**Personal, Social, Health Education policy**



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# **1.Rationale and ethos**

This policy covers our schools’ approach to PSHE and has been produced by Mrs Samantha Smith in consultation with pupils, parents, governors and staff at Fowey River Academy.

The consultation took the form of student voice groups, surveys and working groups.

Pupils have been involved in the policy by contributing to the creation, planning and resources development.

The key needs identified by pupils were values and aspirations, mental health, risk taking behaviours physical health, diet and drug and alcohol abuse

It will be reviewed on an annual basis

We are committed to providing broad outcomes for all of our young people.

The aims of Personal Social, Health Education (Health and RSE) policy at our school is to:

* Allow pupils to develop the skills, knowledge and attributes they need to manage their lives, now and in the future.
* To help pupils stay healthy and safe and prepare them to make the most of their life and work.
* 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
* Provide students with the knowledge and help them cultivate the skill necessary to cope with the changes and development happening within their brains throughout adolescence
* To slow students the opportunity to utilise their curiosity, explore their place in the world and help them find their purpose.

We ensure PSHE is inclusive and meets the needs of all students, including those with special educational needs and disabilities (SEND) by providing support and scaffolding where necessary, building supportive and inclusive classroom environment and allowing alternative provision where appropriate

This links to our academy’s wider curriculum, values and ethos by:

* Providing pupils with the opportunity to build a range of character and values to allow them to develop their interpersonal and social skills and be able to make a contribution to their local communities and on a more global scale.

# **2.Roles and responsibilities – Including key responsibilities for the provision of PSHE, support and staff training and professional development statutory requirements**

**The governing board**

The governing board will hold the headteacher to account for the implementation of this policy.

The governing board has delegated the approval of this policy to Mr B. Eddy

**The headteacher**

The Headteacher is responsible for ensuring that PSHE, health education and RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 8).

**Staff**

Staff are responsible for:

* Delivering PSHE, health and RSE in a sensitive way
* Modelling positive attitudes to PSHE, Health and RSE
* Monitoring progress
* Responding to the needs of individual pupils
* Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

The staff responsible for delivering the PSHE, Health and RSE curriculum are Mrs Smith and Miss Martin

**Training**

Staff are trained on the delivery of PSHE, mental health and RSE as part of their induction and it is included in our continuing professional development calendar.

The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

**Pupils**

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

# **3. Legislation and guidance Policy development and engaging stakeholders**

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

In teaching RSE, we are required by our funding agreements to have regard 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)

Other Documents that inform the schools RSE and PSHE policy: Learning skills act, Education and inspections act 2006, Equality act 2010, keeping children safe in education statutory guidance 2016

This policy supports and compliments the following policies: safeguarding, bullying, equality.

At Fowey River Academy we teach RSE as set out in this policy.

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review and audit of need – Mrs. Samantha Smith the PSHE working with colleagues from Cornwall Health schools, the governing body, faculty, pastoral leads, safeguarding team, SENDCo and support staff and by using the child and maternal health and relevant school data we identified the needs of our students in the present and future.
2. A survey was conducted with all students and parents to further inform the specific needs of our students relevant to their context
3. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
4. Parent/stakeholder consultation – parents and any interested parties were invited to review the policy and curriculum planning online following on from which they were invited to attend a meeting about the policy when we returned to school following the corona virus pandemic.
5. Pupil consultation – we investigated what exactly pupils want from their PSHE, RSE and health education policy by completing a survey, working groups and ongoing pulse checks throughout the course.
6. Ratification – once amendments were made, the policy was shared with governors, parents, students and staff and ratified

We work closely with parents and carers to ensure that they are fully aware of what is being taught and provide additional resources and support through the school website, information evenings and newsletters.

As part of the whole school approach to PSHE parent information sessions and opportunities for parents to view the material and resources used will be included as part of our Academy aren’t information evenings and thought the school website.

We will notify parents when topics are being taught through the school parent mail system and view the school website and newsletter.

The policy will be made available on the school website and parents/carers will be informed by email and parent mail of any changes or updates.

If you require the policy in a different format or there are any legal requirements or considerations for making the policy available publicly please contact [cgrist@fracademy.org](mailto:cgrist@fracademy.org)

# **4. Definitions**

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

Health education is about developing students physical, emotional, mental wellbeing and involves learning about mental wellbeing, internet safety and harms, physical health and fitness, drugs, alcohol and tobacco, health and prevention, basic first aid and the changing adolescent body

Brainstorm and age of opportunity is about the ESSENCE of adolescence and how adolescence is an age of opportunity as well as risk and vulnerability. It involves learning about self-regulation, growth mindset, resilience and empathy, deliberate practice, metacognition and critical thinking.

Identity and finding your place in the world is about living in and helping students find their place and purpose in the world. This includes developing skills and aspirations, community and careers, goal setting, financial decision making, digital literacy, employability skills and the global goals

# **5. Curriculum design**

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and don’t seek answers online or from their peers.

Our PSHE programme will be taught through a range of teaching methods and interactive activities including starting points, group work, real life scenario, role plays, video, photos, news articles, storytelling, micro-debates, project weeks, enquiry-based learning, problem solving and external experts.

Active learning methods will include: reciprocal questioning, three step interviewing, question formulation tasks, pause procedure, devil’s advocate technique, peer teaching, games based learning, and rotating chair discussions

High quality resources will support our PSHE provision will be regularly reviewed in collaboration with students on a semester by semester basis. We will use selected resources such as books, film clips to support and promote understanding within moral and values context and to underpin the key messages and relevance to the live sand future of our young people.

The learning within PSHE will complement the learning that takes place in Science, Citizenships, PE, and Religious Education.

An overview of the learning each year can be found in the appendix with this document.

# **6. Delivery of RSE**

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) and citizenship.

Pupils also receive stand-alone sex education sessions delivered by a trained health professional during project weeks and drop-down days. The academy follows a strict external visitor policy to ensure the information is relevant, developmental and age appropriate.

RSE 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

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

# **8. Parents’ right to withdraw**

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the pupil’s educational record. The headteacher will discuss the request with parents and take appropriate action.

The headteacher will take the following action if a parent requests the right to withdraw:

The parent will be asked to attend a meeting with the headteacher and the PSHE lead to discuss and try to alleviate any concerns.

An appropriate way foreword will be agreed and reviewed on a topic by topic basis as blanket withdraw is not part of the right to withdraw policy.

It is always our intent to ensure that all students are given correct, relevant and important information that will keep them safe and help them make safe informed choices now and in the future.

Alternative work will be given to pupils who are withdrawn from sex education

# **9. Safe and effective practice including how to manage sensitive issues, responding to pupils’ questions and ground rules**

We will ensure a safe learning environment by establishing a clear set of ground rules at the start of every lesson to clarify expectations and agreed by all students and staff, ensuring fair, non-biased and factual information is provided, ensuring a non-judgemental safe space.

Distancing techniques such as being in a role, empathising with a character or speaking in response to the actions of others (real or imaginary) allows pupils to explore their feelings about issues safely, because they are not speaking or acting as themselves. **Distancing** also helps pupils learn and then reflect on how it applies to their own lives

Students questions will be answered in the moment if relevant, appropriate or developmental to the topic, via a suggestion box, all answers given will be factual age appropriate and informative.

Sensitive issues will be handled by explaining that the member of staff would like the time to explore the answer in more detail and respond later. For example, ‘That’s a really interesting question and it deserves a good answer – let me have a think about it (for a minute) / (and get back to you later). Consultation with senior colleagues may be required as well as considering the school policy or if there is a potential safeguarding issue?

Students will be able to ask anonymous questions though a drop box in each PSHE classroom

10. Safeguarding including how staff manage confidentiality, child protection and how to support pupils who may be at risk

Teachers are aware that effective PSHE which brings an understanding of what is and what is not appropriate in relationships as well as looking after their own health and wellbeing can lead to a disclosure of a child protection issue. Therefore, all staff teaching PSHE will be trained in how to deal with disclosure and confidentiality.

All teachers will consult with the designated safe guarding lead or the deputy in her absence.

Visitors and external agencies which support the delivery of PSHE will be required to submit all material for checking prior to delivery and asked to sign the visitor policy as per the external visitor policy.

# 10. Monitoring evaluation and reporting

The delivery of RSE is monitored by Mrs Samantha Smith – PSHE and wellbeing lead through:

such as planning and book scrutiny, learning walks, pupil voice, student assessment and survey

Pupils’ development in RSE is monitored by class teachers as part of our internal assessment systems.

Students will have the opportunities to review and reflect on their learning during lessons though a range of formative, summative and baselines assessments including self and peer assessments graffiti walls, diamond 9 tasks

Student voice will be influential in adapting and amending planned learning activities through student voice, pupils’ polls and suggestions boxes.

This policy will be reviewed by Mrs Samantha Smith on an annual basis at every review, the policy will be approved by the governing board and Mr B. Eddy