

PSHCE & RSE

Practices and Procedures



SUTTON
COMMUNITY
ACADEMY



Academy
Transformation
Trust

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Responsible Colleagues

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1 | Introduction

- 1.1 PSHCE at Sutton Community Academy has been designed as a ‘curriculum for life’ as members of the Youth Parliament term it, where trained teachers deliver a curriculum which prepares students for life, their relationships, health, and work in a modern changing world.

The Equality Act 2010 places duties on schools not just to address prejudice-based bullying but also to help to prevent it happening, and in doing so to keep protected characteristic groups safe. PSHCE education, with its focus on identity and equality, can help schools to fulfil this duty. Our aim is to “help students stay safe, promote their physical and emotional health; develop character, resilience and skills they need to succeed academically and in the workplace” (PSHE Education).

2 | Procedures & Practices

- 2.1 PSHCE has a specific one-hour lesson for all students in years 7, 8 and 9 and shared time with Ethics and Philosophy in year 10. Our year 11 PSHCE direct provision is with a collapsed day. However, PSHCE/RSE/WRL within the over-arching SMSC/LIMB is added to a good range of ‘off timetable days’ including trips out such as Beth Shalom and Celebration of Culture Days for year 7, 8 & 9 and cross-curriculum events such as Red Nose Day, Children in Need, HIV/AIDs Awareness and Holocaust Memorial Day. We also include PSHCE/SMSC/LIMB throughout our tutor programme, and we regularly have theatre performances and workshops during lesson times. Year 10 students also have two weeks work experience and a mock interview day and all year 11, 12 & 13 students have the opportunity for individual careers interviews.
- 2.2 Whilst we appreciate that much SMSC/LIMB is found in PSHCE lessons/tutor sessions; all subjects contribute in a range of ways as documented by our mapping activity. We have taken the four principal British values of democracy, rules of law, tolerance and respect and extended into what we believe are central values and expectations for a student at Sutton Community Academy.
- 2.3 At Sutton Community Academy PSHCE/SMSC/LIMB education is a planned, developmental programme of learning through which our students acquire their knowledge, understanding and skills needed to manage their lives now and in the future. It is part of a whole academy approach to develop the qualities and attributes students need to thrive as individuals, family members and members of the community and society (Character Education.)
- 2.4 Our PSHCE/SMSC/LIMB education is designed to equip students:
- With knowledge, understanding, skills and strategies to live healthy, safe, productive, responsible and balanced lives.
 - To be enterprising and support them throughout transition, positive learning and career choices to achieve economic wellbeing.
 - To be able to reflect on and clarify their own values and attitudes and explore the complex and often conflicting values and attitudes they encounter now and in the future.

2.5 Our PS HCE/SMSC/LIMB aims to contribute to our student's personal development by helping them to:

- Build confidence, resilience and self esteem
- Identify and manage risks to lead safe, healthy lives
- Make informed choices, and understand the influences on their decisions
- Recognise, accept and shape their identities
- Understand and accommodate difference and change
- Manage emotions and communicate constructively in a variety of settings
- Develop an understanding of themselves, empathy and tolerance to help them to live and work with a range of people
- Form, develop and thrive in a series of good relationships
- Develop essential skills and attitudes to future employment to better enjoy and manage their lives

2.6 Our PSHCE/SMSC/LIMB education covers a considerable amount of the three overlapping 'core themes' of:

- Health and Wellbeing
- Relationships
- Living in the Wider World

These are expressed as areas of core knowledge, understanding, language skills and strategies and taught in accordance with students' readiness and age appropriateness. We recognise that many decisions about health, lifestyles and relationships are made in a social context or are influenced by the attitudes, values and beliefs of significant others

2.7 Our PSHCE/SMSC/LIMB programme reflects universal needs of all students but also specific needs of our students as reflected in their responses and student voice. The programme is a spiralling one, where themes are revisited as student's progress through the years; whilst increasing the challenge, broadening scope and deepening thinking. This is especially so for Sex and Relationship Education, Drugs Education and Tolerance and understanding of other education.

2.8 Our programme and style of approach to teaching and learning is based on openness, honesty and respect; to ensure our students have the knowledge and skills to make the right choices for themselves in many areas of life. We ensure that during discussions respect for all students from all backgrounds and life experiences is maintained at all times. We hope to foster an atmosphere of openness and trust so that students can speak to us about any topic and we can guide them to where they can go for support. We do recognise that some of the topics we discuss can have consequences and so make safeguarding issues clear from the start and follow the academy's safeguarding procedures. We aim to provide a safe and supportive environment where our students can develop the confidence to ask questions, challenge the information given, draw on their own experience, express their own views and opinions and put what they have learned into practice in their lives.

2.9 We believe all our students are entitled access to the PSHCE/SMSC/LIMB curriculum as indicated by own provision and that it is led by a Department with a Head of Department who has been trained in a wide range of the topics covered. Our teaching is designed to meet the needs of all students irrespective of sex, gender, culture, ability or aptitude, sexuality, religion, race, identity, disability, pregnancy, maternity, sexual orientation or home circumstances. We will also take account of readiness and maturity for the appropriateness of the content of lessons. Content may be differentiated for some students and a Learning Support Assistant will support certain individuals. Our curriculum is regularly reviewed in both content and

practices and can respond to the introduction of new topics such as recently mental health and resilience and the media and self-esteem. It is also flexible and we are able to include lessons on current topical issues such as the Youth Parliament, General Elections and referendums etc.

- 2.10 We use a wide range of teaching and learning styles from games, plays, presentations, research, and collaborative learning to teacher as facilitator through to experience such as mock interviews, citizenship placement, work experience, theatre and trips out. We assess our students progress in a variety of ways, through presentation, oracy, written assessments, contributions in class, practical e.g. Heart Start to peer assessment, self-assessment and community assessment in mock interviews, citizenship placements and work experience.
- 2.11 We monitor our students' progress through marking and participation and record this through the academy's half termly progress reporting. We also give specific responses to students' work in their books to ensure they know how to develop and they respond back. We set homework regularly and reward our students for their involvement and success with stickers/stampers/ comments/praise/departmental postcards/letters and certificates. Many of our key events like work experience, mock interviews, citizenship placements and trips are included in students' record of achievements.
- 2.12 We like to use and relate as closely as possible to our community and this is reflected in our citizenship placement provision where students go out on placements (Health & Safety checked by Futures) for six mornings over a six week period to work in and appreciate life in a range of settings. We also encourage members of our community in our mock interviews and use a considerable number of placements in the local community for our two weeks work experience provision for Year 10's.
- 2.13 We also recognise the value of visitors into the PSHCE/SMCS/LIMB lessons where their knowledge, skills and expertise offer greater depth, detail and reality to the students' understanding. We ensure our visitors are part of a planned programme and are prepared in advance and are aware of the academy's policy on confidentiality. Teachers remain present with visitors to manage the learning and cover safely. We include a range of visitors from RAID – Raising Awareness of Disability to Sexions and the Police on radicalisation and prevent work.
- 2.14 Teaching resources/displays/posters are selected with an awareness to avoid any kind of stereotyping or prejudice.
- 2.15 Our curriculum also includes informed safe use of ICT and web-based resources, with input by Sexions, Pintsize Theatre Company and their various performances and workshops and sex and consent lessons, we help students to understand what safe internet use means, to identify and prevent potential risks and identify risky behaviours. This is combined with work done in our academy's e-safety policy.

3 | RSE in PSHCE

- 3.1 Relationship and Sex Education** is part of the PSHCE curriculum and as such reflects the policy set out here. 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 and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. 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. Effective RSE does not encourage early sexual experimentation. (*DFE Relationships Education, Relationships and Sex Education (RSE and Health Education 2020)*).
- 3.2 Schools are required to have due regard to the need to eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010. We are also required to advance equality of opportunity and foster good relations between persons who share a relevant protected characteristic and persons who do not share it; relevant protected characteristics are age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
- 3.3 The DCSF *Sex and Relationship Guidance* (2000) recommends that ‘Effective Sex and Relationship Education is essential if young people are to make responsible and well-informed decisions about their lives’. The academy has a key role, in partnership with parents/carers in providing RSE.
- 3.4 Research has shown that young people who feel good about themselves and are knowledgeable and confident about sex and relationships are more likely to be more discerning in their relationships and sexual behaviours and to have fulfilling relationships. Rates of teenage pregnancy, abortion and sexually transmitted infection in the UK are among the highest of all European Countries. The teaching of a planned programme of RSE is one way to try and change this situation.
- 3.5 The PSHCE Department will be responsible for the teaching of many aspects of RSE. We will aim to present facts in an objective, balanced and sensitive manner, set within a clear framework of values and an awareness of the law on sexual behaviour. Other departments will also teach aspects of RSE including, science, IT, humanities and PE. Students are taught in mixed gender, single year groups by staff who will receive support and training where necessary. The programme planning, lessons and resources for RSE are drawn up by a subject specialist.
- 3.6 The aim of RSE within the academy is to provide information on sexual health, and to promote discussion and thought into the different emotions and values involved in a relationship with particular regard for the importance of loving and stable relationships. Through this we aim for our students to lead confident and healthy lives by making the right informed choices for

themselves when the time is appropriate.

Our objectives are for our students:

- To understand the basis of human development and reproduction, pregnancy and birth.
- To provide opportunities to consider what factors are an essential part of developing stable and loving relationships.
- To develop students' confidence and self-esteem to help them to be able to form stable and loving relationships.
- To develop students' knowledge about sexual health, safe lifestyles and risky behaviour.
- To ensure students are aware of methods of contraception, their advantages and drawbacks and failure rates.
- To ensure students are aware of the implications of unprotected sex and how to deal with the situation.
- To ensure students understand the nature of STI's including HIV/AIDS and how to deal with them.
- To ensure students are aware of the options open to a pregnant teenager.
- To provide opportunities for students to develop and understanding of and respect for differences including gender, sexuality, disability, culture, beliefs and ethnicity.
- For students to be aware of unacceptable behaviour and their statutory rights.
- To ensure students develop the skills necessary to protect themselves from exploitations.
- To provide students with the opportunity to develop a greater understanding of the consequences of decisions and actions.
- To develop students' awareness of safety within relationships and promote understanding of domestic violence.
- To ensure students understand the different types of sexuality and promote tolerance, acceptance and appreciation of differences.
- To ensure students are aware of key organisations in the local area who can provide help, advice and guidance in matters of a sensitive nature.

The key values underpinning RSE are:

- Respect for self and others
- Respect for difference – e.g. culture, religion, gender, sexuality
- Responsibility for own actions
- Regard for family life, friends and the wider community
- The rights of the individual
- Equality.

3.7 Teachers will draw upon their professional judgement and common sense to deal effectively with particularly explicit issues raised by a student. Particular care will be exercised in relation to contraceptive discussion for students under 16 for whom sexual intercourse is unlawful. Individual sex and relationship advice will not be given to individual students by a teacher. The student will be supported by being given access to appropriate information and specialists. They would always be encouraged to seek parental/carer involvement. When confidentiality cannot be maintained due to issues of safeguarding, safeguarding procedures will be put into action.

3.8 The RSE curriculum is a spiralling one and all schemes of learning and tasks are age and ability

appropriate to engage learners and ensure progress is evident.

- 3.9 The PSHCE Department and academy is committed to working with parents/carers and much of the content of RSE curriculum has been developed with parent/carers views considered. However, it is recognised the right of the parent/carer to withdraw their children for all or part of any sex education provision. Parents/Carers who wish to withdraw their child should contact Marie Dymond, Head of PSHCE. Parents/Carers who wish to comment on the curriculum should also contact Marie Dymond. We will monitor and evaluate the PSHCE/RSE provision at the end of each year, using staff and student feedback, we will also consider any local/national issues or change in legislation to ensure the curriculum content fits the needs of our students. From 2020 it will be compulsory to teach RSE in schools – as we already do this, we will continue to monitor the effectiveness of our SOW and adapt as necessary.
- 3.10 Our students have different needs regarding RSE depending on circumstances and background. We strongly believe all students should have access to RSE that is relevant to their needs. This will consider gender, ethnicity, religious and cultural diversity, sexuality and identity, special educational needs, and home background.
- 3.11 These procedures will be reviewed annually.
- 3.12 **This document links to the following policies:**
- *The SCA Anti-Bullying Policy*
 - *The SCA Relationships, Sex and Health Education Policy*
 - *The SCA E-Safety Policy*
 - The SCA SEND Policy
 - *The Equality Act (2010)*
 - *The SCA Child Protection/Safeguarding Policy*
 - *The SCA Praise and Reward Policy*
 - *The LA Physical Intervention Policy*
 - *Keeping Children Safe in Education (2015)*

- Taster Sessions
- Apprenticeship Workshops
- Small Group Sessions
- Workshops
- Activity Days

Please speak to our named Careers Leader to identify the most suitable opportunity for you. Our *Safeguarding Policy* sets out the academy's approach to allowing providers into the academy as visitors to talk to our students.

3.13 Premises and Facilities: The academy will make available the most relevant and suitable spaces for interactions between students and providers. The academy will also make available AV and other specialist equipment to support provider presentations as appropriate. This will all be discussed and agreed in advance of the visit with the Careers Leader or another member of academy staff to ensure that adequate preparations are made.

3.14 Providers are welcome to leave a copy of their prospectus or other relevant literature at the Careers Hub, which is managed by the Careers Leader and is available to all students to browse and learn about available opportunities.

4 | Approval and Review

4.1 This policy is to be reviewed regularly by the both the Principal and the Local Academy Committee (Governing Board).

4.2 This policy was approved on **1 September 2021**. It is due to be reviewed by **31 August 2023**.

Appendix 1- Information for Employers

Sutton Community Academy Careers Programme

September 2021