. [Intended outcomes](#)
12. [Monitoring and Assessing](#)
13. [Further support and counselling services](#)
14. [External Providers](#)

Appendix 1 – [KS3 PSHE/RSE programme](#)

Appendix 2 – [KS4 PSHE/RSE programme](#)

Appendix 3 – [KS5 PSHE/RSE programme](#)

## **1. Context and Rationale**

This policy covers Chase Terrace Academy's approach to Personal, Social, Health and Economic education (PSHE) and Relationships and Sex Education (RSE) delivery.

It was produced in consultation with staff, pupils and parents through (but not limited to) the following channels:

- Departmental review and feedback
- Departmental training
- Parent focus group
- Student voice
- Ongoing feedback from pastoral teams

At CTA we believe that personal, social, health and economic education is vital for all of our students to achieve greater things than they ever thought possible by:

- Promoting children and young people's wellbeing
- Achieve whole curriculum aims
- Promote a sense of community
- Support careers education
- Provide relationships and sex education

This policy covers our approach to delivering a PSHE curriculum that is engaging, challenging and rewarding to all of our pupils.

## **2. Policy availability**

Parents will be informed about the policy through newsletter updates and the policy will be made available through the school website.

## **3. Legislations (Statutory Regulations and Guidelines)**

Under the Education Act 2002, all schools must provide a balanced broadly-based curriculum which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- Prepares pupils at the school for opportunities, responsibilities and experiences of later life

The 2006 Education and Inspections Act placed a duty on Governing Bodies to promote the wellbeing of pupils at the school.

Revised Department for Education Statutory guidance will state that from September 2020 all schools must deliver Relationships and Sex Education at secondary school.

## **4. Roles and Responsibilities**

From September 2020 PSHE and RSE delivery across the school will be monitored by the PSHE co-ordinator and supported by the Senior Leadership Team.

## **5. Aims and Objectives**

In PSHE we will champion every pupil to live healthy, safe, productive, capable, responsible and balanced lives. We will support and value every pupil so that they can reach their full potential. We will enable them to be ready for the responsibility of making life altering decisions. This will be achieved by giving pupils opportunities to learn about rights and responsibilities, exploring their own sense of self, and what it means to be a member of a diverse society. They will become more reflective, able to articulate and clarify their own values and attitudes, and 'weigh and measure' these against the vast range of attitudes they will encounter throughout their lives. Learners will also develop inter and intra personal skills allowing them to work independently and as part of a team, utilising a variety of communication skills.

## **6. Curriculum Design**

The curriculum is designed around three core themes; health and wellbeing, relationships, and living in the wider world. It is designed to actively engage pupils in learning, rather than passively receiving information. Pupils will be given opportunities to consider and clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills.

The curriculum will be delivered through; dedicated lesson time, assemblies, tutor activities, trips and external providers.

## **7. Learning Environment and confidentiality**

Much of PSHE education will draw on pupils' real life experiences. We will create a safe and supportive learning environment by establishing clear 'ground rules' in each lesson/context that match our behaviour policy. Pupils will be expected, and taught, to respect views from others and how to challenge opinions in a respectful manner.

Due to the sensitive nature of some topics within PSHE there is an opportunity for pupils to indicate they may be vulnerable or 'at risk' and in such circumstances the schools safeguarding and child protection policies will be strictly followed so that they can be fully supported.

Pupils will be made aware that some information cannot be held confidentially and will be informed that, if certain disclosures are made, the information may be disclosed to the designated safeguarding team.

## **8. Definition of Relationships and Sex Education (RSE)**

Relationships and Sex Education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and wellbeing.

RSE is an entitlement for all children and young people and must:

- Be accurate and factual, covering a comprehensive range of information about sex, relationships, the law and sexual health, in order to make informed choices. In schools this should be part of compulsory curriculum provision.
- Be inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experience particularly HIV status and pregnancy.
- Include the development of skills to support healthy and safe relationships and ensure good communication about these issues.
- Promote a critical awareness of the different attitudes and views on sex and relationships within society such as peer norms and those portrayed in the media.
- Provide opportunities for reflection in order to nurture personal values based on mutual respect and care.
- Be part of lifelong learning, starting early in childhood and continuing throughout life. It should reflect the age and level of the learner.
- Ensure children and young people are clearly informed of their rights such as how they can access confidential advice and health services within the boundaries of safeguarding.
- Be relevant and meet the needs of children and young people, and actively involve them as participants, advocates and evaluators in developing quality provision
- Be delivered by competent and confident educators.
- Be provided within a learning environment which is safe for the children, young people and adults involved and based on the principle that prejudice, discrimination and bullying are harmful and unacceptable.

## **9. Entitlement and equality of opportunity**

Classroom practice and pedagogy will take into account the age, ability, readiness and cultural backgrounds (including those with English as a second language) to ensure that all can fully access PSHE education provision.

We will use PSHE education as a way to address diversity issues and to ensure equality for all by addressing contextual issues identified through our pastoral management system and pupil feedback.

We recognise the right for all pupils to have access to PSHE education learning which meets their needs. Teachers will employ appropriate differentiation to allow all pupils to access the same PSHE programme, including those pupils with SEND as outlined in the schools SEND policy.

As outlined in our anti-bullying policy; harassment on account of race, gender, disability, sexual orientation or socio-economic status is unacceptable and is not tolerated. All staff will deal with any discrimination incidents that may occur in accordance with the anti-bullying policy.

## **10. Parents' right to withdraw their child**

Full PSHE education provision should be accessible to every pupil. Parents will not be able to withdraw their child from relationships education, however will be able to withdraw their child from sex education (other than the sex education which sits in the curriculum as part of science).

However, a child will also have a right to opt into sex education from their 15<sup>th</sup> birthday (specifically three academic terms before they turn 16) even if it is against their parents' wishes.

Before granting such a request the Head of School will meet with parents and, as appropriate, with the pupils to ensure their wishes are understood and to clarify the nature and purpose of the curriculum. The school will respect the parents' request to withdraw the pupil up to and until three terms before the pupil turns 16. After that point, rather than be withdrawn, if the pupil wishes to receive sex education, the school will make the provision.

If a pupil is withdrawn from sex education, the school will ensure the pupil receives purposeful education during the period withdrawal. The school will keep a record of all such decisions.

## **11. Intended outcomes**

As a result of our PSHE programme of learning, pupils will:

- Develop the knowledge, skills and attributes they need to manage their lives now and in the future
- Learn to make responsible, well informed, decisions e.g. about alcohol, drugs, relationships and careers
- Learn to recognise and manage risk, and to take responsibility for themselves and their actions
- Understand the importance of wellbeing and how to tackle issues that can affect their ability to learn
- Focus on the importance of building healthy and positive relationships
- Develop key skills such as communication, team work and resilience
- Be encouraged to become positive contributors to their families, school and community
- Explore differences and value diversity in all forms
- Become reflective practitioners in all aspects of their lives
- Identify and articulate feelings and emotions and manage difficult situations productively
- Learn about the world of work
- Learn to manage their money and finances effectively

## **12. Monitoring and Assessing**

The PSHE curriculum and delivery will be closely monitored by the PSHE co-ordinator with support of the Senior Leadership Team. It will be reviewed every year. The review will comprise of lesson observations, pupil voice interviews and a departmental report.

Assessment opportunities in PSHE will not consist of grades or scores. Instead areas for assessment in PSHE and RSE are identified as:

- Pupils' knowledge and understanding in classroom discussions and formative assessment activities.
- Application of knowledge and skills in wider school participation, resolving conflict, making decisions and forming positive relationships. Pupil voice will be influential in adapting and amending the material for PSHE and RSE to ensure it is up to date and relevant.

## **13. Further support and counselling services**

Pupils will be encouraged to seek further support should they need it. Some of this can be provided, where appropriate, in school through the safeguarding team, year offices and teaching staff.

Pupils may also be made aware of counselling and information services available out of school.

## **14. External Providers**

To increase engagement and relevance to PSHE the school will seek to utilise external providers wherever appropriate and available. The school will follow the procedures for external providers as outlined in the safeguarding policy.

## Appendix 1 – KS3 PSHE/RSE programme

The following table outlines the content that will be covered during directed lesson time. Opportunities to visit other relevant areas will be maximised through tutor time, assemblies, and engaging external providers. The extra opportunities will explore many elements in Social, Moral, Spiritual and Cultural (SMSC) provision, British Values and the Prevent strategy.

	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Year 7	Hygiene and Dental Health, Emotions and Mental Health	Friendships, conflict management, bullying and cyberbullying	Online relationships, Safety and First Aid	Puberty, Families	Parenting, legal/illegal drugs, healthy eating	Healthy lifestyle, exercise and mental wellbeing
<b>Rationale</b>	Pupils in Year 7 tackle a variety of introductory topics that aim to build on prior knowledge from KS2 and give the foundations to topics they will cover in future years. Within these lessons we will establish the safe and open environment in which pupils will feel encouraged to contribute their ideas and engage with other ways of thinking. Content has been chosen that reflects more of the issues and problems faced by pupils of this age. Dealing with moving to a new school, understanding changes in their bodies, managing a change in friendship groups, becoming more active online, recognising how their role in the family will evolve, understanding the facts and risks associated with drugs, and how to choose and maintain a healthy lifestyle.					
Year 8	Sleep, mental wellbeing, stress	Equality, stereotyping racism and disability, positive relationships	STI's and contraception	Long term commitments, Marriage and the law	Responsibility, Trust, Smoking and Quitting	Addictions, CPR
<b>Rationale</b>	To deepen understanding of changing bodies and new environments pupils begin to look at the impact of sleep, mental health and stress and how these affect their everyday life. Moving on from understanding a variety of relationships we now look to explore a wider selection of people they could encounter in society and tackle stereotyping of race and disability. Most pupils will go onto develop closer relationships and begin to think about intimacy and so lessons surrounding long term commitments, marriage, positive relationships, STI's and contraception aim to give them valuable advice at an early opportunity. As they begin to grow pupils need to understand how they will have new responsibilities and levels of trust placed on them. As pupils begin to learn more about the world they must also be aware of the dangers of different substances such as smoking and other addictions. Building on their first aid knowledge pupils will also look at lifesaving CPR and use of defibrillators.					
Year 9	Improving relationships, managing break ups, anxiety	Stereotyping sex and gender and sexuality, gender identity	Pregnancy and miscarriage and choice, mental health and volunteering	Consent and the law, Sexting and online sharing	Alcohol and binge drinking, prescription drugs, life changing donations	County lines, online rights/risks/data
<b>Rationale</b>	Work on relationships is deepened by looking at how we can improve current relationships as well as looking at ending relationships and how to manage these changes/loss. Work on stereotyping is enhanced to cover sex, gender, identity and sexuality. Relationship advice develops by looking at issues surrounding pregnancy, teenage pregnancy, miscarriage and choice. Intimacy in relationships is explored through consent, sexting and online sharing. Health and wellbeing explores more substances misuse in terms of alcohol, binge drinking and prescription drugs. As young teenagers begin to explore the physical world more independently we raise awareness of their vulnerability from county lines and organised criminal groups. Their rights in respect of data and the risks of using the internet are also covered as pupils continue to make greater use of social media.					



## Appendix 2 – KS4 PSHE/RSE programme

The following table outlines the content that will be covered during directed lesson time. Opportunities to visit other relevant areas will be maximised through tutor time, assemblies, and engaging external providers. The extra opportunities will explore many elements in Social, Moral, Spiritual and Cultural (SMSC) provision, British Values and the Prevent strategy.

	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Year 10	Online Gambling, Internet safety – online ads, depression	Sexual Harassment, managing sexual pressure, online body image, pornography	Alcohol and drugs and sex, self-examining and screening	Domestic abuse, forced marriage and HBV	Exam prep, Hate Crime, Gang and Youth Violence	Money skills, dementia
<b>Rationale</b>	Internet risks are explored further through online gambling and how advertising works. More intimate issues surrounding the internet are also explored through online body image and pornography. As teenagers begin to learn more about their own sexual preferences we look at how we control these by considering sexual harassment and managing sexual pressure. Relationships are also looked at in terms of domestic abuse, forced marriage and HBV. Towards the end of the year pupils will begin taking their first set of mock examinations and this is supported by looking at exam prep and the stress this can cause and how to manage it. Previous work on county lines is developed by looking at hate crime and gang and youth violence. As pupils at this age are (more) likely to seek part time work we also begin to look at key money skills. Dementia is becoming a more prevalent disease so we aim to raise this with our pupils.					
Year 11	Immunisation and Vaccination, HIV and AIDs and testing, Sexual health	Crime in relationships, violence against women and girls, extremism and radicalisation	Reproduction and fertility, FGM	Individual support and exam preparations	Individual support and exam preparations	N/A
<b>Rationale</b>	Health and wellbeing work is developed further by looking at the importance of immunisation and vaccinations. Previous work on STI's is revisited and developed by considering HIV and AIDs and testing, as well as general sexual health. As pupils begin to reach the age of consent for sex we look at reproduction and fertility. Relationships are further looked at in terms of crime in relationships and violence against women and girls. Previous topics of county lines and gangs are now progressed to looking at extremism and radicalisation, as well as FGM. With a shorter and vital important year good time is set aside for allowing individual support (which could be to catch up or recap previous PSHE content) and supporting pupils in preparing for their important GCSE exams.					

## Appendix 3 – KS5 PSHE/RSE programme

There is no statutory content in KS5. However a program of assemblies, tutor time and opportunities will be undertaken involving the following areas:

Health; including physical, sexual and mental.

Transition; including leaving school, moving out of home, careers.

Relationships; including consent, and personal safety.