



## Loving God - Caring for Each Other - Achieving Excellence

### PSHE & RSE Policy

*“The evidence shows that personal, social, health and economic (PSHE) education can improve the physical and psychosocial well-being of pupils. A virtuous cycle can be achieved, whereby pupils with better health and well-being can achieve better academically, which in turn leads to greater success.”*

Department for Education review of PSHE education impact and effective practice.

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#### Links with other Policies

The PSHE Policy supports and is underpinned by key school policies including: Citizenship, Equal Opportunities and Diversity and the Careers Education, Information, Advice and Guidance (CEIAG) / Futures Policy – which includes the economic wellbeing, careers and the world of work.



## 1. Rationale

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all students.

The DfE also specified as part of its National Curriculum guidance that 'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. The review further detailed that "PSHE remains an important and necessary part of all pupils' education".

Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares students at the school for the opportunities, responsibilities and experiences of later life.

The Crompton House Personal Development curriculum covers all aspects of PSHE including Relationships and Sex Education in an age appropriate way.

Our school policy is informed by existing DfE guidance on Sex and Relationships Education (RSE), (Relationships Education, Relationships and Sex Education and Health Education 2019) preventing and tackling bullying (Preventing and tackling bullying: Advice for head teachers, staff and governing bodies, July 2013, updated 2017), Drug and Alcohol Education (DfE and ACPO drug advice for schools: Advice for local authorities, headteachers, school staff and governing bodies, September 2012), safeguarding (Working Together to Safeguard Children: A guide to interagency working to safeguard and promote the welfare of children, March 2013 and Keeping Children Safe in Education, 2018)) and equality (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised June 2014.)

Our PSHE curriculum meets all the outcomes in the PSHE Association Programme of Study, 2020 and will be updated in line with government guidance when published.

## 2. Aims and Objectives:

- To provide students with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.
- Students are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.
- They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

In our school we choose to deliver Personal, Social, Health Education, through the PSHE Association framework. Our curriculum supports the development of the skills, attitudes, values and behaviour, which enable students to:

- Have a sense of purpose
- Value self and others



- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

### 3. PSHE and Values at Crompton House Church of England School

We aim to support our core values of Loving God, Achieving Excellence and Caring for Each Other:

- Loving God
  - We believe that our curriculum supports a faithful and spiritual existence; teaching the values of tolerance, compassion and understanding are at the forefront of our lessons and we believe that these same values are expressed throughout the Christian faith. In this way PSHE can support the Christian values which are expressed throughout the curriculum at Crompton House.
- Achieving Excellence
  - We believe that all children have the ability to self-actualise and achieve their best; in order for this to happen they must experience a well-rounded and holistic education. PSHE will encourage positive wellbeing, resilience and healthy habits, these will help underpin academic achievement as it positively impacts formal lessons.
- Caring For Each Other
  - We believe that knowing more about ourselves and our community will encourage social solidarity. PSHE lessons will encourage students to consider the importance of a compassionate and tolerant society. This will impact their treatment of each other and encourage a more positive approach to peer relations.

### 4. Statutory Requirements:

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach:

- We must teach Relationships and Sex Education (RSE) under the Children and Social Work Act 2017, in line with the terms set out in the latest statutory guidance (Relationships Education, Relationships and Sex Education and Health Education 2019)
- We must teach health education under the same statutory guidance
- This policy also complies with the terms of our funding agreement as an academy

### 5. Roles and Responsibilities

The Board of Governors

- The governing board will approve the PSHE policy and hold the headteacher to account for its implementation.



## The Headteacher

- The headteacher is responsible for ensuring that PSHE is taught consistently across the school.

## Teaching Staff

- Staff with Specific Responsibilities:
  - The HOS will ensure that high quality lesson materials are available to all teaching staff, that external speakers are booked (if necessary) to support teaching, that feedback is taken from teachers and students and that the planned curriculum is updated in line with any changes.
- Staff (to include form tutors, cover teachers and teaching assistants- if relevant) are responsible for:
  - Delivering PSHE in a sensitive way
  - Modelling positive attitudes towards PSHE
  - Monitoring progress
- Students
  - Students are expected to engage fully with PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

## 6. PSHE Curriculum Content

Crompton House is required to cover the content for relationships and sex education, and health education as set out in the statutory guidance (see p2 reference).

Drop down days are planned flexibly, to enhance our curriculum and provide enrichment.

### Key Stage 3 Learning Questions- Year by Year

	Year 7	Year 8	Year 9
Autumn Term	How can I care for my physical and mental wellbeing during this time of change? What does it mean to have consent (link to touching/tickling)?	How can I care for my own physical health (link to energy drinks)? How do I deliver first aid to someone in need?	How are families diverse in the UK? Why do/don't people decide to have children? Why do/don't people decide to get married?
Spring Term	What are British Values and what does it mean to me? How do I interact with the media and how does it impact me?	How am I managing my relationships with others? What does it mean to have 'consent' (link to sexual consent)? If I am in an intimate relationship, how can I stay safe and healthy?	What is fertility and how does it change across our lives? What are choices surrounding pregnancy and where can I find advice? What happens during pregnancy and birth?
Summer Term	How do I know if a relationship is healthy or unhealthy? How can I form healthy relationships with others?	What is peer pressure and how can I resist it? How can I make good lifestyle choices? Who is a good lifestyle role	How can I make safe decisions in intimate relationships? Where can I find support if my



		model (link to British Values)?	relationships have become unhealthy and/or troubling?
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**Key Stage 4 Topics Year by Year**

	Year 10	Year 11
Autumn Term Theme	How can I manage my money? What is the difference between debit and credit? <b>Completion of the Bee Well Survey</b>	What are some common mental health concerns and where can I find support?
Spring Term Theme	What are my legal rights and how can I be a good citizen? What happens to young offenders?	How can I prepare for life after Year 11? What are my choices? What is the Equality Act and how does it link to me?
Summer Term Theme	How can I protect my mental wellbeing and care for the wellbeing of others?	How do I feel about my time in school and the changes happening now?

**NB. The economic wellbeing, careers and the world of work sections of the PSHE programme are covered mainly in Work Related Learning lessons in KS3 and PSHE lessons in KS4.**

**7. Teaching PSHE**

PSHE lessons take place during Green Tuesday form periods for 50 minutes and are delivered by the form teacher, external speakers or through assemblies. Years 7-10 will also have a Drop-Down Day each year to cover additional content.

**7.1. Equality of Opportunity**

All students are welcome in PSHE; Crompton House School is an inclusive educational setting and this is no different in PSHE. Classroom practice and pedagogy take into account pupils' age, ability, readiness and cultural background and pupils with SEND, and will be adjusted to enable all students to access the learning. PSHE and RSE is a way to address diversity issues and to ensure equality for all by addressing contextual issues identified through our pastoral management system.

Parents have the right to withdraw their children from those parts of RSE not within the national curriculum (see Section 10).

Our PSHE policy (including RSE) is sensitive to the range of religious and cultural views about sexual behaviour whilst still ensuring that students have access to the learning they need to stay safe, health and understand their rights as individuals. It includes clear, impartial scientific information on matters such as the changes of puberty, abortion and assisted conception, as well as covering the law in relation to, for example, forced marriage and female genital mutilation (FGM)

The policy pays due regard to the concept of equality and legislation relating to it. Crompton House School (like all public institutions) has specific responsibilities in relation to equality and protected



characteristics. Our PSHE and RSE programme fosters gender and LGBTQ+ equality, challenging all forms of discrimination and bullying in line with the Equality Act 2010. Crompton House is respectful of how students choose to identify themselves, understanding that their sexual orientation and gender identity may be emerging.

## **7.2. Approaching Controversial Topics:**

It is understood that controversial topics such as Female Genital Mutilation, Contraception (including Emergency Contraception), Abortion and Pornography are likely to cause discussion.

Teachers will create a safe classroom environment with positive behaviour for learning (see Appendix A - Guidelines); this way students are able to ask questions and take part in class discussion in a positive way. Well planned lessons will reinforce the importance of boundaries and careful phrasing of questions. Staff will be directed to advice on this issue which will be made available on Sharepoint and emailed out at the beginning of such topics.

It is understood that staff may also have strong beliefs on these issues and this policy highlights the importance of clear and objective teaching; free from personal bias. Support will be provided for staff through online training sessions (either live or pre-recorded) and advice from the PSHE association.

Teachers have been encouraged to raise concerns about their ability to teach certain areas of the curriculum; support will be provided or (if necessary) lesson swaps can be arranged so that staff do not feel they must compromise their own cultural beliefs and values. We aim to support all staff members.

## **7.3. Teaching Resources**

Students are provided with course booklets and teachers are provided with associated powerpoint presentations / video links...; these are high quality resources that will allow teachers to provide PSHE Education without adding more stress and concern to their own workload. Some topics may be delivered by other internal or external speakers (such as the contraception topic which will be delivered by Matron.) These topics will have associated preparation or follow up tasks in the students' course booklets.

Formative assessment will be embedded into PSHE; students will use 'red pen' activities such as; multiple choice tests, 3,2,1 plenaries and spider diagrams to show understanding and to allow us to analyse the academic impact of the course.

## **8. Monitoring Arrangements**

The delivery of Personal Development is monitored by Jon Banks (SLT link) and Sally Ward (HOS) through:

- Supportive learning walks
- Booklet sampling
- Planning scrutinies (to ensure that SWA is providing high quality resources)

## **9. Relationships and Sex Education (RSE)**

### **9.1 Definition of Relationships and Sex Education**

SRE is lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information,



skills and strong values to have safe, fulfilling relationships, to be confident and positive in their sexuality and to take responsibility for their sexual health and well-being. It is about ensuring pupils; have the ability to accept their own and others' sexuality, can express their sexuality in positive ways and can enjoy relationships based on mutual respect and responsibility, free from any abuse.

## 9.2 Delivery of RSE

To be effective, RSE should always be taught within a broader PSHE programme. RSE enhances and is enhanced by learning around, for example, online safety, anti-bullying, mental health, drugs and alcohol, and the development of skills and attributes such as risk management, resilience and decision making.

We have developed the curriculum alongside the DfE statutory framework for RSE (2020) which outlines what students should know by the end of secondary school to keep them happy, to accept their own and others' sexuality, to be healthy and safe. The values which are central to the delivery of SRE are that sex is a part of a long term, loving and stable relationship which includes marriage. Facts are presented in an objective, balanced and sensitive manner, set within this framework of values and an awareness of the law and sexual behaviour.

Students will be helped to appreciate the benefits of either marriage or a stable, long term relationship, family life and the responsibilities of parenthood. Students should not be made to feel isolated if the family 'model' which we are using as a basis for sexual relationships does not relate to their experience of family life.

Lessons will encourage a climate of equality for all forms of partnership and/or marriage and will treat all family types with the same respect. In other parts of the PSHE programme, consideration will be given to the rights of alternative family types.

## 9.3 Moral and Values Framework

Students are encouraged to appreciate the value of stable family life and the responsibilities of parenthood. The value of marriage or a long-term loving and stable relationship will be promoted. The positive aspects of sex, within the context of a lasting, long-term relationship will be covered. Students will be asked to consider the importance of self-restraint, dignity, respect for themselves and others, acceptance of responsibility, sensitivity towards the needs and views of others, loyalty and fidelity.

Students should understand that there are varied cultural and religious influences on individual sexual behaviour and that they should respect those differences. They should respect the right of those who choose not to be sexually active. They will be able to recognise the physical, emotional and moral implications and risks of certain types of behaviour, and to accept that both sexes must behave responsibly in sexual matters.

Students cannot be forced to 'be good'. People develop their own morality. We aim to deliver a broad programme of sex education that respects individual differences and which seeks to promote values which promote a stable society and a respect for human life and dignity. These aims can only be achieved if the teaching of SRE is done within Personal Development and not outside of it. The teaching of SRE will include, without prejudice; human sexuality including homosexuality, delaying sexual activity and the learning of skills needed to obtain appropriate advice on sexual health.





## 9.4 RSE is an entitlement for all children and young people and must:

- Be accurate and factual, covering a comprehensive range of information about sex, relationships, the law and sexual health in order to make informed choices. In schools this should be part of compulsory curriculum provision.
- Be inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age religion or belief or other life-experience (particularly HIV status and pregnancy).
- Include the development of skills to support healthy and safe relationships and ensure good communication about these issues.
- Promote a critical awareness of the different attitudes and views on sex and relationships in society such as peer norms and those portrayed in the media.
- Provide opportunities for reflection in order to nurture personal values based on mutual respect and care
- Be part of lifelong learning, starting early in childhood and continuing throughout life. It should reflect the age and level of the learner.
- Ensure children and young people are clearly informed of their rights such as how they can access confidential advice and health services within the boundaries of safeguarding.
- Be relevant and meet the needs of children and young people and actively involve them as participants, advocates and evaluators in developing good quality provision.
- Be delivered by competent and confident educators
- Be provided within a learning environment which is safe for children, young people and adults, involved and based on the principle that prejudice, discrimination and bullying are harmful and unacceptable.

## 10. Parent's Right to Withdraw their Child

- Parents will be able to withdraw their child from sex education (other than the sex education taught in the Science as part of the National Curriculum.) However, a child will also have the right to opt in to sex education from their 15<sup>th</sup> birthday (specifically three academic terms before they turn 16) even if it is against their parent's wishes.
- Before granting such a request, the Headteacher will meet with parents and, as appropriate, with the pupil to ensure their wishes are understood and to clarify the nature and purpose of the curriculum.
- The school will respect the parent's request to withdraw the pupil up to and until 3 terms before the pupil turns 16. After that point, rather than be withdrawn, if the student wishes to receive SRE the school will make the provision.
- If a student is withdrawn from sex education, the school will ensure the pupil receives purposeful education during the period of withdrawal.
- The school will keep a record of all such decisions.
- The school will keep parents informed of school PSHE policy (to include RSE) via the website and parentmail. Parents will be informed of upcoming topics via a courtesy parentmail and it is assumed that parental consent is given unless parents choose to exercise their right to withdraw. To withdraw a son/daughter a letter should be sent in good time to the Head of Year or Head of Subject who will ensure the pupil is supervised and is set appropriate work. Parents will then be provided with information and online links about the legal and factual aspects of SRE, and it is expected that parents will use this to improve their child's knowledge and understanding of sex education.
- We hope this will open the doors of communication so that PHSE and RSE lessons are open and that parents will be supportive of teaching. (see Appendix A for parental letter).





## 11. HIV/AIDS, STI's and Safer Sex

Teaching about safer sex remains one of the Governments key strategies for reducing the incidence of HIV/AIDS and STI's.

Strategies for teaching about HIV/AIDS and STI's should include:

- Helping students clarify their knowledge of HIV/AIDS and STI's.
- Teaching them assertiveness skills for negotiating relationships.
- Enabling them to become effective users of services that help prevent/treat STI's and HIV.

Young people need factual information about safer sex and skills to enable them to negotiate safer sex. STI's are a major cause of ill-health which can have long-term physical and psychological health consequences. Incidence of STI's continues to be prevalent among young people and the incidence of HIV/AIDS infection remains unacceptably high.

In terms of STI's and HIV/AIDS although the emphasis in sex and relationship education should be on prevention of infection, through delaying sexual activity and the teaching of safe sex, pupils also need to know about diagnosis and treatment.

HIV lessons will be taught bearing in mind the National Aids Trust (<http://www.nat.org.uk/HIV-Facts.aspx>) who have said that "HIV is a serious long-term condition and young gay men remain the group of young people most at risk. In the past young gay men have often been ignored in sex and relationships lessons in schools and the result has been a rise in young gay men being diagnosed with HIV." The Sex and Relationships Education programme will include acknowledgement of this viewpoint as well as emphasising that heterosexual young people are also at risk from HIV.

## 12. Contraception 'Advice'

A clear distinction must be drawn between the schools' function of providing sex education and counselling and the giving of advice to individual students on those issues, particularly if this relates to a pupil's own sexual behaviour. The general rule must be that to give contraceptive advice to individual students under 16, for whom sexual intercourse is unlawful, is inappropriate. However, we will continue to use the school nurse service for drop-in sessions

## 13. Students at risk

Where any member of staff believes that a student has embarked upon, or is contemplating, a course of action which is likely to place him or her at moral or physical risk in breach of the law, the teacher should ensure that the student is aware of the implications and is urged to seek advice from a parent, GP or a Health Clinic. The CPO and Headteacher must be informed. A decision will then be made as to the most appropriate course of action.

## 14. Confidentiality

### Confidentiality and Child Protection/Safeguarding Issues

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named child protection officer (CPO) immediately. Appropriate action as laid down in the Child Protection Policy will then be taken. All staff members are familiar with the policy and know the identity of the member of staff with responsibility



for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

## **15. External Speakers inc. health professionals.**

Outside speakers will be expected to conform to the requirements of this policy and, whilst the contribution will be welcome, it is felt that this should form part of and not be the significant area of students' sex and relationship education.

The contribution of the outside speaker will be agreed with the PSHE Head of Subject in advance and confirmed in a contract to ensure that the presentation is appropriate. The contract will also demonstrate a commitment on behalf of the school to provide suitable rooming, resources, knowledge about teaching groups and teacher support during the presentation.

## **16. RSE and Online technologies**

Through IT/PD lessons and assemblies with external agencies and Oldham LADO (Local Authority Designated Officer for Safe-guarding) students should be made aware of issues and dangers related to online technologies, such protecting your identity, evaluating online advice and chat rooms, sexting, pornography, sexual exploitation, and relationship violence.

Document number CSC-PSHE/RSE2022/February 2023 adopted by Curriculum Committee

Date 15<sup>th</sup> February 2022

Signed (Chair) R Lait

Print Name Richard Lait

Date of next review February 2023



## Appendix A

# Teaching Guidelines

## ***Ground Rules***

Ground rules will always be established at the beginning of each module of SRE and reinforced at the beginning of subsequent lessons in that module. They will include:

- No member of staff or student will have to answer a personal question.
- No one will be forced to take part in a discussion.
- Non-offensive slang terms will be corrected with the use of acceptable vocabulary.
- Only acceptable language for body parts and sexual activities will be used.
- Meanings of words will be explained in a sensible and factual way.

## ***Dealing with Questions***

Ground rules should reduce the possibility of unexpected questions or comments, however:

- Personal questions should be deflected by referring to the ground rules – further support for a particular pupil can be offered via the school nurse, health adviser, helpline, appropriate website or an outside agency. Details of these can be supplied by the PSHE coordinator.
- An answer can be provided at a later date following research.
- Explicit questions, questions that are considered too advanced for a pupil, inappropriate questions and those which raise concerns over sexual abuse should be tackled individually. The whole class should not be expected to listen to inappropriate information, or information which relates to personal experience.
- If a teacher is concerned that a pupil is at risk of sexual abuse, then the CPO should be informed.

## ***Distancing Techniques***

- Questions can be written down and handed to the teacher. The member of staff can then respond only to those which are linked to the lesson objectives.
- Embarrassment can be avoided by de-personalising discussions.
- Case studies, video characters and role play can be adopted to act out and discuss situations.
- Websites can be used to support the lesson objectives. The coordinator must be notified in advance to confirm the suitability of the site.



## Appendix B

### Potential SRE content for review purposes

Age-appropriate SRE is an essential part of ensuring students have the necessary information for making informed decisions, whilst at the same time not giving information and content that is beyond the need to know or ability to understand or think through the content provided. This overview may be used as a guide:

#### Age 9-10

At this age children are interested in knowing about love and the different kinds of families and will be more aware of different types of partnerships and relationships. Gender stereotypes and homophobia can be explained and challenged. They will be curious about puberty and sexual feelings and changing body image. They will want more details about conception, how babies develop and are born and why families are important for having babies.

They will also be interested in knowing about how people can get diseases, including HIV, from sex and how they can be prevented. They will also want to know who they can talk to if they want help or advice and information about growing up and personal safety including online.

#### Age 11–13

Most young people will be going through puberty and will be interested in hormones, how they will be affected by them, the menstrual cycle, wet dreams, erections, fertility, pregnancy – how it can be avoided, and safer sex. They may also be wondering if their physical development is 'normal'.

Young teens also want to know about the difference between sexual attraction and love and whether it is usual to be attracted or in love with someone of the same sex. Young people will be asking questions about relationships, when is the right time to have sex, how to avoid pressure, and where they can get more information if they need it, including the best websites. Identifying how prejudice operates and being able to play a part in stopping prejudice based on gender identity and sexual orientation is also important.

#### Age 14–16

At this age young people want to know about different types of relationships. They may want to know about how to cope with strong feelings and how to cope with the pressures to have sex.

They will be interested to know what they should expect of a partner and how to talk to them.

They will need more information on contraception, sexual health and how to access services.

They may ask questions about parenthood and may like to know how they can talk to their own parents or a trusted adult.

Most young people will not have sexual intercourse until they are at least 16 but statistics show that about a quarter of young people will have had sexual intercourse by the time they are 16.

#### Age 16+

At this age young people are at the legal age of consent and many, but not all, will be in intimate relationships and will be interested to know about the challenges of long-term commitments and the qualities needed for successful loving relationships. They will be interested in what issues can be difficult to talk about in intimate relationships, for example sexual pleasure and contraception and how this can be addressed.

They will be interested to know more about being gay, lesbian, bisexual or transgender. Young people at this age will need more information on sexual risk, pregnancy, sexual health, fertility and infertility.

They will be keen to discuss gender stereotyping, violence, exploitation, the law, and discrimination.

Learning about the relationship between self-esteem and body image and how to challenge negative messages from peers, the media and society is also important.