

PERSONAL, SOCIAL, HEALTH & ECONOMIC EDUCATION POLICY INCLUDING SEX AND RELATIONSHIPS EDUCATION POLICY

Updated: November 2016

Review date: November 2017

Aims

To help all students to learn and achieve to the best of their ability. To prepare them for the opportunities, responsibilities and experiences of life.

Structure

PSHEE is delivered through a structured programme of study running once a cycle within the school curriculum.

PSHEE is those aspects of the curriculum that:

- Raise students' confidence and self-esteem by reminding students and teachers of the important of respecting everyone as an individual
- Offer an especially supportive climate for learning
- Provide a foundation for acquiring the skills needed to learn and grow up at ease with oneself
- Increase student motivation and deepen their understanding through providing relevant opportunities for 'real-life' learning
- Improve students' ability to reflect on and become responsible for their own learning
- Reduce the chances that students' education will be interrupted or impaired, for example, by unintended pregnancy, drug use or the fear of bullying

The learning outcomes of PSHEE are:

- Developing confidence and responsibility
- Preparing to play an active role as citizens
- Developing a healthy, safe lifestyle
- An awareness of relevant financial and economic matters
- Developing an understanding and awareness of life in modern Britain, and what is meant by the concept of Modern British Values.
- Developing good relationships and respecting the different cultures, beliefs and interests.

The following statutory requirements are already met:

- Sex and Relationships Education at Key Stages 3 and 4
- Careers Education and Guidance at Key Stages 3 and 4
- Citizenship at Key Stages 3 and 4.

Organisation of PSHEE

- The Whole School PSHEE curriculum (Years 7-13) is delivered once per cycle by the pastoral team. Students are taught in tutor groups.
- Additionally large amounts of PSHEE will be taught through the subjects of the National Curriculum. All subjects are capable of teaching PSHEE, not just through the
- subject area itself, but also through the manner of the teaching and learning styles and the relationships and behaviour encouraged and exemplified by the teacher.

Introduction

Sex and Relationships Education is lifelong learning about physical, moral, emotional development and well-being. The understanding of the importance of family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and

sexual health. It provides knowledge and encourages the acquisition of skills and attitudes which will allow students to manage their lives in a responsible and healthy way.

Aims

The aim of this policy is to communicate clearly to staff, parents/carers, visitors and students the manner in which sex and relationships will be delivered at Adeyfield School.

- To develop students' social and decision-making skills to help them make sensible and informed choices with regard to their own behaviour, including sexual behaviour.
- To provide students with up-to-date, reliable and accurate knowledge and understanding about matters related to sex and sexuality appropriate to the needs and levels of maturity (physical, intellectual, emotional and social) of the student.
- To provide students with the opportunity to examine and discuss the implications of the issues involved within an atmosphere of mutual trust and respect in a stimulating and supportive learning environment in which students can develop their feelings of self-worth and confidence, especially in relationship with others.

Values and Beliefs

There are three main elements to our SRE policy:

- Gaining knowledge and understanding
- Developing positive attitudes and values
- Extending personal and social skills.

As well as knowledge and information, students will be encouraged to consider the importance of the following values which link with whole school values:

- Honesty, openness and respect for the rights and interests of others
- Regard for the principle of equal opportunities for all and tolerance towards the way of life of others
- Self-respect, self-discipline and personal responsibility for your own actions
- A sense of responsibility to the school, their family and the wider community

Skills and Abilities

We aim to help students develop the following skills:

- Valuing themselves as unique individuals
- Keeping themselves and others healthy and safe
- Knowing how and where to gain information and support and participating in society
- Communication
- Assertiveness
- Decision Making
- Risk Assessment

Organisation of SRE

SRE is part of our Personal, Social, Health & Economic Education and Citizenship programme. Some aspects are taught mainly in National Curriculum Science lessons. Through planned lessons in the curriculum as well as through wider school activities such as assemblies and curriculum days children are able to develop their ideas, knowledge and skills gradually and appropriately.

Teachers have the main responsibility for teaching about SRE in the classroom. The PSHEE coordinator (Miss Russell) plans and liaises with other specialists to ensure our students receive an up to date and balanced programme.

Teaching strategies

As much as possible we provide an interactive learning environment which is motivating and allows students to practise skills as well as to gain information and knowledge. We also allow time for reflection.

Staff training

All teachers and other staff members who are required to teach SRE will have relevant training and resources.

Monitoring and evaluation

Our Science and PHSEE and Citizenship coordinators will monitor teaching and learning according to school policy. Implementation will be monitored by the Headteacher, Deputy Head, Assistant Head, PHSEE and Citizenship coordinators and reported on to the Governing Body.

Inclusion

In our school we have a commitment to ensure that our SRE programme is relevant to and inclusive of all students.

Confidentiality, advice and child protection

Students will be made aware that some information cannot be held confidential, and made to understand that if certain disclosures are made, certain actions will ensue. At the same time students will be offered sensitive and appropriate support. The following procedures will be adhered to by all adults:

- Disclosure or suspicion of possible abuse - The school's Child Protection Policy & Safeguarding procedures will be invoked
- Pregnancy – students who disclose that they are, or have made someone else pregnant should be asked whether they can tell their parent/carer(s) and whether they want help in doing so. Support may be given in setting up a meeting between student and parent/carer(s), with a member of staff. Further support may then be needed to arrange meetings with a health professional. Subsequent responsibility will then lie with the parent/carer(s). Where students refuses to inform their parent/carer(s) the school will inform them. Support will be offered as outlined above. Any member of staff to whom a student makes such a disclosure should report this to the designated Child Protection member of staff or the Headteacher.
- Sexual orientation – Adults will deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support

Partnership with parents and carers

Most of a student's informal sex and relationship education occurs within the family and the school's programme will complement and build on this in co-operation with homes. Parents and Carers have the right to withdraw their child from some, or all, SRE lessons but not statutory Science lessons. If a parents or carer wishes to withdraw their child they need to have a discussion with the Headteacher, so that he/she can be made aware of the reasons

and provide alternative arrangements. The DfES has produced a free leaflet explaining this position.

Organisation of SRE programme (through PSHEE and Citizenship)

KS3

Puberty, personal safety, friendships, love, family life, relationships, gender, conception and birth, contraception, HIV/AIDS, sex and the law, stereotyping, prejudice, feelings, peer pressure, self-esteem, decision making, awareness of outside agencies.

KS4

Abortion, teenage parenting, sexually transmitted infections, sexuality, breast, cervical and testicular cancer, marriage and relationships, awareness of outside agencies, prejudice, different faiths and cultures, risk, divorce.

KS5

Sexuality, marriage, cohabitation, contraception, HIV/AIDS, sexually transmitted infections. This is complemented by the **National Curriculum for Science**. Within the National Curriculum for Science, students should be taught:

At Key Stage 3 (11-14)

- that living things have structures that enable life processes to take place;
- the ways in which some cell types, including sperm and ovum are adapted to their functions;
- the human reproductive system, menstrual cycle, fertilisation, and the role of the placenta;
- how the foetus develops in the uterus;
- the physical and emotional changes that take place during adolescence; and
- that bacteria and viruses can affect health.

At Key Stage 4 (14-16)

- that the nucleus contains chromosomes that carry the genes;
- the way in which hormonal control occurs, including the effects of insulin and sex hormones;
- the medical use of hormones, including the control and promotion of fertility and the treatment of diabetes;
- how variation may arise from both genetic and environmental causes;
- that sexual reproduction is a source of genetic variation while asexual reproduction produces clones;
- how gender is determined in humans; and
- the basic principles of genetic engineering, cloning and selective breeding.

Links with other policies

For specific details about possible related issues, e.g. inclusion, confidentiality, child protection, bullying etc. reference needs to be made to our relevant school policy.

This policy does, however link directly to the following:

- PSHEE Policy
- Teaching and Learning Policy

Responsibility, Management and Coordination

All school staff and students have the responsibility of ensuring that this policy is upheld, but overall responsibility is held by Naomi Walker (Assistant Head). This is done in coordination with Miss Jo Russell (who holds responsibility for the day to day planning and delivery of the KS3 and KS4 Citizenship) and Mr Young (Head of 6th Form and coordinator of the 6th Form PSHEE programme).

Monitoring and Evaluation

Monitoring and evaluation of PSHEE is carried out as part of the school's monitoring and evaluation policy by SLT. To this end, the aim is that all staff teaching PSHEE will be observed during the year and constructive appreciation and areas for development discussed with them. Feedback at Pastoral meetings with tutors and the key stage team allows for liaison between Heads of Key Stage, Leadership Team and Miss Walker.

Other Issues

Continuous professional development and training

Adeyfield School recognises the need to develop the skills, knowledge and confidence of staff and is committed to support appropriate training within PSHEE.

Links to external agencies

PSHEE at Adeyfield School is greatly assisted by partnership working with other statutory and voluntary agencies. Whilst ever mindful of child-protection issues, the school is committed to having visitors into school and for visits out. All such planned learning experiences are designed to address specified learning objectives.

Teaching and Learning styles

The nature of PSHEE demands a more active, kinaesthetic learning style than may be the case in other subjects. Although a variety of styles will be used, it is intended that writing will be restricted and that the personal and social skills that are to be learned will be both specified and enhanced through the experiences of PSHEE.

Assessment

Methods of assessment are built into the programmes of study at KS3 & KS4. Assessments fit with the ethos of PSHEE pedagogy and, as a result, are often kinaesthetic, and involve the use of peer and self-assessment.

Progression across Key Stages and Transition

Some of the PSHEE learning objectives are repeated across Key Stages and some may have been covered in primary schools. There is no intention to repeat learning experiences, but to value previous learning by reflecting upon it in class and constructing a progressive curriculum in which understanding is deepened and broadened by age-appropriate learning experiences.

Informal Curriculum

PSHEE is not just addressed in the classroom. The Coordinator ensures that good use is made of display, assemblies, tutor time, suspended timetable days and many other aspects of school and that they reflect PSHEE learning outcomes.

Cultural Issues

Adeyfield School is committed to addressing all issues of equality, including those relating to culture and social inclusion. To this end we have tried to ensure that all students' needs have been considered when planning the learning objectives, schemes of work and curriculum materials. We shall also be taking regular feedback from students about the cultural appropriateness of teaching and learning styles adopted.

Links to other Policies

- Sex and Relationships Education Policy
- Drugs Education Policy
- Anti-bullying Policy