

Bishop Rawstorne Church of England Academy



PSHEE & Sex Education Policy

I have come in order that you might have life—life in all its fullness.

John 10:10

Aspire Believe Achieve

This policy document and the content contained therein remains the responsibility of the Headteacher, and Governing Body of the Academy. No amendments can be made without their express instruction and they remain the final arbiters in any matters relating to it.

Review date:	June 2018
Next review date:	June 2019
Reviewed by:	Mr Duckworth/Mrs Walton

Approved by Assistant Headteacher Pastoral Care

Introductory statement – PSHEE

As a Christian school, we are committed to educating our students in order that they develop their full potential - both socially and emotionally as well as academically. The values and ethos of our school are central to our Personal, Social, Health and Economic Education (PSHEE) Policy.

The curriculum within school includes:

- Promotion of the spiritual, moral, cultural, mental and physical development of pupils at the school;
- Preparation for the opportunities, responsibilities and experiences of adult life;
- Embedded and explicit teaching of fundamental British values.
- For details of the 'Prevent Agenda', please refer to our Safeguarding and Child Protection Policy and the school website.

Aims of the Policy

It is our school's aim to make clear the role of PSHEE as:

- A means of providing carefully planned learning experiences to encourage learning and achievement.
- A way of promoting our students' spiritual, moral, social and cultural development in preparation for life in the wider community.

Objectives of the Policy

Our objectives are to ensure that our students develop values, attitudes, knowledge, skills and understanding in order to meet the government's aim for every child, regardless of background or circumstance to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

Framework for PSHEE Curriculum

PSHEE lessons follow the non-statutory framework for PSHEE which enables the school to develop a co-ordinated whole school approach to address the personal, social and emotional development of young people. The non-statutory framework for PSHEE sets out the guidelines which are used as the framework for the PSHEE course. At Key Stages 3 & 4 PSHEE is complemented by the statutory order of Citizenship.

Delivery of PSHEE

The PSHEE course is delivered predominantly through collapsed days, when year groups are taken off timetable and attend various workshops and sessions on specific topics. The topics chosen to be presented are based on the needs of a particular year group, normally through a student survey or responses from the school nurse health questionnaires. These sessions are delivered by teaching

staff or experts from outside agencies. Students are normally in their form groups for these days or as a whole year group when appropriate. A balanced range of activities takes place in the workshops and sessions. With an emphasis on discussion, giving opinions and decision making.

Through the effective delivery of PSHEE and Citizenship all students have opportunities to develop:

- decision-making so that they can make sensible choices based on relevant information
- the ability to make moral judgements about what to do in actual situations and put these judgements into practice
- interpersonal skills so that they can manage relationships confidently and effectively
- assertiveness
- the ability to act responsibly as an individual and as a member of various groups
- communication skills, such as putting forward a point of view and listening to those of others

PSHEE and Citizenship collapsed days are expected to include the following

- high expectations of the pupils, taking due note of their prior experiences
- good subject knowledge, manifested in the high quality of teacher exposition
- effective use of a range of strategies including group work, role play and whole-class discussion and outside agencies
- creation of a climate that allows and encourages pupils to express their views on their feelings
- promotion of respect for the views of others
- engaging sessions that meet the needs of the students
- cross-curricular links or links to prior learning

Subjects covered

The main areas include: personal health and safety, relationships, on-line safety, substance abuse, bullying, peer-pressure and money sense.

Under the umbrella of Citizenship, students learn about fundamental British values, their rights, responsibilities, duties and freedoms - about laws, justice and democracy. They learn how to take part in decision-making and play an active role in the life of the school, neighbourhood, community and wider society as active and global citizens.

Monitoring and Evaluation

Student feedback is crucial in how PSHEE is delivered and through evaluation forms student respond on what they thought was useful and beneficial to them and their year group. Student voice is key to when deciding on what needs to be covered. Student feedback allows for change to happen and gives ideas as to how specific sensitive topics can be delivered. Staff who deliver sessions also feedback on how classes have responded to certain topics and suggest ways in which it can be presented and what activities work best with different year groups.

SEX AND RELATIONSHIP EDUCATION POLICY STATEMENT 2018 - 2019

ASPIRE, BELIEVE, ACHIEVE

SEX AND RELATIONSHIP EDUCATION

Sex education provides an understanding that positive, caring environments are essential for the development of a good self-image and that individuals are in charge of and responsible for their own bodies. It provides knowledge about the processes of reproduction and the nature of sexuality and relationships. It encourages the acquisition of skills and attitudes which allow students to manage their relationships in a responsible and healthy manner.

At our school, sex education is also about the importance of stable and loving relationships, respect, love and care within a Christian context. Thus, our programme of study is firmly founded on Christian moral and spiritual values and is linked to the school's syllabus for Religious Education which encompasses a distinctive programme for spiritual, moral, social and cultural development.

In addition, Sex and Relationship Education is also dealt with at Key Stage 3 in Science and covers the biological facts of life as required by the Curriculum in this area.

AIMS OF THE POLICY

Sex and Relationship Education involves a lifelong learning about physical, social, moral and emotional development. In the attempt to enable our students to acquire knowledge, skills and responsible attitudes and behaviour with regard to sex education, our school aims to:

Provide a worthwhile educational experience for all of its students which will present opportunities:

- to help students to consider the importance of self-restraint, dignity, respect for themselves and for others, acceptance of responsibility, sensitivity towards the needs and views of others, loyalty and fidelity;
- to enable students to recognise the physical, emotional and moral implications, and risks, of certain types of behaviour and to accept that both sexes should behave responsibly in sexual matters;
- to support the personal development and social skills of the students.
- to ensure that students have an understanding of their own and others' sexuality.
- To enjoy relationships based upon mutual respect and responsibility which are free from abuse and exploitation.
- To provide information and knowledge which will counteract prejudice and ignorance.
- to develop an understanding of risk and to promote strategies for personal safety.
- to enable students to be aware of the sources of help and to acquire the skills and confidence to use them.

OBJECTIVES OF THE POLICY

Sex and Relationship Education is part of the wider responsibility of our school to help all individuals develop as the human beings God intended. It is an integral part of the wider school policy to promote in students:

- positive and secure personal identity and a sense of their own value;
- aspects of respect and concern for others, reflecting the Christian ethos;
- acceptance of those who differ, yet challenging those behaviours and attitudes that exploit, degrade and de-humanise others;
- reconciliation and forgiveness as key principles in fulfilling relationships.

THE LEGAL FRAMEWORK OF SEX AND RELATIONSHIP EDUCATION

Our sex education is firmly rooted in the framework of PSHEE, which in itself promotes the spiritual, moral, social and cultural development of our students, and reflects our Christian ethos. The Education Act 1996 consolidated all previous legislation, and key points related to sex education are:

- The sex education elements of the Curriculum Science Order are mandatory for all students of secondary school age. These cover anatomy, puberty, biological aspects of sexual reproduction and use of hormones to control and promote fertility.
- Other elements of personal, social and health education (PSHEE), including SRE, are non-statutory.
- As an academy, we have chosen to write, and make available for inspection, an up-to-date policy describing the content and organisation of SRE outside of science curriculum.

The Learning and Skills Act 2000 requires that:

- Young people learn about the nature of marriage and its importance for family life and bringing up children.
- Young people are protected from teaching and materials which are inappropriate, having regard to the age and the religious and cultural background of the students concerned.
- School governing bodies have regard for the guidance.

In addition, our school follows the guidance published in 2000 by the Department for Education and Employment (now the Department for Education) which gives information on the delivery of sex education through the PSHEE framework. It promotes the following:

- an emphasis on developing knowledge, skills and attitudes and appropriate teaching methods;
- information on puberty, menstruation, contraception, abortion, safer sex, HIV/AIDS and STIs.

DELIVERY OF SEX AND RELATIONSHIP EDUCATION

Sex education is organised, co-ordinated and monitored by the SLT and the PSHEE Co-ordinator. The scheme of work for Sex and Relationship Education is delivered through a range of carefully mapped out sessions across both KS3 and KS4 to ensure that topics are targeted at the appropriate age group.

The subject matter delivered complements that already included in the PSHEE, Religious Education and Science syllabuses and all teachers involved in delivery of the programme work within the aims and values of the school's policy.

TEACHING SEQUENCE AND APPROACHES

The teaching scheme is constructed and sequenced so that the style of classroom activities reflects students' intellectual, emotional, moral, social and spiritual maturation and accords with the school's Christian aims and values.

The scheme delivers factual information that is aimed to be accurately and sensitively transmitted, but the general approach involves students in discussion wherever possible. A range of resources including visual, auditory and kinaesthetic is employed to allow variety and balance.

RIGHT OF WITHDRAWAL

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the sex and relationship education except for those parts included in the statutory curriculum (i.e. in Science lessons).

We suggest that any parents who may be considering the exercise of this right should first make an appointment with the SLT to discuss what such a decision may involve.

WORKING WITH PARENTS

Our school recognises that parents/carers are key people in teaching their children about sex, relationships and growing up. Their important role as sex educators is recognised in the Home Office strategy "Supporting Families".

As teachers have a key responsibility for the safety and welfare of students, they consequently act in loco parentis. Therefore it is important to understand that the personal beliefs and attitudes of our teachers, and the representatives of outside agencies, will not influence the teaching of sex and relationship education within the school's PSHEE framework. All sex education teaching will reflect and support the values set out in this policy document and current legislation.

The key purpose of this policy statement is to reassure parents that the school's sex education programme will complement and support their role as parents.

MONITORING AND EVALUATION

The sex education programme is regularly reviewed by the PSHEE co-ordinator and the Curriculum Leader for Science.

The Sex and Relationships Education Policy is reviewed in the context of the new PSHEE framework and current government guidelines and legislation.

CONFIDENTIALITY

Teachers cannot offer unconditional confidentiality. Teachers are not legally bound to inform parents or the Headteacher of any disclosure unless the Headteacher has specifically requested them to do so.

In a case where a teacher learns from an under 16 year old that they are having or contemplating sexual intercourse:

- The young person will be persuaded, wherever possible, to talk to parent/carer and if necessary to seek medical advice.
- Child protection issues will be considered, and referred if necessary to the teacher responsible for Child Protection under the school's procedures.
- The young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.

In any case where child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, they will be informed first.

Health professionals are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's confidentiality policy.