



ALEC REED ACADEMY
PROUD TO LEARN

Personal, Social, Health, Citizenship and Economic Policy (including Relationships and Sex Education) High School

Policy Owner:	Ross Collins	Approved By:	Board of Trustees/ Principal/ Leadership Team
Target Audience:	Parents/Carers and Teachers	Requirement to Publish on Website:	Yes
Purpose:	To explain the rationale and details of the PSHCE and RSE curriculum at ARA	Statutory Policy:	Yes
Review Date:	2 Years after it is published	Reviewed Date:	June 2025

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Reviewed June 2025

1. Rationale

Definition:

The following policy refers to PSHCE (including RSE) at Alec Reed Academy High School.

- PSHCE at ARA includes a comprehensive curriculum covering all areas of personal development which students are required to study before the end of High School.
- The PSHCE and RSE curriculum supports our school values, "honesty, integrity, respect and concern for others".
- We define RSE as learning about families, respectful relationships, including friendships, online and in the media, being safe and intimate and sexual relationships.
- PSHCE and RSE lessons are taught from Years 7-9 through a weekly timetabled lesson. In addition we hold drop down days, workshops and/or assemblies for Years 10-13. Aspects of sex education may also be covered within the national science curriculum.
- PSHCE and RSE is about the social, moral, spiritual, and cultural development (SMSC) of pupils, and involves learning about relationships, physical and mental wellbeing within the diversity framework, exploring personal identity and young people's role in the wider world.
- PSHCE and RSE is an exploration of human and social diversity, and a fostering of self-worth whilst recognising, accepting and respecting differences. Relationships and Sex Education also provides an excellent forum to provide pupils with life-skills that will enable them to make informed decisions and protect themselves against harmful and exploitative situations. PSHCE and RSE is, therefore, a tool to safeguard children.
- Aspects of PSHCE and RSE are taught as an integral part of the school's PSHCE provision throughout high school. In this way, children are able to develop their ideas, knowledge and skills gradually and appropriately in an inclusive environment.

PSHCE, RSE and Ofsted:

The 2019 Ofsted framework provided an update to the previous sex and relationship policy.

From September 2019, schools are required to follow a new relationships and sex education and health education curriculum. **From September 2020, they will be required by law to follow it.** Primary and secondary aged children must be taught about positive relationships and respect for others, and how these are linked to promoting good mental health and well-being. In addition, sex education will become mandatory at secondary level. Health education became statutory at primary and secondary level.

The new statutory guidance states that pupils should be able to recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them. It also states that schools should ensure they are developing pupils' age-appropriate understanding of healthy relationships through appropriate relationship and sex education.

The 2021 Ofsted review into harmful sexual behaviour reinforced the importance of the RSE curriculum in tackling peer to peer abuse in schools. The RSE curriculum at ARA includes the explicit teaching of consent, online and offline risks and the laws relating to safe relationships.

2. Statutory requirements

Schools are required to comply with relevant requirements of the Equality Act 2010. Further guidance is available for schools in The Equality Act 2010 and school's advice. The DfE guidance states that schools should pay particular attention to the Public sector equality duty (PSED).

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

As a foundation secondary school, we must provide PSHCE and RSE to all pupils as per the Children and Social work act 2017.

In teaching PSHCE and RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Alec Reed Academy we teach RSE as set out in this policy. We ensure to be sensitive towards the established morals and values framework of all the major world religions and philosophies. In its implementation, it will draw from the practical experiences of those who represent the various religious and philosophical groups within the local community.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents.

The Department for Education and Ofsted have clearly outlined aspects of PSHCE and RSE that are statutory in all high schools, therefore some recommendations or comments made during the consultation process may not be reflected in the final policy as our school has to ensure we are meeting statutory guidelines.

1. **Review** – initially the school's extended High School Leadership Team looked at the policy as well as discussing local and national guidance for Relationships Education.
2. **Staff consultation** – the policy was then shared with staff online and staff were then asked to comment and make suggestions/amendments. Staff were also asked about training needs, and these were incorporated into PSHCE and RSE training.
3. **Parent consultation** – once staff had been consulted, the policy was shared with parents on the school's website. Parents were given the opportunity to look through the policy and offer comments/suggestions.
4. **Pupil consultation** – We consulted with pupils via the 2021 Health Related Behaviour Survey. The results of this survey were then used to inform the policy and inform the delivery of PSHCE and RSE in our school.
5. **Governor consultation** - Governors were consulted on this policy via a governor meeting. All governors were sent the draft policy in advance of the staff meeting and were then invited to comment on the policy and make suggestions/amendments.
6. **Ratification** – once amendments were made, the policy was shared with governors and ratified.

This policy will be reviewed every two years. This policy will be next reviewed on January 2023.

4. Aim and objectives

The aim of this policy is to enable the effective planning, delivery and assessment of Relationships Education.

The aims of PSHCE and RSE at our school is to:

- Develop positive values and a moral framework that will guide their judgements, decisions and behaviour, now and in the future.
- Understand the consequences of their actions and behave responsibly within familial, pastoral and intimate relationships.
- Have the confidence and self-esteem to value themselves and others. Develop respect and skills for individual conscience to judge the kind of relationships they want.
- Communicate effectively and appropriately in different social settings.
- Be aware of their personal identity and understand the complexities of intersecting protected characteristics.
- To develop the knowledge and skills necessary to maintain positive physical health and mental welling.
- To understand the responsibilities of being local, national and global citizen.
- The PSHCE curriculum provides essential careers education as part of the Gatsby benchmarks, supporting young people in developing their employability skills.
- Have sufficient information and skills to protect themselves online and offline and be aware of the implication of sexting, pornography and online grooming
- Have sufficient information and skills to make informed decision about intimate and sexual relationships, including the importance of consent, the use of contraception and the need to protect themselves and other from sexually transmitted infections.
- To know where/how to access confidential sexual advice, support and treatment if necessary.
- Avoid being exploited or exploiting others and being pressured into unwanted or unprotected sex.

5. Equal Opportunities

- Alec Reed Academy believes that PSHCE and RSE should meet the needs of all pupils. All staff are expected to give every pupil the chance to experience, participate and achieve the understanding of Relationships and Sex Education.

Equal time and provision will be allocated for all groups but there may be occasions where children with special educational needs (SEN) are given extra support.

- Alec Reed Academy believes that RSE should meet the needs of all pupils regardless of sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.
- The planning and organising of teaching strategies will be consistently reviewed through lesson observations, to ensure that no pupil is disadvantaged.
- In the planning and delivery of lessons, special consideration will be given to tailoring the programme to meet with the specific needs of students at age-appropriate intervals.
- Provision will also be available for our most vulnerable students, whether this is through SEN, Pupil Premium or our LAC cohort.

6. Delivery of RSE: Content, delivery and training

Content:

- RSE education is taught as part of PSHCE lessons for Years 7-9 and through drop down days, workshops and/or assemblies for Years 10-13. The curriculum is sequenced in spiral formation, teaching aspects of RSE in an age-appropriate interval. Biological aspects of RSE are sometimes taught within the science curriculum, and other aspects of sex education are also included in health education. A breakdown of what is covered in different department areas can be found in the appendix.
- RSE focuses on teaching the fundamental building blocks and characteristics of positive relationships including:
 - Families
 - Respectful relationships including friendships
 - Online and media
 - Being safe
 - Intimate and sexual relationships, including sexual health

Delivery:

- PSHCE and RSE is not delivered in isolation but firmly embedded in all curriculum areas (e.g. ICT, PE, RE and Science). This includes lessons on how to keep themselves and their bodies safe and what to do if they are worried about any changes to their body.

- PSHCE and RSE will usually be delivered by a member of school staff. HLT may decide to use external agencies to deliver elements of PSHCE and RSE where appropriate
- PSHCE and RSE is usually delivered in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups.
- RSE will be assessed as part of the wider PSHCE curriculum.
- Staff are aware that views around PSHCE and RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.
- Both formal and informal PSHCE and RSE questions arising from pupils are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned.
- The following are protocols teachers follow for discussion ('Ground Rules'):
 - No one (teacher or pupil) will have to answer a personal question;
 - No one will be forced to take part in a discussion;
 - Only correct/agreed names for body parts will be used;
 - Meanings of words will be explained in a sensible and factual way;
 - The use of a question box may help to lessen embarrassment of asking questions;
 - Teachers may use their discretion in responding to questions and may say (for example):
 - The appropriate person to answer that question is your parent
 - The question can be discussed one to one after class
 - The topic will be covered at a later stage in their Relationships Education.

Ross Collins is the member of staff who monitors the implementation of Relationships Education, this monitoring is done through learning walks and feedback from staff and students.

Training:

- Staff are trained on the delivery of PSHCE and RSE as part of their induction and it is included in our continuing professional development calendar.
- The headteacher may also invite visitors from outside the school, such as school nurses or the health improvement team, to provide support and training to staff teaching RSE.

7. Child protection

Although the legal age of consent is 16 years old, there are young people who are sexually active under the age of 16. If anything is disclosed during a RSE lesson that would indicate that a student is sexually active before the age of consent, or are involved in a relationship that may not be healthy, then they should pass their concern to the Child Protection Team, using the usual method of referral.

The Safeguarding Team, in consultation with relevant staff, both in and out of school, will then determine what action should be taken, given the safeguarding of the child.

Parents and carers will be contacted within the normal parameters of safeguarding concerns, bearing in mind the age of the child, the situation and the potential risk that may be posed if parental/carer contact is made before advice and guidance has been sought.

All staff, students and parents and carers are aware of the methods of referral, if there are concerns, and these referral methods are clear in signs around the school, relevant school policies, and communication to parents, both at meetings and on the school's website.

Students are directed to a number of support systems, including those in school, external agencies, or appropriate help lines and organisations, depending on the nature of the concern and issues raised.

If issues are raised in meetings with professionals, or external bodies, the DSL will be contacted in the first instance, and procedures will then be followed from that point.

With respect to child abuse and protection procedures, staff will follow the school's child protection policy.

Staff will also be referred to the:

DfE's 2019 document on 'Keeping children safe in education'- statutory guidance for schools and colleges

Working together to safeguard children 2018

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

8. Partnership with Parents

The school views parents as partners in the delivery of the PSHCE and RSE curriculum at ARA. Parents will be informed about the PSHCE and RSE program during relevant points of the academic year.

The school will liaise with parents through:

- School website
- Letter

If parents wish to discuss PSHCE and RSE, they are encouraged to speak to the relevant school staff.

Right to withdraw

As part of the 2019 statutory guidance, relationships and health education is statutory for all pupils. Elements of sex education taught within the science curriculum are also compulsory.

Parents and carers have the right to withdraw their child(ren) from the non-statutory 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 and addressed to the Principal. Following this a meeting will be arranged to discuss the rationale of withdrawal and for the decision to be confirmed. During this meeting, it will be made clear what aspects of RSE parents and carers can and cannot withdraw from.

If you withdraw your child from sex education lessons, the school cannot guarantee that your child will not hear about the content of lessons from other pupils e.g. in the playground, walking home from school. By withdrawing children from sex education lessons, they may seek the information from elsewhere e.g. friends, siblings, the internet. These sources of information are often incorrect and unreliable and can expose children to information which is not appropriate for their age. Henceforth, for safeguarding purpose the school encourages full participation in the PSHCE and RSE curriculum.

In the event of a child being withdrawn from a lesson, that child must stay in school and will be assigned to another class or member of staff, depending on what is more appropriate, until that specific lesson is over.

9. Roles and responsibilities

The governing board

The governing board will approve the PSHCE and RSE policy and hold the CEO and Principal to account for its implementation.

The CEO and Principal

The CEO and Principal is responsible for ensuring that PSHCE and RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

Staff

The PSHCE lead at ARA is responsible for formulating the intent, leading on the implementation, and measuring the impact of the PSHCE and RSE across the school.

All staff are responsible for:

- Delivering PSHCE and RSE in a sensitive way;
- Modelling positive attitudes to all aspects of PSHCE and RSE.
- Responding to the needs of individual pupils.
- Collaborating with PSHCE lead to ensure appropriate outcomes are made for all pupils.

Staff will plan lessons collaboratively with the PSHCE and RSE team to deliver a rigorous curriculum.

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

Parents

Parents are expected to participate in policy consultation and support ARA in the implementation of the curriculum.

Pupils

Pupils are expected to engage fully in PSHCE and RSE in a respectful and sensitive manner, modelling and applying the British Values.

Signatures:

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CEO and Principal

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Governor

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PSHCE Co-ordinator

Appendix 1: Curriculum map

Year 7	<p>Term 1: Transition to High School Health and wellbeing Positive relationships (friendships) and bullying</p> <p>Term 2: Aspirations and careers Puberty Managing emotions and conflict</p> <p>Term 3: Social media Financial literacy</p>
Year 8	<p>Term 1: Mental and emotional health (coping strategies) Media and body image Drugs and alcohol Peer influence/pressure and gangs</p> <p>Term 2: Social media Online safety and risks Age restrictions with different forms of media Safe intimate relationship</p> <p>Term 3: STI Influence of drugs and alcohol Employment and financial decisions.</p>
Year 9	<p>Term 1: Diversity and discrimination Health responsibility, relationships (inc. consent) and substance abuse</p> <p>Term 2: Safety (personal, health, emotional, first aid) Anatomical names for body parts, FGM and menstrual cycle – links to fertility.</p> <p>Term 3: Intimate relationships, stereotypes and misconceptions. RE – Ethics</p>

Additional drop-days are used throughout the year to cover aspects of the PSHCE curriculum. This includes all year groups and is tailored to the emerging needs of the year group. Sessions are delivered by Alec Reed Academy staff and external agency providers.

