



PSHE Policy (Including Relationships and Sex Education)

Rationale and Ethos

At Values Academy, personal, social, health and economic (PSHE) education is an embedded part of our broad and balanced curriculum. Students' spiritual, moral, social and cultural (SMSC) development is at the heart of our school ethos. This policy reflects Values Academy's overarching aims and objectives in supporting our children to become healthy and responsible members of society, as well as preparing them for life and work in modern Britain (See Appendix 1 for our wider PSHE curriculum offer).

Relationships Education

Relationships Education is complemented through our student timetable and multi-faceted curriculum offer. Relationships Education is defined as 'fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, relationships with peers and with adults'

Roles and Responsibilities

The Education Act and Inspections Act 2006 place a requirement on schools to promote students' wellbeing (as identified in the Children's Act 2004) as well as their academic achievement. We are committed to promoting the health and wellbeing of students, and of the whole school community, and fully recognise the important cyclical relationship between wellbeing and learning.

Legislation (Statutory Regulations and Guidance)

Current regulations and guidance from the Department for Education under Section 34 of the Children and Social Work Act 2017 state that from September 2020, all schools must deliver Relationships Education (in primary schools) and Relationships and Sex Education RSE (in secondary schools). It is compulsory for all schools to teach Health Education. The parental right to request to withdraw students from RSE (but not Relationships or Health Education) remains in primary and secondary education, for aspects of sex education which are not part of the Science curriculum.

At Values Academy, we aim to meet the needs and interests of all students, irrespective of age, gender, gender identity, sexuality, ethnicity, religion, disability or learning need. At Values Academy, we believe it is important to ensure that the PSHE curriculum meets the need of every student under the Equality Act of 2010.

Teaching will take into account the age, ability, SEND, readiness, and cultural backgrounds of all children to ensure that all can fully access PSHE provision

delivered to them through a responsive curriculum that will be delivered as appropriate to the age of each student.

The SRE programme will include but is not limited to the following:

- Intensity of feelings; complex feelings.
- Bodies, safety and abuse.
- Managing change such as puberty, the physical and emotional changes.
- Health and hygiene
- LGBT families
- Human reproduction, babies.
- Looking after ourselves and basic changes during puberty.
- Introduction to menstruation
- Rights to protect body and speaking out
- Acceptable and unacceptable physical touch; personal boundaries and right to privacy.
- Physical and emotional changes including self-examination, in regards to health, and the issues of unwanted contact and consent.
- Gender and stereotypes, including LGBT community.
- Self-esteem, romance and friendships
- Introduction to sexuality and consent
- Introduction to contraception including condom and the pill. Informed choices; the law in relation to consent. Teenage pressures. Stereotyping, gender and sexuality.

Curriculum design

Our PSHE programme is an integral part of our whole school PSHE education provision and is designed to meet the unique needs of students, not only through the delivery of PSHE but through our wider curriculum offer.

Planning

We have dedicated PSHE sessions included in the timetable delivered through a scheme of work which includes but is not limited by:-

- Substance Misuse
- Tobacco
- Risk Taking /Safety
- Diversity
- Emotional Health
- Coping Strategies

- Healthy Eating
- Healthy relationships/bullying
- Puberty/Growing up
- Financial Education
- British Values
- Democracy
- Citizenship
- Physical Activity
- E-Safety
- Careers

Due to our growing wider provision of PSHE, along with our broad and balanced curriculum, there are overlaps with other subjects, for example Computing (E-safety), Science (recycling), PE (leading healthy active lives).

Therefore, flexibility in the timetable needs to be accounted for as objectives for PSHE education will be met outside of the allocated timetable slot.

Flexibility in the timetable is also important to allow us to respond to local/national/global events that may occur and allow us to respond to any such event in an age appropriate way.

Monitoring, reporting and assessment

Monitoring of PSHE is carried out by the PSHE Co-ordinator through learning walks, evidence in books, staff questionnaires, student discussions and student questionnaires.

PSHE education is reported to parents and carers in end of year reports. The PSHE Coordinator will meet annually with the Education Trustee to report and update on PSHE education.

Whilst we understand that PSHE cannot be assessed in the same way as traditional subjects, we still believe it is important to monitor student progress. An assessment tool has been designed to record key skills throughout the year and is reported to the School Principal and Head of Teaching.

Aims of RSE

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Teaching Responsibility and Staff Training

PSHE has a designated Co-ordinator and Education Trustee who will regularly monitor the subject and attend CPD as appropriate. The School Principal will ensure there is appropriate and regular INSET for all teaching staff and Learning Mentors.

When using external speakers to deliver aspects of our PSHE programme we will ensure that the School Visitor's Policy is adhered to.

For any sensitive subjects within RSE that are planned to be delivered, parents and carers will be informed prior to the lesson.

Safe and Effective Practice

Throughout our delivery, each term will start with ground rules. These agreed ground rules aim to create the correct environment for sensitive discussion and forms part of our values education and ethos. The ground rules will be referred back to at the start of every lesson.

If a member of staff is posed with a question from students with regard to RSE, the member of staff will answer this question as factually as possible drawing on their knowledge from the curriculum in an age appropriate way. School staff have received training from a behaviour specialist on how to answer difficult or sensitive questions.

Safeguarding

At Values Academy, we understand that by nature certain subjects may carry an increased risk of student disclosure, in cases where there is a safeguarding risk, school safeguarding policy in relation to Keeping Children Safe in Education 2021 will be followed. All external contributors will be informed of our safeguarding policy prior to working with the children. We also recognise there may be disclosures that aren't safeguarding issues, but opportunities to support the child. If this occurs staff may refer or suggest local or national support services or information for students and/or their families.

Links to Other School Policies

This Policy compliments the following policies:

- Child protection/safeguarding
- Extremism
- Anti-Bullying
- E- safety
- Attendance
- Behaviour
- SEND/ Inclusion

- Positive Mental Health
- School Visitors

Engaging stakeholders

This policy has been produced through engagement with the Board of Trustees, Chief Executive, Teaching Staff, Parents, Carers and Children as well as guidance from the PSHE Association.

We will communicate with parents and carers through the Values Academy school websites, as well as letters to parents/carers and discussions during parent/carer meetings. As a school we feel it is important to keep parents/carers informed about what we will be discussing so that they can support their child's learning and answer any questions they may have at home.

Outside visitors are used to enhance the curriculum of SMSC overall. Visitors are required to follow the ethos of this policy in line with our School Visitor Policy.

Review Date: September 2022

APPENDIX 1

Our PSHE wider curriculum offer compliments the three core themes: Health and wellbeing, Relationships and Living in the wider world.

Unit 1: Personal Action Planning

Unit 2: Drugs Education

Unit 3: Sex and Relationship Education

Unit 4: Personal Finance

Unit 5: Emotional Wellbeing

Unit 6: Healthy Lifestyles

Unit 7: Making Informed Career Choices

Unit 8: Applying for Jobs and Courses

Unit 9: Relationships, Behaviour and Practices in the Workplace

Unit 10: Personal Safety

Unit 11: Being a Critical Consumer

Unit 12: Introduction to Diversity, Prejudice and Discrimination