

Leadership Team Lead Reviewer: Personal Development Coordinator

Review Cycle: 1 Year

Last reviewed: July 2020

Date for next review: July 2022

Relationships and Sexual Health Education

The aim of Relationships and Sexual Health Education (RSHE) is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. Good RSHE 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). RSHE should also teach what acceptable and unacceptable behaviour in relationships is. The reason for this is to help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

Effective RSHE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. Effective RSHE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

Legal Requirements

The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017. They state that pupils receiving primary education must be taught Relationships Education and pupils receiving secondary education must be taught Relationships and Sexual Health Education. All primary and secondary pupils must be taught Health Education.

The new subjects of Relationships Education and Relationships and Sexual Health must be taught in all maintained schools, academies and independent schools. All schools, except independent schools, must also make provision for Health Education.

These regulations are in effect from September 2020. Schools were encouraged to adopt them from September 2019. Hurworth School was an 'Early Adopter' of these regulations.

This policy sets out how Hurworth School plans, delivers and monitors the provision of RSHE. It has been produced in consultation with parents, staff and the Board of Directors. The Personal Development coordinator has the responsibility for reviewing and updating the policy to ensure it accurately reflects the provision of RSHE in the school.

Right to Withdraw

If parents want their child to be excused from some or all of sex education lessons delivered as part of RSHE but which does not count as statutory content, they can request that their child is withdrawn. The head teacher should consider this request and discuss it with the parents, and grant it in all but exceptional circumstances, up until three school terms before the child turns 16. At this age, a child can choose to receive sex education if they would like to, and school must make arrangements for this to take place in one of those three terms (again, unless there are exceptional circumstances). We do not believe that any of our provision falls outside of the statutory framework.

Curriculum Intent

At Hurworth, RSHE is delivered as part of the PSHCE (KS3) and SMSC (KS4) programmes.

Our PSHCE curriculum aims to develop skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking whilst giving pupils opportunities to develop their understanding of democracy and justice, rights and responsibilities and identities and diversity.

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. PSHCE can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

The PSHCE department's aims are therefore to create:

- Successful learners who enjoy learning, make progress and achieve
- Confident and autonomous individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society

For pupils PSHCE provides:

- Opportunities to prepare pupils to cope with handling the complexity of living in a changing and dynamic multicultural and multi-faith community
- A learning framework which contains social and emotion aspects in which pupils clarify their values and attitudes to controversial issues
- Pupils with the opportunity to clarify issues around which there is no right answer
- Opportunities for pupils to participate at a local level and understand the roles they may have, in addressing important community issues

For the school PSHCE education provides opportunities:

- To develop strategies which enhance the ethos of the school and contribute to behaviour, attitudes and responses to learning
- For pupils to take responsibilities which support the school community
- For a consistent and coherent approach to the social and emotional aspects of learning and school life
- To promote the role of the school in the community; leading to improved relationships and more effective community support
- For the school and its local community to work more effectively together to promote ways for individuals to value and support their community

For the community PSHCE will provide:

- The opportunity to emphasise the role of the community in the school
- An opportunity to improve community involvement by developing an understanding of the rights, roles and responsibilities expected of individuals
- Opportunities which enable pupils to understand how they may take an active part and contribute more effectively to the life of the local community.
- An opportunity for pupils to explore similarities and differences within the community so that they can better understand the balance of diversity and interdependence of different groups.

Curriculum Implementation

Delivery of PSHE (which includes RSHE) is done through the timetabled teaching of PSHCE and SMSC which is delivered by form tutors and through a range of other activities which are planned and organised by the Personal Development Coordinator.

In Key Stage 3, PSHE and Citizenship are taught in conjunction with each other in timetabled lessons called 'PSHCE'. Students have 2 lessons a fortnight and, in the majority of cases, lessons are delivered by form tutors. Lesson plans and resources are designed and developed by the Personal Development Coordinator.

In Key Stage 4, PSHE, Citizenship and Religious Studies are taught in conjunction with each other in timetabled lessons called 'SMSC'. In Year 10 pupils have 2 lessons a fortnight and in Year 11 they have 1 lesson a fortnight. In Year 10, SMSC is delivered by a team of specialists. In Year 11 it is usually delivered by form tutors. Lesson plans and resources are designed and developed by the Personal Development Coordinator.

In addition, SMSC themes are mapped across the whole school and this is overseen by the Personal Development coordinator. All departments must document their delivery of SMSC themes as the school believes that the students' social, moral, spiritual and cultural development is an integral part of their wider education.

Curriculum Overview

PSHCE and SMSC are divided in 6 modules, which are delivered in a spiral programme. All 6 modules are delivered concurrently across the school to enable support and training to be delivered to staff where needed.

An overview of this curriculum is provided here:

Term Delivered	Module Title	Topics	Outcomes
Autumn 1	Being Me	<ul style="list-style-type: none"> • Emotions • Self-esteem • Independence • Identity • Qualifications 	Pupils learn about themselves and how to manage their multiple (and sometimes conflicting) identities whilst maturing and developing their independence.
Autumn 2	Relationships	<ul style="list-style-type: none"> • Families • Friendships • Sexual Relationships • Safe Sex • Community 	Pupils learn about how to recognize healthy relationship including friendships, family relationships and intimate relationships.
Spring 1	Risk	<ul style="list-style-type: none"> • Online Safety • Workplace Risk • Crime • Relationship Risks • Managing Finances 	Pupils learn how to manage risk and develop skills need to manage risk-taking behavior.
Spring 2	Health	<ul style="list-style-type: none"> • Our Bodies • Drugs and Alcohol • Pressure • Mental Health • Stress and Anxiety 	Pupils learn how to safeguard their mental and physical health including drugs and alcohol education.
Summer 1	Diversity	<ul style="list-style-type: none"> • Discrimination • Britain today • Extremism • Human Rights 	Pupils learn about different groups in the UK and consider how intolerance can lead to discrimination.
Summer 2	Wider World	<ul style="list-style-type: none"> • Using Money • Sustainability • Careers • Accountability 	Pupils learn about issues from the wider world and prepare for life outside of school.

Inclusive Delivery

The school takes every effort to ensure that the delivery of PSHCE and all aspects of personal development education are in full compliance with the Equality Act of 2010. Teaching should reflect the law, including the Equality Act 2010, as it applies to relationships and other issues (e.g. gender and gender realignment) covered within the curriculum, so that young people clearly understand what the law allows (and does not allow) and the wider legal implications of decisions they may make.

PSHCE lessons are designed to take into account the religious and faith backgrounds of pupils so that the topics that are included in the regulations are appropriately handled. It is recognised that there will be a range of opinions regarding RSHE. The starting principle when teaching each of these must be that the applicable law should be taught in a factual way so that pupils are clear on their rights and responsibilities as citizens.

The nature of PSHCE means that often teachers are asked to cover sensitive and controversial issues. These may have a political, social or personal impact and deal with questions of values and beliefs. It is important that teachers approach these topics with an unbiased view. Pupils are taught to recognise bias and to evaluate evidence and examples. Teachers strive to establish a classroom environment in which all pupils feel free to express reasonable points of view and contradict those held by their peers or by the class teacher without judgment or repercussions.

Staff should be alert to issues such as everyday sexism, misogyny, homophobia, transphobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled according to the school's safeguarding procedures.

PSHCE lessons need to be sensitive and age appropriate in approach and content. The school uses local and national data to determine the point at which we feel it is appropriate to teach our pupils about different types of relationships including LGBT+ relationships. Our curriculum is designed to be fully inclusive and all case studies, scenarios and discussion points introduce pupils (and allow them to respond to) to a range of different relationships.

Monitoring and Evaluation

The PSHCE department is subject to the same monitoring, verification, planning and evaluation policies that other academic departments follow.

Pupil progress is monitored through mark sheets and pupil work is monitored through half termly book scrutinies. The Personal Development Coordinator meets with the SLT link to discuss and identify departmental priorities.

Assessment

Pupils complete a baseline assessment at the start of each topic using a circle map and review this baseline on completion of their learning in a purple pen. This shows the growth in knowledge over a module of work. Pupils also complete a Frame of Reference reflection question. Their response to this is used to demonstrate the impact that module has had. This could be the development of a skill or value, an increase in awareness of an issue or a change in behaviour/perceived behaviour. Teachers then use the circle map (in addition to classwork and contributions to discussions) to make judgments on pupil progress towards the agreed learning outcomes for that module.

Learning outside the Classroom

All students at Hurworth have the opportunity to take part in various drop-down days which are aimed at developing their Social, Moral, Spiritual and Cultural skills. Each year group has a different theme to ensure that they get a different but equally worthwhile experience each year.

Year 7 'All About Me' Day

The focus of this day is for students to embed Social and Emotion Aspects of their learning into their new curriculum. We see this as a key part of our transition process and it forms part of a scheme of work around the settling in process. Pupils look at ways to manage their emotions and the physical and emotional changes which happen as part of puberty.

Year 8 'Looking After Me Day'

During this day students will have the opportunity to take part in a number of different workshops that will give students the chance to experience ways in which students can look after themselves and become a healthier person. Students will address issues looking at their physical, mental and social health.

Year 9 'Diversity Day'

The focus of this year's event is to celebrate the diverse nature of the society that we live in today. Students will be given the opportunity to choose from a variety of workshops where students can experience elements of diversity.

Year 10 'Preparing for Life Day'

During this day, students will have the opportunity to take part in a number of different workshops, which will help to prepare students for the issues that could affect students once they have left school to embark on whatever life path students choose.

Year 11 Careers

Year 11 have numerous opportunities developed by the Careers Coordinator including college visits, mock interviews and guest speakers.

Additional Development opportunities

There are a number of leadership roles within the school that pupils can apply for. These include:

- School Council

Pupil can apply for a role in the school council. The nature of the school council is being redeveloped.

- Peer Mentors

In Year 9 students are invited to apply for the role of 'mentor'. Students apply and are chosen based on application forms and their suitability as role models. After a training programme, approximately 20 students are selected to be 'peer mentors' and work with the Raising Achievement Co-ordinator for Year 7 to assist with the transition process.

- Prefects

Pupils in Key Stage 4 have the opportunity to apply for the role of Prefect and/or Head Prefect. Interested pupils fill out an application form and the Head of Personal Development reviews these and selection is made during the Pastoral RAG meeting. The application form also contains information about the expectations of the role, the tasks prefects will work on and the skills they should be able to demonstrate. The role of prefect is being developed to ensure that

pupils can make an active contribution to the life of the school.

Assembly Programme

The assembly programme is coordinated by the Head of Personal Development. It is designed to utilise the skills and expertise of different staff members to:

- Promote morality and good citizenship within a diverse and multi-cultural society
- Encourage pupils to explore and shape their own beliefs and attitudes
- Allow students to form their own opinions and overcome prejudice.

The involvement of visitors and external groups

Where possible visitors and external groups are invited into school to run key sessions, assemblies and occasionally deliver lessons. These may be run by local authority services or charities.

The role of pupils in community involvement

The School Council organize and suggest ideas for various charity projects. The Personal Development Coordinator also runs three extra-curricular clubs; ARK, Mindfulness Hub and Smile. These groups have organized various activities e.g. Secret Santa Candy Canes, Food Bank donations, Easter Egg hunts etc

Social, Moral, Spiritual and Cultural Education

Hurworth School is committed to the promotion of pupils' spiritual, moral, social and cultural development and their physical well-being through a wide range of activities and experiences. The school believes that the promotion of SMSC is of vital importance to our pupils as it equips them to be thoughtful, caring and active citizens in school and in wider society.

We aim to provide an education that provides children with opportunities to explore and develop:

- their own values and beliefs
- their own spiritual awareness
- their own high standards of personal behaviour
- a positive, caring attitude towards other people
- an understanding of their social and cultural traditions
- an appreciation of the diversity and richness of their cultures

Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are embedded across the curriculum and not just developed in

PSHCE and SMSC lessons and all curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development. All departments identify SMSC themes in their lesson plans and SOWs and keep a record of activities and events which have specific SMSC themes.

Links to other Policies

This policy should be read in the context of whole school range of policies. In particular this policy links to:

- The Confidentiality Policy
- Safeguarding Policy
- Discipline (Personal Development, Behaviour and Welfare)

All the named policies can be viewed on the school website.