



# **Academy @ Worden**

## **PSHE Policy 2019-20**

## **Introduction**

*'Effective sex and relationships education is essential if young people are to make responsible and well informed decisions about their lives. It should not be delivered in isolation. It should be firmly rooted within the framework for Personal, Social, Health and Economic Education (PSHEE)..... which lies at the heart of our policy to raise standards and expectations for all pupils.'* (DfE 0116/2000)

Academy@Worden is a caring community where the whole child is nurtured and students are prepared for life beyond school. A very strong emphasis is placed on pastoral care and the social, moral, spiritual and cultural development of all students. Sex and relationships education is taught within this context. It is about understanding the importance of family life, as well as other stable and loving relationships, based on respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. Through sex and relationships education, students will understand the risk associated with certain behaviours and will be better placed to make decisions regarding their own sexual health and relationships.

Sex and relationships education, set within the framework of PSHEE and the Science and R.E curriculum will develop students' understanding of the physical aspects of reproduction as well as feelings, relationships and values. It will help young people to respect themselves and others and will foster self-esteem, self-awareness, a sense of moral responsibility and the confidence and ability to resist abuse and unwanted sexual experience.

Sex and relationships education is delivered within the context of the school's values framework. The school recognises that sex and relationships education is for all students in the school and will be delivered appropriately, taking into account gender, religion, sexual orientation, special educational needs, age and academic ability.

## **Aims of Sex and Relationships Education**

To contribute to promoting spiritual, moral, cultural, emotional and physical development of students at Academy@Worden and to prepare students for the opportunities, responsibilities and experiences of adult life.

## **Objectives of sex and relationships education**

- To promote three interdependent elements in the teaching of sex and relationships education: (i) values, attitudes and beliefs, (ii) personal and social skills, (iii) acquiring and understanding accurate, unbiased knowledge
- To allow the opportunity for objective and balanced discussion in order to explore and clarify individual values and attitudes
- To help and support young people through their physical, emotional and moral development
- To build self esteem
- To help students develop the skills and understanding they need to live confident, healthy and independent lives.
- To teach about relationships, love and care, and the responsibilities of parenthood
- To provide students with information and knowledge about a range of issues consistent with their developmental age.

- To provide students with a basic scientific understanding of the process of sexual reproduction and physical development
- To ensure students are aware of the importance of safer sex and develop an understanding of Sexually Transmitted Infections, including HIV/AIDS.
- To provide young people with information about different types of contraception and how they can access local sources of further advice and treatment
- To acquire the skills necessary to cope with relationships and sexual situation
- To teach the taking on of responsibility and the consequences of one's actions in relation to sexual activity and parenthood
- To give young people a clear understanding of the arguments for delaying sexual activity and resisting pressure
- To ensure young people understand how the law applies to sexual relationships
- To link sex and relationships education with issues of peer pressure and other risk-taking behaviour
- To help young people to understand difference, respect themselves and others, and assist in removing prejudice
- To help young people to move with confidence from childhood, through adolescence, into adulthood
- To help students deal with difficult moral and social issues
- To ensure all information and guidance given to students is objective and free from personal opinion
- To ensure that the sex and relationships education is delivered within the context of the school's safeguarding framework

### **Roles and Responsibilities**

#### **PSHEE/ Citizenship Coordinator**

- To develop appropriate schemes of work for the relevant year groups, ensuring that the statutory aspects of sex and relationships education are taught
- To support teachers in the delivery of sex and relationships education by providing appropriate training and resources (including, when required, support within the classroom)
- To quality assure the delivery of the sex and relationships education curriculum and gather feedback from relevant stakeholders
- To facilitate external agencies used to assist in the delivery of sex and relationships education
- To consider parents' requests to withdraw their child from sex and relationships education
- To ensure the curriculum area is appropriately resourced
- To deliver the more sensitive aspects of the key stage 4 sex and relationships education programme
- To regularly monitor and evaluate the sex and relationships education programme
- Where a child protection issue may arise through the teaching of sex and relationships education, to deal with it using the referral process.

#### **Teachers**

- To deliver relevant aspects of the sex and relationships programme during tutor time
- Where a child protection issue may arise through the teaching of sex and relationships education, to deal with it using the referral process.

### **Senior Leadership Team**

- To monitor the implementation of this policy
- To ensure the school is meeting its statutory obligations
- To meet on an annual basis with the PSHEE/Citizenship coordinator to review and evaluate all aspects of PSHEE, including sex and relationships education

### **Governing Body**

- To regularly review the sex and relationships education policy and receive feedback from the head teacher on the implementation of the policy

### **Planning and Delivery of Sex and Relationships Education**

Sex and relationships education is delivered to students through PSHEE, Science and R.E.

### **Personal, Social, Health and Economic Education**

Curriculum content at Key Stage 3 and 4 is planned by the PSHEE/ Citizenship Coordinator. At Key Stage 3 sex relationships education is taught during discrete weekly PSHEE lessons. It is primarily delivered by a range of teachers and supplemented by external agencies. Teachers are supported by the PSHEE coordinator who provides appropriate resources, training and classroom based support.

Course content at Key Stage 3 includes the following topics:

- Physical and emotional change and puberty
- Sexual activity, human reproduction, contraception, pregnancy and sexually transmitted infections and HIV and how high-risk behaviours affect the health and wellbeing of individuals, families and communities.
- Recognising and reducing risk
- The features of positive and stable relationships
- Different types of relationships including those within families and between older and young people, boys and girls, and people of the same sex, including civil partnerships the nature and importance of marriage and of stable relationships for family life and bringing up children.

At Key Stage 4 sex and relationships education is delivered during 'drop-down' PSHEE days set temly throughout the year. There may be occasions when it is felt more appropriate to deliver aspects of the curriculum in single gender groups in line with government guidance (0116/2000) and the same curricular content is delivered separately to boys and girls. A range of appropriate teaching strategies are adopted and external agencies are also used to support the delivery of the curriculum.

Course content at key stage 4 includes:

- The benefits and risks of health and lifestyle choices including choices relating to sexual activity
- Where and how to obtain health information, ways of reducing risk and minimising harm in risky situations
- Characteristics of positive relationships, and awareness of exploitation in relationships
- The roles and responsibilities of parents, carers, children and other family members
- Parenting skills and qualities, their central importance to family life and the wider implications of sexual relationships and having children
- Contraception and HIV/AIDS
- Homophobia

## **Science**

At Key Stage 3 students learn about (i) IVF (ii) sexual reproduction (iii) childbirth (iv) genetic disorders

At Key Stage 4, as part of the GCSE course, students are taught about (i) hormones and the menstrual cycle, IVF and fertility drugs, (ii) contraception (iii) types of reproduction and (iv) sex determination. In addition, they consider IVF / fertility drugs and genetic disorders in greater detail.

## **Religious Education**

At Key Stage 3 students learn about (i) personal identity, (ii) self-esteem, (iii) qualities of a good relationship, (iv) family life.

At Key Stage 4, students consider the above topics in greater depth and also consider (i) marriage, (ii) divorce, (iii) contraception, (iv) homosexuality and (v) sexual health.

## **Parental Rights**

The School believes that sex and relationships education is the right of every pupil and encourages active participation and involvement in the curriculum. Parents do, however, have the right to withdraw their child from all or part of the programme. Any parent wishing to exercise that right should initially contact their child's Progress Manager to discuss the matter.

It is possible that the teaching of apparently unrelated topics will occasionally lead to a discussion of aspects of sexual behaviour outside of the 'taught' course. Provided that such discussion is relatively limited and set within the context of the subject concerned, it will not necessarily constitute part of 'sex and relationships education'.

## **Creating a safe and supportive learning environment**

We will create a safe and supportive learning environment by ensuring that when teaching areas of the curriculum such as sensitive subjects, it is important to think carefully about the possibility of personal disclosures. Before teaching about sensitive issues, clear ground rules will be established or reinforced, and the concepts of confidentiality and anonymity will be covered at the start of the lessons. We will encourage an ethos of 'openness' but within specific boundaries.

## **SEND, inclusion, equality and diversity**

We promote the needs and interests of all pupils, irrespective of gender, culture, ability or aptitude by taking guidance from the Equality Act 2010. We will ensure that teaching is accessible to all children and young people including those who fit into a minority or vulnerable group such as LGBT. SRE will foster good relations between pupils, tackle all kinds of prejudice and promote understanding and respect.

Teaching will take into account the ability, age, readiness, and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access PSHE education provision.

We promote social learning and expect our pupils to show a high regard for the needs of others by showing respect for everyone.

## **Safeguarding**

If we have any reason to believe a pupil is at risk, we are required to follow the safeguarding procedures in line with our whole school policy and inform the pastoral team.