**PSHE and   
HRSE Policy**

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# 1. Introduction

This policy covers our school’s approach to statutory guidance on Relationships and Sex Education (RSE), Health Education and all non-statutory areas of PSHE.

*“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, require all schools from September 2020 to deliver Relationships Education (in primary schools) and Relationships and sex education (in secondary Schools). Health Education is compulsory in all schools except independent schools.*

We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

This policy was produced by Rebecca Sweeney (PSHE Coordinator)

Parents are informed about the RSE policy as part of the admission process. It is published on the school website. Where appropriate, parents will have the opportunity to discuss the policy at school-based parent forums and reviews. It is intended that this policy is written in an accessible way for the whole of the school community. A hard copy of the policy is always available for inspection to parents on request.

# 2. Overall School Aims and Objectives

Our School’s aims and priorities for our students are to ensure that they understand that Learning is for Life and not just for the time they are with us. We want to nurture and develop our students into well rounded individuals. To ensure that they respect themselves, each other and the community and environment that they live in. We want them to believe in themselves to acknowledge their strengths, weaknesses to continue to learn from mistakes and to value everyone they meet on a daily basis, so see the good in people and to treat people with respect.

As a school we thrive on working together in partnership with students, parents, carers, colleagues, visitors and other professionals to provide every opportunity for our students to excel and be the best that they can be. We recognise that this is only possible if students are safe and are able to make safe decisions. We believe that an in-depth PSHE programme is vital in preparing our students to make and carry out these decisions.

PSHE education provides learning that makes an essential contribution to:

• Reducing or removing barriers to learning – by providing learning that promotes positive relationships and thus supports young people in reaching their full potential.

• Developing the key concepts, knowledge and understanding, language, skills and strategies that enable young people to make positive lifestyle choices, now and in their future.

• Developing the key concepts and skills that both support academic learning (for example, team working that encourages more effective group enquiry) and transcend it (for example, building resilience and developing entrepreneurial skills), and that are essential to employability in a rapid changing global economy.

# 3. What values will underpin this policy?

Our programme promotes the spiritual, moral, cultural, mental and physical development of all our students.

Our Learning for Life programme will help students to manage difficult moral, social, economic and health related issues that arise in their lives and in society.

The programme also helps them to develop the knowledge, understanding, values, language, skills and strategies they need to live confident, healthy, independent lives as individuals, parents, professionals and members of society.

We will encourage students to talk to their parents and carers, to share problems or issues they may have and if necessary we will help to facilitate these discussions in a calm and safe way.

Underpinning our Learning for Life programme will strengthen our students understanding of Walton-le- Dale values of ASPIRE, Achieving, Self-motivated, Positive, Imaginative, Respectful and Empathy. PSHE education needs to be central to the personal development of the young people in our school.

The values and ethos of Walton le Dale High School will not only be made explicit in PSHE education, they will also be shaped by what happens in PSHE education.

It is the planned provision through which we promote, both the present and future personal and economic wellbeing of our young people.

The Learning for Life programme is embedded within the wider learning offered by our school to ensure that young people have positive relationships with adults, and feel valued, and that those who are most vulnerable are identified and supported. The school provides opportunities for young people to make real decisions about their lives, to take part in activities that stimulate adult choices, and where they can demonstrate their ability to take responsibility for their decisions.

# 4. What are the aims and objectives of our Learning for Life Programme?

Our programme aims to assist our students in preparing for adult life by supporting them through their physical, emotional and moral development and helping them to understand themselves, respect others, form, and sustain healthy relationships.

We aim to encourage our students to develop;

• Knowledge that will enable students to make informed decisions about their wellbeing, health and relationships and to build on their self efficacy.

• Skills necessary to make informed decisions when facing risk, challenges and complex contexts

• Resilience, to know when and how to ask for help, and know where to access support.

# 5. How will we ensure the curriculum is relevant to our students?

While promoting the values above, we will ensure that students are offered a balanced programme by

* Consulting with students via the school council.
* Using relevant data – Classcharts, attendance, meetings with pastoral staff.
* Local data which relates to HRSE identifying the needs of the whole school community – Health needs assessment, Health LSIP, Public data on RTA, attendance at A&E, Alcohol and drug use, teenage pregnancy, social deprivation, family life, career and life chances.
* Local Data – Chimat, JSNA.
* Parent voice /survey – Important topic areas they would like to see taught within the curriculum based on their concerns both in the community and for their children.

# 6. What are our intended outcomes?

**Our Learning for Life programme aims to equip children and young people with the knowledge, attributes and skills they need for life and for the world of work.**

The learning outcomes of our programme will be that students will:

* know and understand – how to live healthy, safe productive, capable, responsible and balanced lives;
* understand they have a right to reflect on and clarify their own values and attitudes both now and in the future, and if necessary challenge, their own and others’ values, attitudes, beliefs, rights and responsibilities;
* understand they have a responsibility to develop an understanding of themselves , empathy and the ability to respect and work with others to form and maintain positive relationships;
* develop the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives;
* develop the attributes of  resilience, self-esteem, risk-management, teamworking and critical thinking in the context of three core themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing and aspects of careers education).

# 7. Creating a safe and supportive learning environment

* At Walton le Dale we seek to provide a safe, secure learning environment for RSE, Health Education and PSHE that enables our students to gain accurate knowledge, develop their own values and attitudes, and develop skills to grow into happy confident successful adults.
* We will ensure members of staff are role models for positive interpersonal relationships.
* Group agreements are negotiated with classes on an individual basis at the beginning of the academic year and are used to create and maintain a safe learning environment for staff and students. They are regularly revisited to ensure a consistent approach

# 8. SEND, Inclusion, Equality and Diversity

* We recognise the right for all students to have access to PSHE education learning which meets their needs.
* We will ensure that students with SEND receive access to PSHE through weekly lessons with relevant members of staff.
* PSHE programme is accessible to all students regardless of culture, gender or disability in ways appropriate to meet individual abilities.
* We will not exclude access to PSHE for any student.
* Teaching will take into account the ability, age, readiness, and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access RSHE and PSHE education provision.
* Delivery will be differentiated appropriately according to need.
* We promote social learning and expect our students to show a high regard for the needs of others.
* We will use RSE, Health Education and PSHE as a vehicle to address diversity issues and to ensure equality for all.

As set out in the Equality Act 2010

*‘As far as schools are concerned, for the most part, the effect of the current law is the same as it has been in the past – meaning that schools cannot unlawfully discriminate against students because of their sex, race, disability, religion or belief or sexual orientation.’*

We will ensure equality by…

* Considering the protected characteristics, disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children
* Identifying students’ different starting points by implementing a baseline assessment at the beginning of every topic.
* Respecting students’ unique starting points by providing learning that is age appropriate and differentiated, ensuring it suits the needs of our students.
* Ensuring that students with special educational needs receive access to PSHE education through weekly lessons, and are supported by TA’s and other support staff.
* We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it may not be culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns should they arise.
* Ensuring that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.
* We aim to deal sensitively and honesty with issues of sexual orientation, answer appropriate question and offer support. Young people, whatever their developing sexuality need to feel that relationship and sex education is relevant to them

# 9. DfE Statutory Guidance states that from September 2020, all Secondary Schools must deliver Relationships and Sex Education (RSE)

As a maintained secondary school we must provide RSE to all students as per the [Children and Social work act 2017.](http://www.legislation.gov.uk/ukpga/2017/16/section/34/enacted)

In teaching RSE, we must have regard to to [guidance](https://www.gov.uk/government/consultations/relationships-and-sex-education-and-health-education) issued by the secretary of state as outlined in section 403 of the [Education Act 1996.](http://www.legislation.gov.uk/ukpga/1996/56/contents) We are required to provide a curriculum which is broad and balanced in accordance with section 78 of the Education Act 2002

*‘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 students receiving primary education and Relationships and Sex Education (RSE) compulsory for all students receiving secondary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.’*

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Students also receive stand-alone sex education sessions delivered by a trained health professionals.

# 10. What is the purpose of Health, Relationships and Sex Education in our School?

RSE at Walton le Dale focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

* Families
* Respectful relationships, including friendships
* Online and media
* Being safe
* Intimate and sexual relationships, including sexual health

School Vision for safe and effective RSHE

* The school seeks to provide a safe, secure learning environment for RSHE that enables children and young people to gain accurate knowledge, develop their own values and attitudes, and develop skills to grow into happy confident successful adults.
* The school seeks to ensure members of staff are role models for positive interpersonal relationships.
* Group agreements/contracts are negotiated with classes on an individual basis to ensure the safety of both staff and students.

We think it is important for our students and our school because high quality, evidence based and age appropriate teaching of this subject can help prepare our students for the opportunities, responsibilities and experiences of adult life. This will enable us as a school to promote the spiritual, moral social, cultural, mental and physical development of our students both at school and in society.

We ensure RSE is inclusive and meets the needs of all our students, including those with special educational needs and disabilities (SEND). At Walton-le- Dale High School we are an inclusive setting and this is reflected in the inclusive nature of the RSE programme. We promote the needs and interests of all students, irrespective of gender, culture, ability or aptitude.

# 11. What are the aims and objectives of our Relationships and Sex Education programme?

The aims of the RSE programme closely mirror the aims of the broader PSHE curriculum:

• to help all students develop as individuals in a wider society

• to understand their relationships with others

• to understand themselves physically, emotionally, socially and sexually

At Walton le Dale High School we are statutorily required to explore lifestyle choices our students may wish to make and, having made those choices we are required to develop appropriate language, strategies and skills that they may need to stay healthy and safe.

The diversity of the needs in the school, coupled with the additional vulnerability of our students mean the range of learning experiences include:

* developing positive values and a moral framework that will guide their decisions, judgements and behaviour; have 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
* understand the consequences of their actions and behave responsibly within all relationships
* avoid being exploited or exploiting others and understand the importance of consent
* communicate effectively by developing appropriate terminology for sex and relationship issues.
* develop awareness of their sexuality and understand human sexuality
* challenge sexism and prejudice, and promote equality and diversity
* understand the arguments for delaying sexual activity
* understand the reasons for having protected sex
* 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
* be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary
* know how the law applies to sexual relationships

# 12. What are our intended outcomes for Relationships and Sex Education?

The learning outcomes of our RSE programme will be that students:

* 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.
* Understand and know contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure).
* Understand what acceptable and unacceptable behaviour in relationships is. This will help students understand the positive effects that good relationships have on their mental wellbeing,
* Understand how to identify when relationships are not right and understand how such situations can be managed.
* Understand human sexuality and to respect themselves and others.
* Enable students to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity.
* Understand how to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.
* Develop knowledge about safer sex and sexual health to ensure that our students are equipped to make safe, informed and healthy choices as they progress through adult life.
* understand that they have a right to learn, to be heard and to be kept safe
* understand that they have a responsibility to listen and to respect others at all times
* learn to manage emotions and relationships confidently and sensitively
* develop self-respect and empathy for others
* learn to make choices with an absence of prejudice
* develop an appreciation of the consequences of choices made
* be empowered with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

# 13. Key Principles

Students will be taught in a safe learning environment. Group agreements and contracts will be in place from the start.

Distancing techniques will need to be in place from the start. These depersonalise the situations under discussion. Being in a role, empathising with a character or speaking in response to the actions of others (real or imaginary) will allow students to explore their feelings about issues safely, because they are not speaking or acting as themselves.

Distancing also helps students learn and then reflect on how it applies to their own lives. Different learning styles are accommodated. Students who struggle with written work often come into their own when given the chance to take on roles or to respond to scenarios. This will support staff by making them less anxious about the possibility of upsetting students, unexpected disclosures or inappropriate comments.

* Students will be able to raise questions anonymously by using these distancing techniques. They will also be provided with a journal to make notes in where they can ask questions should they wish their teacher to answer them. There will be a question box available for students to anonymously post questions. Staff will then be able to answer these in subsequent lessons.
* Students' questions will be addressed including dealing with disclosures by following the correct procedures and referring them through CPOMS to our DSL and DDSL
* Staff agreement on methods of delivery – staff will meet in Topic Teams to discuss the delivery of their chosen topic
* The current delivery method is currently under review due to the change in form structure.
* Staff will be supported by the PSHE lead, DHT in charge of Curriculum and T&L and DHT in charge of Student support.
* Use of visitors and external agencies – PSHE lead will liaise with staff to organise external visitors and agencies to support the teaching of the curriculum
* Support for vulnerable or 'at risk' students – if necessary students will receive a time out card allowing them to leave the session if a topic is too difficult for them. Staff will be notified of these students. PSHE lead will liaise with pastoral staff to meet these requirements.
* Child protection, safeguarding and confidentiality – PSHE lead to meet with Pastoral staff, DSL to discuss

**Planning and organisation of curriculum**

* Differentiation and inclusion - We will ensure equality of the RSE policy by being sensitive to the differing needs of students and by ensuring that the opportunity to evolve and adapt over time is built into the process, including listening to students and encouraging their voice.
* Matched to the needs of our students – ensuring that we carry out a student voice through the student council or a random selection of students to ascertain what their ideas and needs are within the PSHE curriculum.
* Lesson materials / resources /teaching methods – All resources and materials will be supplied by PSHE lead, through a variety of channels.
* Reflect on progress- Students will be asked to reflect on their progress from the beginning to the eng of the topic. Eg. Using a KWL grid
* Assessment will be carried out at the beginning and end of each topic – this will enable staff to plan based on what students already know and understand about the topic.
* Links with other curriculum areas – Science, computing, PE

# 14. Statutory Guidance on Relationships and Sex Education

Since September 2020, [Relationships Education, Health Education, and Relationships and Sex Education became compulsory in England](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education.pdf). Relationships, Sex and Health Education is sometimes shortened to RSHE.

This is covered at Key Stage 3&4 through five different areas.

* Families
* Respectful relationships, including friendships
* Online and media
* Being safe
* Intimate and sexual relationships, including sexual health

# 15. Working with Parents / Carers

* We view the partnership of home and school as vital in maintaining a supportive relationship for our students.
* We are committed to working with parents.
* We will offer (where appropriate) advice and materials designed to support the student’s RSE learning.
* Parents are encouraged to discuss key issues and ongoing concerns with school staff, at parents’ evenings and other parental forums.
* We will notify parents when particular aspects of the RSE curriculum will be taught helping prepare them for questions and changing behaviour.
* We will communicate with parents about their right to withdraw their children from Sex education but not relationships or Health Education during the induction into the school.
* If parents request removal from Sex education lessons the school will provide alternative support.
* Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from Sex education delivered as part of statutory RSE. Parents can exercise this right in the form of a request through the headteacher.
* Parents will be sent regular updates about where to access support
* Parents will be asked through the form of a parent survey/voice on their concerns and what they feel should be included within the RSHE curriculum.
* Parents will be informed how student voice has been used to tailor and review what is taught within the PSHE and RSHE programmes
* Parents have no right to withdraw their child from science curriculum, which includes aspects of human development.

# 16. What are the aims and objectives of our Health Education Programme?

* To enable our students to make well informed, positives choices for themselves
* To understand how their bodies are changing
* To develop language they use to talk about their bodies, health and emotions.
* To have confidence to ask themselves how they are feeling and why?
* To understand why terms associated with mental and physical health difficulties should not be used pejoratively
* To enable students to develop an understanding how physical and emotional which take place over time can impact on their wider health and wellbeing
* To give students strategies and ways to protect and support their own health and wellbeing.
* To develop the importance of self care, the benefits of physical activity and time spent outdoors
* To enable students to see the importance of sufficient sleep, good nutrition and strategies for building resilience.

# 17. What are our intended outcomes?

The learning outcomes of our programme will be that students will:

* Know and understand where normal variations in emotions and physical complaints end and health and wellbeing issues begin
* Know and understand the relationship between good physical health and good mental wellbeing which can also influence their ability to learn
* understand they have a responsibility to know the contribution that hobbies, interests and participation in their communities make to their overall wellbeing
* will understand the importance of volunteer work to their social wellbeing. This can contribute to the development of attributes for a happy and successful adult life.
* recognise that self focused or isolating lifestyle choices can lead to unhappiness and being disconnected from society, they will know how to use effective strategies to combat this.
* understand about problems and challenges. Including factual information about the prevalence and characteristics of more serious mental and physical health conditions, drugs, alcohol and information about effective interventions.
* Understand the impact of time spent online, the positive aspects of online support and negotiating social media, including online forums and gaming.
* know how to judge when they, or someone they know, needs support and where they can seek help if they have concerns. This will include details on which adults in school (e.g. school nurses), and externally can help.
* Know how to maintain healthy eating and the links between poor diet and health risks.
* Know about about personal hygiene,treatment and prevention of infection, dental health, good oral hygiene,the benefits of regular self-examination and screening, the facts and science relating to immunisation and vaccination, the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.
* Know basic first aid
* Understand the changes of the adolescent body

# 18. Statutory Guidance on Physical Health and Mental Wellbeing Education (Health Education)

KS 3 & 4

* Mental wellbeing
* Internet safety and harms
* Physical health and fitness
* Healthy eating
* Drugs, alcohol and tobacco
* Health and prevention
* Basic first aid
* Changing adolescent body

# 19. Timetabling PSHE Education

Our PSHE and RSHE provision is mapped and planned effectively to ensure we deliver all statutory requirement

Our provision is further enriched by providing enrichment activities throughout the year

We allocate 1 hour per week of curriculum time to PSHE education (including RSHE).

Our PSHE and HRSE takes place on a rolling timetable,

e.g Week 1 – Monday – Period 1, week 2 – Monday period 2.

This method of delivery provides adequate time to deliver a comprehensive programme

* It will involve all staff, so there is potential for greater ‘ownership’ as part of a whole school approach
* Most time slots on the timetable will only be replaced by PSHE education once a year (e.g. with a five period day, there will be 25 different time slots before the same period is ‘hit’ again),
* so more acceptable to other subject teachers as they don’t feel they are giving up a regular amount of their subject time to allow PSHE education to be timetabled
* Across KS3&4 students will be supported with developing ASPIRE skills Achieving, Self-motivated, Positive, Imaginative, Respectful and Empathy
* RSHE will also be delivered through enrichment days

# 20. Who will be responsible for teaching the programme?

The programme will be led by the PSHE Lead with support from the DHT Teaching & Learning Curriculum. It will be taught by form tutors with a specialist group of staff on hand to teach and support RSE. It will be supported by TA’s and support staff.

The school will support members of staff delivering PSHE and HRSE to access appropriate CPD by notifying them of relevant courses.

The PSHE Coordinator has responsibility to maintain the policy and to present this to Governors for ratification.

It is the responsibility of the topic teachers (with support from the PSHE lead) to oversee and organise the monitoring and evaluation of RSHE, in the context of the overall school plans for monitoring the quality of teaching and learning.

# 21. The use of visitors to the classroom

We will use external contributors in the following circumstances, assemblies, weekly reflections, specific workshops, to work alongside Mental Health ambassadors.

We will ensure external contributors’ input is part of a planned programme which enhances the curriculum to benefit our students understanding of specific areas.

# 22. Key Principles and Teaching Methodology

The programme will be taught through a range of teaching methods and interactive activities.

Discussions

Fish Bowl

Peer education

Consequences

Role play

Mind mapping

Word storm

Dilemma groups

* We will seek to understand students’ prior knowledge by establishing the students baseline
* We will ensure that sessions, including those on risky behaviours, remain positive in tone by setting out a ground rules contract/agreement and ensure that teaching methods are suitable for the topic.
* RSE and Health Education complement existing national curriculum subjects and whole school approaches to wellbeing and health. For example, health education can complement what is taught through PE by developing core knowledge and broader understanding that enables people to lead healthy, active lives and citizenship can complement all of the new subjects in the coverage of law. RSHE can complement ICT including areas such as cyberbullying and social media.

# 23. How will we assess this learning?

* We will assess students’ learning by establishing their baseline and their endpoint to show individual progress.
* We will ensure that all of our students have equal access to the RSE programme by respecting students’ unique starting points and providing differentiated learning that takes into consideration different abilities, levels of maturity and personal circumstances.
* Through teacher observation noting changes of peer interaction, behaviour, awareness and attitudes.
* Evidence of assessment will be presented through various activities and written work.

# 24. How will students’ questions be answered?

* Students will be able to raise questions anonymously by using these distancing techniques. They will also be provided with a journal to make notes in where they can ask questions should they wish their teacher to answer them. There will be a question box available for students to anonymously post questions. Staff will then be able to answer these in subsequent lessons.
* Students' questions which will be addressed and directed to the relevant member of staff including dealing with disclosures by following the correct procedures and referring them through CPOMS to our DSL and DDSL.

# 25. Safeguarding

* Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, may lead to a disclosure of a child protection issue.
* Teachers will consult with the DSL and in his /her absence their deputy and upload any disclosure to CPOMS
* Visitors/external agencies which support the delivery of RSE will be required to sign in and wear a visitors badge at all times
* Visitors will not be left unsupervised with students and will be escorted around school.

# 26. Monitoring, Reporting and Evaluation

* It is the responsibility of the Topic teams to oversee and organise the monitoring and evaluation of RSE in their team, in the context of the overall school plans for monitoring the quality of teaching and learning.
* Topic teams will critically reflect on their work in delivering RSE through regular team meetings and reflection and feedback to PSHE lead
* Students will have opportunities to review and reflect on their learning during lessons
* Student voice will be influential in adapting and amending planned learning activities

# 27. What is our Policy on Confidentiality?

We will create a group agreement and remind students of this regularly at the start of every lesson.

The school recognises the importance for children, young people, families and the workforce having access to confidential services, including health services to support their physical and emotional needs.

In the event that personal disclosures occur the teacher will follow the school’s Child Protection policy.

# 28. Other aspects of school life that contribute to PSHE Education include:

Opportunities to take responsibilities include ……… (*e.g. School Council, Prefect, Buddies, leading assemblies, charity projects,mental health ambassadors, LQBTQ+U)*

Opportunities to participate include ……….*(e.g. drama productions, variety of clubs/teams, work experience, residential trips)*

# 29. Responsibility for the implementation of this Policy

PSHE Lead

Key (PSHE/Personal Development) Governor

Head teacher

Teachers

Parents / carers

Professional Development

Policy will be reviewed every two years.

Appendix to include documents referenced eg. DfE Statutory Guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019), Children and Social Work Act (2017), Equality Act (2010), Keeping Children Safe in Education (2019), as well as PSHE Association documents.

November 2019

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)

Supplementary Guidance SRE for the 21st century (2014)

Keeping children safe in education – Statutory safeguarding guidance (2016)

Children and Social Work Act (2017)