



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

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Policy Version	<ul style="list-style-type: none"> • Version 3
The PSHE and RSE Policy will be reviewed annually, or more regularly in the light of any significant new developments or curriculum changes. The next planned review date will be:	<ul style="list-style-type: none"> • September 2023
Policy Authorisation Date	<ul style="list-style-type: none"> • June 2023
PSHE/RSE Subject Lead	<ul style="list-style-type: none"> • Rachael Hoyle
Governing Body	<ul style="list-style-type: none"> • Andrew Mills
Chair of Governors	<ul style="list-style-type: none"> • Beverley Harrison
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Contents

Topic	Page
Policy Context and Rationale	2
Legislation (Statutory Regulations and Guidelines)	2-3
Roles and Responsibilities	3
Curriculum Design	3-4
Programme of study	4
Best Practice in PSHE Education	4-5
Safeguarding and Effective Practice	5-6
Equality of Opportunity	5-6
Definition of Relationships and Sex Education (RSE)	6
Responsibilities and Delivery Overview of RSE	6-7
Parents' right to withdraw their child	7
Intended Outcomes	7-8
Monitoring and assessing	8
Confidentiality	8
Consultation	8
Pastoral and Further Support	8
Outside Agencies/Speakers	8

Policy Context and Rationale

PSHE and RSE are seen as vital to ensuring a rounded education and to helping students prepare for a healthy adult life and to their ability to make a positive contribution to society. This policy sets out the school's approach to Personal, Social, Health and Economic Education (PSHE) and Relationships and Sex Education (RSE) delivery.

LSA High School is committed to safeguarding and promoting the welfare of young people and all staff and volunteers.

Personal, Social and Health Education (PSHE) endeavours to help students to lead confident, healthy and responsible lives as individuals and members of society. PSHE provides a significant contribution to the school's responsibility to:

- Promote children and young people's wellbeing
- Achieve the whole curriculum aims
- Promote community cohesion
- Provide careers education
- Provide relationship and sex education

The policy is informed and underpinned by LSA's values of Aspiration, Endeavour, Integrity, and Respect.

The PSHE and RSE programme aims to develop:

- Successful learners who enjoy learning, making progress and achieving
- Confident individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society

Pupils are also taught explicitly about British Values that are defined as:

- Democracy & the rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs.

These values are taught explicitly through Personal, Social Health and Emotional Education (PSHE) as well as through LSA's broad and balanced curriculum.

The policy will be made available through the school website.

Legislation (Statutory Regulations and Guidelines)	<p>Under the Education Act 2002, all schools must provide a balanced broadly-based curriculum which:</p> <ul style="list-style-type: none">- 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. <p>The 2006 Education and Inspections Act placed a duty on Governing Bodies to promote the wellbeing of pupils at the school.</p> <p>Revised Department for Education statutory guidance will state that from September 2021 secondary schools must deliver Relationships and Sex Education.</p> <p>This policy has due regard to all relevant legislation and statutory guidance including the following:</p> <p>DfE (2022) 'Keeping children safe in education 2022'.</p>
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	<p>DfE (2021) Secondary 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'</p> <p>This policy operates in conjunction with the following school policies:</p> <p>Child protection and safeguarding policy</p> <p>Complaints procedures policy</p>
<p>Roles and Responsibilities</p>	<p>PSHE and RSE at LSA will be monitored by the PSHE Lead.</p> <p>The PSHE lead will ensure contextual and appropriate delivery at each key stage.</p> <p>The governing board is responsible for:</p> <ul style="list-style-type: none"> • Ensuring the school's PSHE/RSE policy is implemented effectively. • Ensuring that the PSHE/RSE policy, as written, does not discriminate on any grounds or protected characteristics. <p>The headteacher is responsible for:</p> <ul style="list-style-type: none"> • Reviewing the PSHE/RSE policy annually. • Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy. • Facilitating the day-day implementation and management of the PSHE/RSE policy. <p>The PSHE lead is responsible for:</p> <ul style="list-style-type: none"> • Liaising with other staff and professional agencies to devise a suitable scheme of work ensuring comprehensive PSHE education.
<p>Curriculum Design</p>	<p>The school will use direct teaching via timetabled Personal Development lessons to teach PSHE/RSE. Pupils will be taught PSHE and RSE through a range of teaching and learning styles, including active techniques such as discussion and group work. Pupils' opinions and questions, unless inappropriate, will be responded to respectfully by teachers.</p> <p>The curriculum is designed around active engagement in learning, rather than passively receiving information.</p> <p>Pupils will be given opportunities to consider and clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills.</p> <p>The school will deliver RSHE as part of its timetabled PSHE (Personal Development) programme.</p> <p>Key Stage 3 –</p> <ul style="list-style-type: none"> - Curriculum time delivered by class teachers known as Personal Development. - PSHE/RSE is taught through other subjects/curriculum areas e.g. RS - PSHE/RSE will sometimes be delivered by Form Tutors and in assemblies. - Focused awareness weeks/days throughout the year - Sessions delivered by outside agencies. - Through involvement in the life of the school and wider

	<p>community</p> <ul style="list-style-type: none"> - Pastoral care and guidance <p>Key Stage 4 –</p> <ul style="list-style-type: none"> - PSHE/RSE is taught through Personal Development lessons along with other subjects/curriculum areas e.g., RS. - PSHE/RSE will sometimes be delivered by Form Tutors and in assemblies. - Focused awareness weeks/days throughout the year - Personal development days and sessions- delivered by outside agencies. - Through involvement in the life of the school and wider community - Pastoral care and guidance
<p>Programme of study</p>	<p>The PSHE/RSE programme of study will cover the following topics which are advised from the PSHE association programme of study:</p> <p><u>KS3 and 4- Health and wellbeing</u></p> <ul style="list-style-type: none"> • Self-concept. • Mental health and emotional wellbeing. • Healthy lifestyles and health-related decisions. • Drugs, alcohol, and tobacco. • Managing risk and personal safety. • Puberty, sexual health, and fertility <p><u>KS3 and 4- Relationships</u></p> <ul style="list-style-type: none"> • Positive relationships. • Relationship values. • Forming and maintaining respectful relationships. • Consent. • Contraception and parenthood. • Bullying, abuse and discrimination. • Social influences. <p><u>KS3 and 4- Living in the wider world</u></p> <ul style="list-style-type: none"> • Learning skills. • Choices and pathways. • Work and career. • Employment rights and responsibilities. • Financial choices. • Media literacy and digital resilience.
<p>Best Practice in PSHE Education</p>	<p>Any new topic in PSHE/RSE will be introduced taking into account pupils' prior knowledge.</p> <p>Research shows that attempts to scare or shock young people into making healthy choices rarely works and often backfire.</p>

	<p>Pupils will be reassured that the majority of young people make positive healthy lifestyle choices.</p> <p>Pupils are helped to make connections between PSHE education and their 'real life' experiences.</p>
<p>Safeguarding and Effective Practice</p>	<p>PSHE and RSE often draw on students' real-life experiences. A safe and supportive learning environment will be created by establishing ground rules in each context for the delivery of subject material.</p> <p>Due to the nature of the matters discussed in PSHE, there may be a higher likelihood for safeguarding concerns to arise or be disclosed by pupils. In line with the schools Child Protection and Safeguarding Policy, all staff will be aware of the indicators and risks of a range of safeguarding issues, including child-on-child abuse, and will follow the appropriate procedures should a safeguarding concern be disclosed.</p> <p>There is an element of PSHE in pastoral care, so the school will ensure that PSHE and pastoral care teams work together to help pupils feel comfortable indicating that they may be vulnerable and at risk.</p> <p>Staff delivering PSHE and RSE will ensure the students, who indicate they may be at risk, get appropriate support by liaising with the appropriate pastoral team and adhering to the School's Child Protection and Safeguarding Policy.</p> <p>PSHE lessons will encourage pupils to discuss the issues raised in the lesson with a member of staff they wish to do so. Pupils will also be made aware of how to raise concerns or make reports about potential safeguarding issues, and how reports will be handled. This also includes concerns and reports about a friend or peer.</p> <p>Where beneficial, the DSL or deputy DSL will be involved in the development of safeguarding-related elements of the PSHE curriculum.</p>
<p>Equality of Opportunity</p>	<p>Classroom practice and pedagogy will take into account students' ability, age, Pupils' current knowledge on and readiness to learn about the topic being covered, cultural background, pupils' with EAL and pupils with SEND and will be adjusted to enable all students to access the learning.</p> <p>To aid PSHE tailoring, the PSHE teacher will use discussions and other activities to ascertain pupils' current knowledge and understanding of the subject being covered. The teaching programme will then be adjusted to reflect the composition of the class.</p> <p>LSA will use PSHE and RSE education as a way to address diversity issues and to ensure equality for all by addressing contextual issues identified through our pastoral system, knowledge of students and student voice activities.</p>

	<p>PSHE and RSE delivery is designed to comply with the Equality Act 2010. Provisions within the Equality Act allow the school to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of protected characteristics.</p> <p>Parents have the right to withdraw their children from those parts of RSE <i>not</i> within the national curriculum.</p>
<p>Definition of Relationships and Sex Education (RSE)</p>	<p>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 well-being.</p> <p>RSE is an entitlement for all children and young people and must:</p> <ul style="list-style-type: none"> - 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 good quality provision. - Be delivered by competent and confident educators. - Be provided within a learning environment that is safe for the children, young people and adults involved and based on the principle that prejudice, discrimination and bullying are harmful and unacceptable.
<p>Responsibilities and Delivery Overview of RSE</p>	<p>RSE delivery across all of the school will be monitored by the PSHE Lead. The PSHE lead to ensure contextual and appropriate delivery at each key stage.</p> <p>The aim of RSE at LSA is to give students the information they need</p>

	<p>to help them develop healthy, nurturing relationships of all kinds; not just intimate relationships. It should enable students to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship.</p> <p>RSE should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships.</p> <p>Students will understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.</p> <p>RSE is also supported through science lessons. In particular, reproduction in humans (e.g. the structure and function of the male and female reproductive systems, menstrual cycles, gametes, fertilisation, gestation, birth and HIV/AIDS).</p> <p>Other sexual health related initiatives are delivered to students in line with national programmes e.g. HPV vaccinations.</p>
<p>Parents' right to withdraw their child</p>	<p>Parents will not be able to withdraw their child from relationships education at LSA.</p> <p>Parents 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 student will also have a right to opt into sex education from their 15th birthday (specifically three academic terms before they turn 16) even if it is against his/her parents' wishes.</p> <ul style="list-style-type: none"> - Before granting such a request, a senior leader will meet with parents and, as appropriate, with the student 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 3 terms before the student 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 of withdrawal. - The School will keep a record of all such decisions.
<p>Intended Outcomes</p>	<p>As a result of our PSHE and RSE programme, pupils will:</p> <ul style="list-style-type: none"> - Develop the knowledge, skills and attributes they need to manage their lives now and in the future - Learn to make responsible decisions e.g. about alcohol, drugs, relationships and future careers - Learn to recognise and manage risk and take increasing 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

	<ul style="list-style-type: none"> - Develop skills such as teamwork, communication and resilience - Be encouraged to make positive contributions to their families, schools and communities - Explore differences and learn to value diversity in all its forms - Reflect on their own individual values and attitudes - Identify and articulate feelings and emotions and manage difficult situations positively - Learn about the world of work - Learn to manage their money and finances effectively
Monitoring and Assessing	<p>This policy will be reviewed by the headteacher and the PSHE lead on an annual basis as a departmental review plan. The review is comprised of lesson observations, pupil voice interviews and a departmental report. Any changes to this policy will be communicated to all staff and other relevant parties.</p> <p>The next scheduled review date for this policy is September 2023.</p> <p>Lessons will be planned to ensure pupils of differing abilities are suitably challenged. Teaching will be assessed to identify where pupils need extra support or intervention.</p> <p>Students' knowledge and understanding will be assessed through classroom discussion and formative assessment activities.</p> <p>Also, assessment will include application of knowledge and skills in wider school participation, resolving conflict, making decisions and forming positive relationships.</p> <p>Engagement in PSHE and RSE will be monitored and recorded by the teacher and will be included in the whole school report- attitude judgments for personal development. This is split into two sections Respect and Integrity (engagement, attitude and behaviour) and Aspiration and Endeavour (quality of work submitted) and the students will be awarded either excellent, good or inconsistent.</p> <p>Student voice will be influential in adapting and amending the material for PSHE and RSE to ensure it is up to date and relevant.</p>
Confidentiality	<p>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 parents/carers or/and the Safeguarding team.</p>
Consultation	<p>As part of the planning and delivering of PSHE and RSE lessons at LSA, teachers, parents/carers, and students will be consulted annually. This will give relevant parties a chance to discuss what is being taught and address any concerns.</p>
Pastoral and Further Support	<p>Students will be given information of key members of staff, such as the Pastoral team, who can offer support.</p> <p>Students will be given, where appropriate, details of information services and agencies both in and out of school.</p>
Outside Agencies/Speakers	<p>Please refer to Safeguarding and Child Protection Policy, School Visitor Policy and Other Adults on Site Policy.</p> <p>If an outside agency/speaker is delivering content, this will be</p>

agreed prior to the session.