



# KINGSWOOD SECONDARY ACADEMY

## **PSHE (Personal, Social, Health Education) Policy (including Relationships and Sex Education (RHSE) and Health Education, statutory from September 2020)**

<b>Name of school:</b>	<b>Kingswood Secondary Academy</b>
<b>Date of Policy</b>	<b>12<sup>th</sup> September 2023</b>
<b>Member of staff responsible for PSHE:</b>	<b>Mrs Alex Bonner</b>
<b>Review date:</b>	<b>12<sup>th</sup> September 2024</b>
<b>Principal</b>	<b>Mr Matt Gamble</b>

## Contents:

1. Introduction to PSHE & RSHE
2. Formulation, dissemination, monitoring and review of policy
3. What is RSHE?
4. Why RSHE is important in our school?
5. What do we teach, when and who teaches it?
6. Key objectives
7. Equality, Inclusion and support
8. The curriculum
9. Resources
10. Teaching and learning
11. External speakers
12. Safe learning in RSHE
13. Staff training
14. Assessment and review
15. Parents and carers
16. Right to withdraw from Sex Education
17. Confidentiality, Safeguarding and Child Protection
18. Menstrual wellbeing
19. Further information

## Appendices

- Parent questionnaire
- Mapping documents
- Parent letter of withdrawal

## Introduction

At Kingswood Secondary Academy, we teach Personal, Social, Health Education as a whole-school approach to underpin students' development as people and because we believe that this also supports their learning capacity. We have purchased and implemented the Jigsaw program which has the mindful approach to PSHE, provides a programme which offers us a comprehensive, carefully thought-through Scheme of Learning bringing consistency and progression to our students' learning in this vital curriculum area.

This comprehensive and robust programme also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our young people.

This policy outlines our school's commitment to provide effective Relationships, Sex and Health Education for all pupils in support of that offered by parents and carers, who are the first educators of their children in this area. It has been written with regard to the DfE Relationships Education, Relationships and Sex Education (RHSE) and Health Education (RSHE) guidance 2019 and other relevant guidance documents and statutory requirements.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 made under sections 34 and 35 of the Children and Social Work Act 2017 make Relationships, Sex and Health Education compulsory for pupils receiving secondary education.

The RSHE teaching in our school, contributes to our statutory duty to safeguard pupils and prepare them for the responsibilities and experiences of adult life. RSHE is taught in a holistic, progressive, sequenced, age-appropriate manner throughout the school.

## Formulation, dissemination, monitoring and review of policy

The RSHE policy and the curriculum mapping documents have been developed following consultation with the whole school community.

The RSHE policy and RSHE curriculum will be reviewed annually by the PSHE Coordinator and Kingswood Academy Council. This review will be informed by the following:

- Pupil and staff evaluation of the programme
  - Pupil voice
  - Quality Assurance procedures
  - Changes in legislation and guidance
  - Parent feedback (gathered through surveys, web information and focus groups).
- (See Appendix 2)

In developing our policy and curriculum we have given due regard to the government's statutory guidance for RSHE issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. The RSHE policy will be available on the school website and free of charge to interested parties via school reception.

## What is RSHE?

RSHE ( is lifelong learning about physical, moral and emotional development. Through RSHE, pupils learn about healthy relationships, diversity, respect, love and commitment, healthy lifestyles, safety both on and offline, puberty, sex, sexuality and sexual health. There is often concern that RSHE will encourage sexual experimentation; however, evidence shows that those who receive comprehensive RSHE at school are more likely to delay their first sexual activity and to use contraception when they do have sex. At secondary level we are building on the foundations of skills and knowledge that pupils have learnt at primary school.

Our key aim in providing RSE throughout our school is to safeguard our pupils. During their time at Kingswood Academy pupils will learn key knowledge and skills to help keep themselves, and others, safe, healthy, and prepare them for the responsibilities of adult life. RSHE is not about the promotion of sexual activity.

## Why RSHE is important in our school?

At Kingswood Secondary Academy we believe in creating a community empowered with the qualities, skills and qualifications to enter the next phase of life with confidence and ambition. We want the pupils who leave our academy to have choice, to be well rounded, self-confident and proud of who they are and to think both locally and globally. RSHE is a vital part of the curriculum, which empowers the pupils to make healthy, safe and well-considered choices.

We acknowledge that not all parents and carers feel confident or comfortable talking to their children about this area, therefore, our work in school ensures that all pupils have a standard level of education about key aspects needed to keep safe and make positive, informed and healthy choices. Learning the correct information from credible sources, external providers and educated staff will enable them to be successful in their personal life, their education and their future prospects.

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to our students' needs. The mapping document, 'Jigsaw 11-16 and statutory RSHE and Health Education'(Appendix 2), shows exactly how Jigsaw and therefore our school, meets the statutory RSHE and Health Education requirements. We include the statutory Relationships, Sex and Health Education within our whole-school PSHE Programme. Moreover, the careful consideration of our PSHE and RSHE curriculum also compliments and enhances our school values of Respect, Independence, Service to the community and Empathy.

This programme's complimentary update policy ensures we are always using the most up-to-date teaching materials and that our teachers are well-supported.

## What do we teach, when and who teaches it?

### Whole-school approach

The Jigsaw Programme covers all areas of PSHE for the secondary phase including statutory RSE and Health Education. The table below gives the learning theme of each of

the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

<b>Term</b>	<b>Puzzle (Unit)</b>	<b>Content</b>
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community.
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding difference, Equality Act
<b>Spring 1:</b>	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family, intimate relationships and other relationships, conflict resolution and communication skills, bereavement and loss
<b>Summer 2:</b>	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

At Kingswood we allocate 30minute form time each week to PSHE each week to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

- assemblies
- praise and reward system,
- through relationships from student to student and staff to student
- we aim to 'live' what is learnt and apply it to everyday situations in the school community through our self-regulation sessions.
- Class tutors, who have completed online training, deliver the PSHE sessions.

## Key Objectives

The key objectives of our PSHE/ RSHE programme are to:

- Develop knowledge and understanding of what positive and healthy relationships look like and the skills to form nurturing relationships or all kinds, not just intimate relationships
- Enable pupils to recognise unhealthy relationships and abuse and have the knowledge and skills to seek help for themselves or others
- Give pupils the knowledge and skills to make informed, healthy decisions about their mental and physical health

- Prepare pupils for the opportunities, responsibilities and experiences of adult life
- Develop an awareness and understanding of relevant laws, for example, those around consent, sexual violence, rape, drugs, and image-sharing
- Develop knowledge and understanding of human sexuality and sexual health, including Sexually Transmitted Infections, sexual orientation, contraception and reasons for delaying sexual activity
- Support pupils to develop a positive sense of their own identity, showing respect for themselves and others, and having resilience
- Support pupils to keep safe, both online and offline, including assessing the risks and benefits of their actions and recognising that pressures and influences come from a range of sources
- Provide pupils with the knowledge and skills to access appropriate support.

## Equality, Inclusion and Support

We are required to comply with the requirements of the Equality Act 2010. Our school values of RISE, encourages respect for all and promotes respect for, and celebration of, difference. We do not discriminate against pupils because of any protected characteristic (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation). At times, when there is an identified need, we may take positive action through our planning and delivery of RSHE to deal with disadvantages facing those with a particular characteristic.

RSHE will be accessible to all regardless of their gender. Through the delivery of RSHE teachers will explore gender stereotypes and how they may limit a person's potential and ensure that people of all genders receive information that is relevant to their needs.

There are many different faith and cultural perspectives on aspects of RSHE. As a school, we will deliver RSHE in a factual, non-judgmental way ensuring that teachers do not promote one faith or cultural viewpoint. They will provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches tolerance and at times in our programme we will explore different faith perspectives. Parents and carers are key partners in RSHE and are best placed to support their children to understand how learning at school fits with their family's faith, beliefs and values. To support this process, we will ensure that parents and carers are made aware of what will be taught in our RSHE programme and when. Our curriculum mapping documents are published on the website and parent consultation is taking place in the summer term of 2021 through online questionnaires on these.

Heads of Year and staff involved on the PSHE days will plan in different ways and use a variety of teaching strategies to meet the needs of individuals. For some pupils, particularly those with Special Educational Needs and Disabilities, a differentiated approach may be necessary to ensure learning outcomes are met; again, this will be shared with parents and carers and a plan developed. Some pupils may have experienced adverse childhood experiences that may affect their ability to engage with RSHE in a variety of ways. Care will be taken to ensure that, where this is the case, parents and carers are consulted about the most appropriate way for the pupil to access the curriculum.

A range of different families and relationships will be explored within RSHE, including same-sex relationships. Referencing a range of relationships will be integral to our programme of RSHE. All pupils, whatever their identity, developing identity, or family background, need to feel that RSHE is relevant to them and sensitive to their needs. This means that resources and books used will reflect both our school community and wider society.

## The Curriculum

RSHE will be taught through the Jigsaw PHSE programme in each year group throughout the school. This holistic approach ensures the curriculum we deliver is age appropriate and progressive, building the pupil's knowledge, understanding and skills year on year. We work to objectives in each year group that support the achievement of outcomes outlined in the government RSHE guidance. You can find the learning objectives and impact for each year group on the mapping documents that are published on the website also in Appendix 2

Some elements of RSHE are delivered through national curriculum Science I biology:

Key Stage 3 Pupils should be taught about:

- reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilization, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta.
- The effects of recreational drugs (including substance misuse) on behaviour, health and life processes
- Comparing energy values of different foods (from labels) (kJ)

Key Stage 4 Pupils should be taught about:

- the relationship between health and disease
- communicable diseases including sexually transmitted infections in humans (including HIV/AIDs)
- reducing and preventing the spread of infectious diseases in animals and plants
- the impact of lifestyle factors in the incidence of non-communicable diseases
- hormones in human reproduction, hormonal and non-hormonal methods of contraception
- sex determination in humans

In addition to the Science curriculum we will work towards the outcomes outlined in the Government's RSHE Guidance, under the headings shown below. Each topic will be covered in an age-appropriate way during a pupil's time at the school, with regular repetition of key themes. These elements will be delivered through PSHE days, tutor time sessions and assemblies. Learning will also be supported through cross-curricular approaches on:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships including sexual health
- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy Eating
- Drugs, Alcohol and Tobacco
- Health and Prevention
- Basic First Aid
- Changing adolescent body

The curriculum will be evaluated and reviewed by pupils and staff on a regular basis, this will be conducted through Student Council meetings and online questionnaires to both staff and pupils. We will welcome parents and carers ideas and evaluations throughout the year too.

## Teaching and Learning

Our PSHE Coordinator is responsible for guiding Heads of Year on planning lesson content and providing relevant resources to all teaching staff who deliver the sessions during tutor time. Teaching Assistants and support staff may provide additional support for pupils with SEND in mainstream lessons, while a small number of pupils with specific SEND will follow Everyone involved in the teaching of RSHE will follow the school policy.

The personal beliefs and attitudes of staff will not influence the delivery of RSHE. A balanced and nonjudgmental approach will be taken. Staff, and all those contributing to RSHE, will work to the agreed values within this policy.

To ensure that all pupils feel able to contribute effectively to RSHE, a number of teaching strategies will be used, including:

- Establishing a group agreement with pupils
- Using 'distancing' techniques (e.g. case studies and role-play)
- The provision of a 'question box' during some planned lessons
- Dealing with questions in an age-appropriate manner
- Using discussion and appropriate materials
- Encouraging reflection
- Deliver RSE in a sensitive way
- Modelling positive attitudes to RSHE

RSHE will be delivered all year round – parents and carers will be informed of what will be covered and when via our dedicated page on the website and our termly news letter.

We believe that high quality, comprehensive RSHE does not encourage early sexual experimentation but in fact builds young people's confidence and self-esteem and helps them understand the reasons for delaying sexual activity. Evidence shows that effective RSHE plays a role in behaviour change, including reducing unprotected or unwanted sex and reducing harmful behaviour, including sexual harassment and sexual violence.

## External speakers and Workshops

These days are tailored to the needs of our pupils after consulting with the Heads of Year, as they are based on the current needs of each year group.

We may use outside visitors to enhance the RSHE provision delivered by Staff. We plan these inputs carefully to ensure effectiveness. All visiting speakers will:

- be suitably qualified to deliver RSHE sessions
- be aware of the school policy on RSHE and work within this
- be supervised by a member of staff at all times when on school premises
- alert the teacher to any safeguarding concerns
- understand their contribution they make to the broader PSHE/RSHE programme
- be suitably vetted prior to being booked

## Safe learning in RSHE

### Answering pupil questions



It is important that all pupils feel safe and able to participate in PSHE/RSHE lessons. To support the involvement of all pupils, teachers and other members of staff will create a group agreement with each class outlining expectations around rights, responsibilities and respect. Using the Jigsaw Learning Charter, provides staff and students with the ground rules about respect in the sessions.

As with any topic, pupils will ask questions during PSHE to further their understanding. Due to the sensitive nature of the topic, staff will employ strategies to ensure that questions are asked and answered in a factual, balanced and age-appropriate way. The group agreement will remind pupils that personal questions of the teacher or other pupils are not appropriate.

Some staff may feel it is appropriate to use a 'question box' to allow all pupils an opportunity to write questions down if they do not choose to ask these in front of the whole class.

Staff will use the following strategies to deal with unexpected questions:

- If a question is personal, the teacher will remind pupils of the rules set in the group agreement
- If the teacher does not know the answer to a question, the teacher will acknowledge this and will research the question and provide an appropriate answer later.
- Questions will always be answered in an age and developmentally appropriate way and take into account whether a parent/carer has requested their child to be removed from sex education lessons.
- As much as possible, where a question is relevant to the whole class, we will answer it to the whole group. There may occasionally be the need to deal with a question outside of the classroom if it is not suitable for the entire class.

Sometimes pupils may ask questions about issues that are not part of the planned programme; this could show that the taught curriculum is not meeting their needs. These questions will be answered in a factual and balanced manner appropriate to the age of pupils. The questions will also be passed onto the PSHE Coordinator as part of the evaluation and monitoring process.

School staff will not be expected to answer personal questions about themselves or to ask direct personal questions of their students that could make either party vulnerable. We believe that an open approach to answering questions prevents pupils from learning inaccurate or harmful information online or from peers and older students.

We believe exploring issues with the whole class helps to reduce the stigma and shame that can surround some of the issues explored in RSE. Importantly, we believe that children are better protected from harm and abuse when they are able to discuss issues openly with trained professionals and in a safe environment.

### Staff training

All staff delivering RSHE will receive training through our CPD sessions. If a staff member has additional learning and development needs these will be supported through; mentoring from a more experienced staff member in school, team-teaching, observations, or attendance at an internal or an external training event. Training on more specific RSHE topics will take place as and when required to support the needs of staff, pupils and the school as a whole. Staff are

### Assessment and Review

The delivery of RSHE is monitored by our PSHE Coordinator through; Schemes of Work scrutiny and learning walks. The form time sessions are conducted through oracy and group

discussions. After a pupil and staff survey it was a whole school agreement that assessment would be in the 'Reflection' session.

This policy will be reviewed by another member of the Senior Leadership Team (SLT) at the time. At every review, the policy will be approved by SLT.

## Parents and Carers

We believe that RSHE is a partnership between school and parents and carers. We recognise that parents and carers are the first teachers of their children and welcome their engagement with our PSHE programme. It is important that PSHE delivered in school is explored in more detail within the context of individual families. Parents and carers will be able to access the RSHE mapping documents through the school website where it will be explained when RSHE will take place in different year groups and what will be covered.

We will also consult with parents and carers on an annual basis about any needs they may have in relation to our RSHE programme – using parent and carer satisfaction questionnaires that will be made available to all.

## Right to withdraw from Sex Education

Whilst we always try to work with parents and carers to explore their views, we also accept that parents and carers can exercise their right to excuse their child from the sex education elements of our programme (other than that which comes within the Science curriculum). There is no right to withdraw from Relationships Education or Health Education since this is mandatory under the new government policy.

The RSHE we provide is planned to meet the needs of all pupils and give them the knowledge and skills they need to lead healthy lives. Withdrawing pupils from Sex Education can be detrimental and lead to them receiving less accurate, second-hand information from peers.

Requests for withdrawal from Sex Education should be put in writing using the form found in Appendix 3 of this policy and addressed to the Principal, who will then arrange to speak with parents and carers to explore their views and ensure that the nature and purpose of Sex Education is understood. A written record will be kept of this discussion. Except in exceptional circumstances, the school will respect a parent's right to excuse their child up until three terms before a pupil's 16th birthday when the child can choose to be included in Sex Education.

The process above is the same for pupils with SEND; however, in exceptional circumstances, the Principal may take account of a pupil's specific needs arising from their SEND when agreeing or not any application to be excused.

A copy of withdrawal requests will be placed in the pupil's educational record. The Principal will discuss the request with parents and take appropriate action. Staff will plan appropriate, purposeful education for pupils who are withdrawn from sex education.

## Confidentiality, Safeguarding and Child Protection

Everyone involved in RSHE will be clear about the boundaries of their legal and professional roles and responsibilities. Staff will discuss confidentiality with pupils through the development of a group agreement at the start of lessons, making it clear that teachers cannot offer unconditional confidentiality. Pupils will be informed if their confidentiality is at

risk due to safeguarding concerns, and support will be provided, as appropriate, as per our safeguarding procedures.

Through taught lessons, staff will signpost pupils to sources of confidential local and national support services. When we receive external visitors, they are bound by their own professional code of conduct and they will report any safeguarding concerns to their superiors.

The school nurse is available at different points during the week to support the pupils and will report any safeguarding concerns if necessary.

### Menstrual wellbeing

Pupils who are menstruating will be supported in the following ways:

- Sanitary disposal units are available in female and unisex/accessible toilets.
- Pupils can access emergency sanitary products from their Heads of Year.
- For those experiencing period poverty, free sanitary protection can be accessed from their Heads of Year.

### More information

If you would like to discuss our provision of PSHE further, please contact Senior Assistant Principal, Mrs Alex Bonner, via email: [abonner@kingswoodsecondaryacademy.org](mailto:abonner@kingswoodsecondaryacademy.org)

If you have a complaint about any aspect of our RSHE provision, please follow the school's Complaints Procedure.