



FORTIS

Academy

ENRICHING LIVES



RSE/PSHCE Policy 2024 - 2026

Rationale

This policy is a statement of the aims, principles and strategies for the PSHCE intent and implementation at Fortis Academy. The aim of this policy is to ensure that all students, regardless of starting point or barriers, are able to access a broad, well balanced and enriching curriculum. High quality, evidence-based provision and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They enable us at Fortis Academy to promote the spiritual, moral, social, cultural, mental, economic and physical development of pupils, at school and in society.

<p>Staff Responsibility:</p>	<ul style="list-style-type: none"> • Contribute to the reflective development of a comprehensive guided curriculum, following the 12 principles of RSE. • Ensure there are clear objectives and success criteria in lessons which the students understand • Deliver lessons where students feel safe and are encouraged to participate • Promote safe, equal, caring and enjoyable relationships between peers and staff. • Provide a working environment where expectations are high • Provide appropriate resources and support materials • Continue to widen their subject knowledge and participate in training on developments in PSHE education • Meet the needs of all students including those with special educational needs. • Communicate effectively with parents, keeping them informed on the content of lessons taught so they can support them further
<p>Student Responsibility:</p>	<ul style="list-style-type: none"> • Respect other students and all adults; be considerate and thoughtful • Respect the school environment and equipment • Be punctual and organised with appropriate materials/kit • Be ready to learn and engage in the learning experience • Be positive and eager to make use of all opportunities • Have pride in their work, their peers and Great Barr Academy • Take responsibility for their learning, work hard and do their best at all times
<p>Parents' Responsibility: (Home School Agreement)</p>	<ul style="list-style-type: none"> • Ensure their children attend regularly and punctually • Support the ethos of the academy • Share responsibility for their children's learning, be realistic and offer encouragement and praise • Contribute to the development of the PSHE curriculum through the Parent Forum

	<ul style="list-style-type: none"> • Encourage independence in their children • Communicate with staff any concerns about their children • Respect all members of the school community
Review Date:	July 2026

1. Key Principles

Our Academy Vision is “Enriching Lives”, this is underpinned by 4 core principles: Engage, Enquire, Explore and Excel. We believe that students’ lives will be enriched, and be better, in every way because they came to Fortis Academy. We want our staff and students to be highly successful and proud of our academy and an integral part of this ambition is supporting students through a comprehensive range of policies which reflect our commitment to safeguarding our students from harm and promoting positive outcomes. Our RSE/SMSC/PSCHE programme is entitled the ‘Edge’. Through this comprehensive programme we develop our students personal, social, moral, economic and cultural awareness. Building their independence and sense of responsibility. Our personal development curriculum is also promoted and complimented in many subject areas (e.g History, Geography, RS, Science, PE, English and Business). We seek to promote good relationships throughout the academy community and genuine tolerance and understanding of all cultures. We actively promote opportunities for students to work together, in a variety of situations both within and beyond lessons. Students have extensive opportunities to take responsibility through activities such as the school council, EAL ambassadors, Year 9 ambassadors and Year 11 prefects, representing the school on interview panels, sports leadership and assisting at parents’ evenings. Our Edge programme develops personal organisation and study skills, health education (including drugs education, relationship and sex education and personal safety), environmental education, economic and industrial awareness, knowledge of key dispositions within religious studies and careers education. The edge programme is taught by specialist staff and ‘Edge’ form tutors and within a dedicated ‘Edge’ session within year groups, supported by specialist outside speakers.

In teaching Relationships Education and RSE, all staff at Fortis Academy ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. We adhere to and comply with the relevant provisions of the Equality Act 2010, under which sexual orientation and gender reassignment are amongst the protected characteristics.

From September 2020 all students at Fortis Academy will participate in RSE education as part of our Edge provision. Part of these new guidelines from the Government ensure that all parents are made aware of their right to request that their child be excused from sex education (commonly referred to as the right to withdraw). Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE if they are aged 15 or under. Students over 16 and those under 16 for the three terms before they turn 16 have the right to choose themselves if they would like to participate in the RSE sessions.

Before granting any such request the academy would arrange for parents/carers and the student to meet with the campus principal to ensure that all parties wishes are understood and to clarify the nature and purpose of the curriculum.

This process will be documented and a record kept.

Once those discussions have taken place, except in exceptional circumstances, the academy will respect the parents’ request to withdraw the student, up to and until three terms before the child turns 16. After that

point, if the student wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the student with sex education during one of those terms.

There is no right to withdraw from relationships education at secondary level and we believe the content of this curriculum – such as family, friendship, safety (including online safety) – are important for all students to be taught.

With both relationships education and sexual education we feel that the benefits of receiving this important curriculum are vital to the safeguarding of our students. We would also like to make parents aware of the potential detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher.

Intent: Our clear intention is to deliver a RSE/PSHCE programme that enables every student to participate in and reflect upon a range of issues that could adversely impact their future opportunities. Our PSHCE programme builds understanding and skills enabling them to progress onto positive destinations and fulfil their high aspirations. We want our students to develop as confident young adults able to understand and express their opinions on topics which affect their interactions with others. It is our intention to develop enquiring minds that will give our students a wealth of opportunities in their lives, be given the opportunity to explore in depth a wide range of experiences, and by engaging in this, with the support of Fortis Academy, they will excel.

Implementation: To ensure this is the case we provide a comprehensive and carefully planned RSE/PSHCE programme drawing on the specialist skills of a work related learning and careers teams and by providing quality CPD for our staff to ensure they are confident in the delivery of topics relating to relationships and sexual health. We ensure that all aspects of the programme are delivered via a spiral curriculum model where topics are explored in age appropriate sessions and revisited across their 7 year learning journey. The activities undertaken support students by building their independence and developing a sense of responsibility.

Students have access to specific careers advice in every year group, they have interaction with our 'Next Steps' team of Careers and work-related learning specialists who plan organise and facilitate a wide range of experiences for all students in every year group. In year 12 all students are encouraged to participate in work experience week. Further exposure to careers information is delivered through PD days (3 annually). There are opportunities for students to meet with employers and attend careers fayres and University visits. All students in Y9, Y11 and Y13 have 1:1 interview to inform destination planning and applications. No student at Fortis Academy will be denied access to any part of the curriculum on grounds of race, faith, or gender.

Impact: We understand that the quality of our RSE/PSHCE programme will impact on our students ability to engage and excel in a wider academic context. Their ability to understand themselves and their place in the world in addition to the ability to form and maintain strong positive relationships will impact on their future success. We believe that students, staff and parents all have an important voice in ensuring our RSE/PSCHE Curriculum is high quality and meets the needs of all students.

We believe that children learn best when they:

- Are interested and motivated
- Achieve success and gain approval
- Are clear about expectations in their work

- Develop independence and use initiative
- Participate in enrichment activities and cross curricular learning

Learning will take place in a stimulating learning environment that:

- Is welcoming, happy, inclusive and caring
- Challenges students to achieve the highest standards and supports them to do this
- Celebrates success and encourages children to realise their full potential
- Expects mutual respect
- Is well organised, safe, tidy with well-presented displays
- Has resources that are appropriate, high-quality, attractive, and accessible
- Has an agreed code of behaviour 'owned' by the children: 'Ready, Respectful and Safe'.

We expect our RSE/PSHCE programme to:

- Provide all required statutory aspects of RSE education for all students
- Provide necessary exposure to the Gatsby Benchmarks and Bakers Clause.
- Develop students' independent learning skills and resilience, to equip them for further/higher education and employment
- Enable students to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support students' spiritual, moral, social and cultural development alongside developing their personal skills
- Promote a positive attitude to learning and a love of learning for life
- Ensure equal access to learning, with high expectations for every student and appropriate levels of challenge and support
- Give the students opportunities to thrive, follow their dreams and develop new talents

This policy reflects the requirements for Academies to provide a comprehensive broad and balanced curriculum as per the Academies Act 2010. To provide 'to promote the wellbeing of pupils at the school' as per the 2006 education and inspections act. It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010. The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving secondary education.

Inclusion

Teachers set high expectations for all students. They will use appropriate assessment to meet the needs of students and plan challenging work for all groups, including:

- More able students and students with low prior attainment
- Students from disadvantaged backgrounds
- Students with SEND
- Students with English as an additional language (EAL)

Teachers will plan lessons so that students with SEN and/or disabilities can study every topic within the RSE/PSHCE programme with additional support made available where necessary. Teachers will also take

account of the needs of students whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all aspects of study. Further information can be found in our statement of equality information and objectives, and in our SEND policy. For example, we have an "over and above" approach to Pupil Premium students, this means that staff should be aware of any historical gaps in opportunities or learning PP students may have and where this is the case, staff are expected to make reasonable adjustments to address any issues.

Monitoring and Evaluation

Our RSE/PSHE programme is monitored through baseline testing at the beginning of each discreet topic followed by exit monitoring. Student/Staff and Parent voice plays a large part in our monitoring of the impact of the programme on students attitudes and behaviour.

Curriculum Overview

	Autumn 1 Safety	Autumn 2 Health	Spring 1 RSE	Spring 2 Equality	Summer 1 Values	Summer 2 Careers
Year 7	<p>Transition & Safety BQ: <u>How do I prepare for life at Fortis Academy?</u> Transition to secondary school, personal safety traveling to and from school, making good decisions and introduction to basic first aid.</p>	<p>Health & Puberty BQ: <u>How do I respect my body?</u> How to advocate for themselves and others as they explore issues such as <u>self esteem</u>, puberty, personal hygiene, FGM & anti-bullying.</p>	<p>Respect & Relationships BQ: <u>How do I build and maintain healthy relationships?</u> Exploring how to set boundaries, positive friendships navigating peer pressure and being positive.</p>	<p>Celebrating Differences BQ: <u>Why is diversity important?</u> Celebrating what makes us unique, the importance of being kind and breaking down stereotypes.</p>	<p>Politics & Parliament BQ: <u>Why is politics important?</u> Learning about democracy in the UK as part of citizenship and looking at the importance of local MPs.</p>	<p>Financial Education BQ: <u>How do I manage my money?</u> Preparing to manage money in the future and explore careers based on aspirations.</p>
Year 8	<p>Staying safe online and offline BQ: <u>How do I protect my health?</u> Exploring the dangers of alcohol and drug misuse on our physical and mental health. Signs of danger online and bullying</p>	<p>Physical & mental wellbeing BQ: <u>How do I support my wellbeing?</u> Focus on mental health and how to have a positive body image, healthy eating, stress management and how to get help.</p>	<p>Respect & Relationships BQ: <u>Why is decision making important in relationships?</u> Respecting yourself, dealing with conflict, different types of relationships and healthy respectful relationships.</p>	<p>Equality & Diversity BQ: <u>Why is equality important?</u> Studying the law around equality and LGBTQ+ rights across the world. Breaking down misconceptions around protected characteristics according to the UK law.</p>	<p>Law & society BQ: <u>How does the law apply to my life?</u> Exploring the law in the UK and the consequences of breaking the law including personal safety.</p>	<p>Proud to be me! BQ: <u>What skills will I need to be successful?</u> Careers and aspirations focus and finding a career that will support your mental health.</p>
Year 9	<p>Peer Influence BQ: <u>How do I make positive choices?</u> Healthy and unhealthy friendships, assertiveness, substance misuse and gang exploitation.</p>	<p>Body Confidence BQ: <u>How am I changing physically and emotionally?</u> How to prioritise their self-esteem, dealing with emotions, the dangers of the media and healthy lifestyles.</p>	<p>Respect & Relationships BQ: <u>What are my rights?</u> The law on sexual consent, signs of toxic relationships, domestic abuse and delaying sexual activity.</p>	<p>Sexual Health BQ: <u>How do I look after my health in an intimate relationship?</u> How to protect your health against STIs, contraception education and how to have a healthy body.</p>	<p>Combatting Extremism and Terrorism BQ: <u>How does the UK protect us against terrorism?</u> Exploring the dangers of extremism and how counter terrorism works in the UK.</p>	<p>Essential Life Skills BQ: <u>How do I turn failure into success?</u> Target setting and preparation for KS4. How to manage money and budget for your future and the dangers of online influencers.</p>

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Year 10	<p>Seeking Safety BQ: <u>How can I access help?</u> Exploring moral issues impacting young people such as online gaming, gambling, forced marriages, causes of knife crime and <u>modern day</u> slavery.</p>	<p>Mental Health & Wellbeing BQ: <u>How do I protect my mental health?</u> Screen time limits, signposting mental health support, promoting emotional wellbeing and child abuse signs.</p>	<p>Respect & Relationships BQ: <u>Am I making the right decision?</u> Sexualisation of the media, online pornography (myths vs reality), unhealthy relationships, sexual assault and the law around sending and receiving explicit pictures.</p>	<p>Exploring World Issues BQ: <u>What are the issues across the globe?</u> Researching international organisations who support peace. Women's rights, fair trade and free trade.</p>	<p>Exploring British Values BQ: <u>What are my rights as a human?</u> Exploring British values such as mutual respect, democracy, individual liberty and identity.</p>	<p>Your future & Beyond BQ: <u>How do I prepare for success in the future?</u> Post 16 options, managing exam stress and anxiety, social media Vs reality and CV writing.</p>
Year 11	<p>Mental Health & Wellbeing BQ: <u>How do I look after my health as an adult?</u> Education around checking our bodies to protect against cancer, abortion laws and morals, organ and blood donation and screening options.</p>	<p>Respect & Relationships BQ: <u>How do I protect myself?</u> Fertility, revisiting STI protection, respect in relationships, peer-on-peer abuse and signposting for support.</p>	<p>Personal Safety BQ: <u>How do I make positive choices?</u> Online safety, digital footprints and live streaming potential dangers. Cosmetic procedures, staying safe at festivals and substance abuse.</p>	<p>Preparing for GCSE's Revision support, intervention and study skills</p>	<p>Preparing for GCSE's Revision support, intervention and study skills</p>	<p>Preparing for GCSE's Revision support, intervention and study skills</p>
Year 12	<p>Work, Careers and Pathway Choices</p>	<p>Healthy Lifestyles and Mental Health</p>	<p>Relationships, Values and Consent</p>	<p>Risk, Personal Safety and Drugs</p>	<p>Bullying, Abuse and Discrimination</p>	<p>Futures Programme</p>
Year 13	<p>Higher education Applications</p>	<p>Sexual Health and Self-Concept</p>	<p>Contraception and Parenthood</p>	<p>Financial Choices</p>	<p>Preparing for A-Levels Revision support, intervention and study skills</p>	<p>Pre-paring for A levels Revision support, intervention and study skills</p>