

PSHE (Personal, Social, Health Education) Policy

(including Relationships and Sex Education (RSE) and Health Education, statutory from September 2020)

Rise Academy

1st September 2022

Philip Mountain Wade

1st September 2023

Context

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. 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,
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

PSHE

Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people make informed decisions so they are then able to make the most of life and work. At Rise Academy, we follow the PSHE Associations Framework. A programme which addresses both pupil's current experiences and preparation for the future. Rise Academy provides a spiral curriculum to revisit prior learning, reinforce understanding and extend on knowledge, year on year.

The overview of the programme can be seen here [Programme of Study \(pshe-association.org.uk\)](https://www.pshe-association.org.uk)

PSHE 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.

Statutory RSE and Health Education

"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 and Sex Education compulsory for all pupils receiving secondary education. Health Education is also compulsory in all schools except independent schools.

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also

challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”

“This is why we have made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools.”

“At secondary, PSHE teaching will build on the knowledge acquired at primary and develop further pupils’ understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex.”

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

Secretary of State Foreword, DfE Guidance 2019 p.4-5.

At Rise Academy we value PSHE as a way to support students’ development as global citizens, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning. We include the statutory Relationships and Sexual Health Education within our whole-school PSHE Programme.

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.

Our PSHE policy is informed by existing DfE guidance:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on cyberbullying)
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils’ spiritual, moral, social and cultural (SMSC))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils’ spiritual, moral, social and cultural development).

Throughout the academic year, the school regularly seeks Involvement and feedback from staff, parents and pupils through the use of parent and pupil voice. This ongoing review and reflect cycle ensures that consultation is a continuous process.

In addition, consultation with parents, senior leaders and staff has formed part of the annual RSE policy renewal.

What do we teach when and who teaches it?

The PSHE Associations Programme covers all areas of PSHE for the secondary phase including statutory relationships education, RSE and Health Education. The table below gives the learning theme of each of the six units and these are taught across the school; the learning deepens and broadens every year.

Term	Unit	Content
Autumn 1:	Health and Wellbeing	Includes transition and safety, drugs and alcohol, peer influence and gangs, mental health, building for the future.
Autumn 2:	Living in the Wider World	Includes developing skills and aspirations, community and careers, setting goals, financial decisions, further education.
Spring 1:	Relationships	Includes diversity, discrimination, respectful relationships, health relationships, communication in relationships.
Spring 2:	Health and Wellbeing	Includes health and puberty, emotional wellbeing, healthy lifestyles, exploring influence, independence.
Summer 1:	Relationships	Includes building relationships, identity and relationships, intimate relationships, extremism and radicalisation, families.
Summer 2:	Living in the Wider World	Includes budgeting, online safety, employability skills, work experience.

Rise Academy offers all students one 55-minute lesson per week for PSHE. This lesson is delivered on the students main curriculum site by a trained member of staff who is confident in delivering the topics covered. These staff have regular CPD to ensure they are up to date with the most recent information available. This is important for our students to give them the opportunity to explore topics appropriate for their age with the guidance of trained staff.

Relationships and Sex Education

“The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. RSE provides clear progression from what is taught in primary school in Relationships Education. *DfE Guidance page 25*”

At Rise Academy, we ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. We comply with the relevant provisions of The Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics. Pupils are taught LGBT content at a timely point as part of this area of the curriculum. The Relationships unit covers most of the statutory Relationships Education, the Health and Wellbeing unit covers much of the Sex Education. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

What is the difference between sex education and RSE? The Sex Education Forum offers the following definitions:

“Sex education is learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health.”

“Relationships education is learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life. Relationships education supports children to be safe, happy and healthy in their interactions with others now and in the future.”

Sex Education Forum, 2020

Health Education

What does the DfE statutory guidance on Health Education expect young people to know by the time they leave secondary school?

Health Education in secondary schools will cover ‘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’.

Sex Education

The DfE Guidance 2019 integrates Relationships and Sex Education at secondary school level.

Most of the DfE outcomes relating to Sex Education sit within the ‘Intimate and sexual relationships, including sexual health’ section of the guidance and include aspects like:

- the facts about reproductive health.
- the facts about the full range of contraceptive choices.
- how the different sexually transmitted infections (STIs), including HIV/AIDS, are transmitted
- how to get further advice
- consent and the law

DfE Guidance page 29.

Parents' right to request their child be withdrawn from Sex Education

“Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE...Except in exceptional circumstances, the school should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those Terms”.

DfE Guidance pages 17/18.

Pupils cannot be withdrawn from either relationships education or health education.

Should parents wish to discuss withdrawing their child from Sex Education, they are advised to contact Mr P Mountain Wade (Head of School) in writing. Following the request, a meeting will be arranged to discuss parental concerns and rights.

Monitoring and Review

The Curriculum Committee of the governing body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the PSHE (RSHE) programme, and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

Inclusion and SEND

At Rise Academy we pride ourselves on our inclusive policy and on how we make provision for all students' needs.

PSHE is differentiated and personalised by teaching students in age specific groups. All teachers will adapt lessons as necessary, spending additional time in discussions and class activities as is required for progress. Activities can be adapted to suit student's individual needs and the needs of individual classes. All teachers have training and experience of differentiating lessons to suit individual student needs.

Equality

This policy will inform the school's Equalities Policy

The DfE Guidance 2019 (p.15) states, “Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics.

“At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum”.

At Rise Academy we promote respect for all and value every individual student.

We also respect the right of our students, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of RSE and Health Education.

Policy Review

This policy is reviewed annually.

	Signed Headteacher	Signed Chair of Governors
Date of review: 1 st September 2022		
Date of next review: 1 st September 2023		