

## **The Birley Academy**

KS3 and KS4: Personal, Social and Health Education (including Relationships and Sex Education - RSE) Policy.

### **PSHE**

The aim of Personal, Social, Health and Economics (PSHE) is to equip students with current, up-to-date information on issues that they may face in the wider world to enable them to make informed choices and opinions, from drugs to bullying and RSE (which focuses the effective delivery of relationships education, including sex education and relationship education). PSHE and RSE are obligatory but non-examined subjects which help to equip our students for life outside school and the role they take on after education. RSE is not about encouraging teenagers to become sexually active nor is it about promoting any particular lifestyle or relationship choice. RSE is about providing pupils with the knowledge, skills and confidence to make safe, healthy and informed relationship choices as young people and in the future as adults.

The Birley Academy is founded on inclusivity, this inclusivity includes gender, sexual orientation, race, religion, LGBT+ and is the basis for which successful PSHE, and in turn, successful pupils are created. The intended outcomes for our programme are that pupils will:

- Know and understand how to form and sustain healthy relationships
- Understand they have the right to voice and opinion and be accepted when doing so
- Understand they have the responsibility to treat everyone as equals
- Develop the skills to maintain a healthy lifestyle both physically and mentally
- Develop the attributes of confident, well informed and inclusive young adults

### **Staff and facilities**

Years 7 – 11 PSHE is led by the Subject Lead and taught by a discreet team of staff who are fully trained in delivering sensitive topics with the students. Students are taught in once a week for 1 hour through y7-y11. In addition, we have of external speakers may support various aspects of the curriculum; these may include the Fire and Rescue Services and local organisations and businesses. Through the tutor time curriculum there are a variety of topics that are interlinked with the PSHE curriculum. This is planned to ensure key milestones are supported for the students. All teachers of PSHE will be provided with pre-planned and organised resources and support to ensure teaching is accurate, supportive and appropriate for their learners needs.

Governors will be responsible for the policy and ensure all aspects of the policy meet statutory regulations and guidance with support of the Head Teacher. The PSHE subject Lead will be responsible for the production and upkeep of teaching resources and ensure the provision is to the highest possible standard. Staff will be given professional training opportunities on a regular basis and in line to meet any identified needs.

### **Teaching and Learning Styles**

The programme of study has been created to meet the needs of our learners whilst at the same time covering the legal requirements set out by the Government. We use a range of teaching and

learning styles to teach PSHE and RSE. We emphasise active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of tasks that promote active citizenship, for example charity fundraising or school events during the year. We offer children the opportunity to hear visiting speakers, whom we invite into the school to talk about their role in creating a positive and supportive local community. Assessment will be on going throughout 5 years and should be the main driving force in meeting our student's needs. Each topic we assess the knowledge and understanding of the pupils and it is through this that we will be able to inform future teaching. Pupils will have opportunities to review and reflect on their learning during lessons and pupil voice activities are built in to lessons and assessments. This will be vital in adapting and amending planned learning activities.

Every 4 lessons students are assessed on their key learning skills- Effective participation, team work, reflective learning, creative thinking, independent learning, self-management. These 6 skills are at the core of PSHE achievement and progress and students are observed by their teacher and given feedback the following week. Students keep track of their progress over the year.

Due to the nature of PSHE and RSE we will ensure that pupils are taught in a safe learning environment with clear ground rules and where possible distancing techniques will be used to keep our pupils safe and confident. All sensitive issues will be handled with care and any safeguarding issues will be dealt with in line with school policy.

### **PSHE and Curriculum Planning**

PSHE is a discreet subject, taught by specialist's part of every student's weekly timetable.

Within PSHE we constantly aim to take a whole-school approach, engaging pupils in every year group across the curriculum while creating an environment, through the school ethos, which fosters good relationships and well-being for pupils and teachers alike.

Pupils' views/community issues/national issues/parental feedback/pastoral/safeguarding feedback is sought and this allows us to personalise and constantly adapt our curriculum and support the tutor time curriculum programme where necessary.

The lessons have clear objectives and outcomes and build on the 6 key learning skills as well as subject knowledge. They are taught by someone who is trained and comfortable in their role;

The curriculum is inclusive of difference, including other cultures, ethnicity, disability, faith, age, sexual orientation and gender identity and spirals around the 3 PSHE concepts in both KS3 and KS4- Health and well-being, Relationships, Living in the wider world

The curriculum takes a developmental approach; relevant to pupils' depending on their age, maturity and current trends.

We communicate our curriculum with the progress team and safeguarding team. We ensure it feeds in to the tutor time package of work and we provide a wraparound education for the careers team at crucial points in the year-especially Y9,10 and 11. We also are beginning to provide additional focussed support on emotional well-being and relationship and sexual health education. Groups are targeted through the knowledge of the inclusion team, year leaders and the safeguarding team.

## **Teaching PSHE to children with special needs**

We teach PSHE and RSE to all children (Sex Education at Secondary), regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. When teaching PSHE, teachers take into account the targets set for the children in their IEPs, some of which targets may be directly related to PSHE and RSE targets. Where necessary (normally due to safeguarding or social and emotional concerns) students may be removed from a lesson. They will be provided with one to one support on the topic in the HUB or the IR. Before a student is removed from a lesson a meeting must have taken place with the teacher and the student to discuss the lesson content. The PSHE subject lead and the SECNO regularly communicate about new and relevant resources and the IR have outstanding resources to use with their core group of students. Moving forward to 2020 there will be termly meetings with the safeguarding team to share key information that will be able to further inform teaching/supporting certain students.

## **Key Stage 3 and Key Stage 4**

**Please see attached curriculum Scheme of work.**

## **Parental Engagement**

Parents will have access to the PSHE policy and the curriculum overview at all times via the school website and any changes will be notified.

We are fully committed to working with parents and carers and will work closely with them so that they are fully aware of what is being taught. Parent information emails will be sent out before all KS3 RSE topics. It is through this communication that we will empower parents to follow up PSHE and RSE work at home and we will always welcome your feedback regards any and all content.

## **Right to withdraw your child**

You cannot withdraw your child from Health Education or the Relationships Education element of RSE because it is important your child receives this content. If you do not want your child to take part in some or all of the Sex Education lessons delivered at school, you can ask that they be withdrawn. The Head Teacher will request a meeting to discuss this with you, and will grant this in all but exceptional circumstances, up until three school terms before your child turns 16. At this age, your child can choose to receive Sex Education if they would like to, and the school will arrange for the child to receive this teaching in one of those three terms (unless there are exceptional circumstances).

There will be no parental right to withdraw from relationships education, health education, or sex education delivered as part of the science curriculum.

*Note: As The Birley Academy is planning on teaching the content early from September 2019, your right to withdraw your child from Sex Education will be governed by the current legislation and so is absolute for the 2019/20 academic year – your child cannot opt in, and the Head teacher will not overrule this request. This will remain the case until September 2020, when the new subjects will become compulsory and the new right to withdraw provisions will apply.*