



Personal, Social, Health and Citizenship Education Policy (Inc. Relationship & Sex & Health Education)

Policy Version Control			
Policy type		Statutory	
Policy prepared by		SLT	
Review date		February 2022	
Authorised by the Governing Body		04 February 2021	
Description of Changes			
Version	Author	Date	Changes
0.1	C. Night.SHS	01/07/2018	Pre-edited document
1.0	MBR	11/10/2018	Minor adjustments
2.0	SHS	25/02/2020	New Policy

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1. Introduction

Personal, Social, Health and Citizenship Education (PSHCE), which includes Relationship and Sex Education (RSHE) is a shared enterprise, woven into every aspect of the life of our school. It is essential for the wellbeing of our students because it:

- is at the heart of the school's mission to nurture and foster their personal growth and development
- equips them with the knowledge, understanding, attitudes and practical skills to live healthy, safe, productive, fulfilled, capable and responsible lives
- supports and encourages them to be enterprising in making effective transitions, positive learning and life choices and effectively managing their finances
- enables them to explore the values and attitudes of others whilst reflecting on and clarifying their own life choices
- nurtures the 'Fundamental British Values' of democracy, the rule of law, individual liberty, mutual respect and toleration.
- enables them to develop their potential as healthy, enterprising individuals.

2. Aims and Values:

PSHCE (Inc. Relationship and Sex and Health Education) will motivate and enable students to:

- Explore and understand all the elements involved in achieving a fulfilling, happy, responsible and healthy lifestyle both now and in their future role as citizens.
- Adopt the attitudes, values and habitual forms of behaviour through which the above may be achieved.
- Achieve a sense of personal identity, self-confidence and resilience.
- Enable them to respect the autonomy of others.

At Aldridge School we are committed to ensuring that effective Relationship and Sex Education and Health Education for our students will support them in making informed and responsible decisions about their lives; whilst providing them with a framework in which sensitive discussions can take place. Our Relationship and Sex Education and Health Education is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It is not about the promotion of sexual activity.

To support and complement the role of parents/carers and other agencies in developing students' understanding of Relationship and Sex and Health Education by:

- Providing balanced factual information about human sexuality, sexual development and reproduction and maintaining a healthy lifestyle.
- Enabling them to explore and develop their understanding of the broader emotional, ethical, religious, and moral dimensions of sexual health.

- Encouraging them to reflect upon and acquire a personal moral framework and values upon which to base decisions, judgements and behaviour.
- Creating self-confidence and esteem so that they value themselves and respect the right of others to determine a personal lifestyle.
- Teaching them to anticipate the consequences of their actions and to behave responsibly within sexual and personal relationships.
- Building their understanding of what counts as being exploited or exploiting others for personal gratification.
- Facilitating inter-personal communication by acquiring appropriate vocabulary for sharing sexual and relationship issues.
- Challenging sexism and prejudice and promoting equality and diversity.
- Exploring and understanding the case for delaying sexual activity.
- Understanding the methods and reasons for using protective/contraceptive measures in sexual activity.
- Knowing about sources of help and acquiring the skills and confidence to access confidential health advice, support and treatment if necessary.
- Understanding how the law applies to sexual relationships.

The PSHCE (Inc. Relationship and Sex Education) programme implicitly and at regular intervals will explore explicitly the four foundation values adopted by the school as a learning community:

- **R**espect
- **R**esponsibility
- **R**esilience
- **R**eadiness to Learn



In addition to the above, collective worship, assemblies, pastoral enrichment and other daily learning opportunities will be used to make explicit, explore and apply the values to which we all aspire as a humane learning community. These include: Appreciation, Caring, Co-operation, Courage, Freedom, Friendship, Happiness, Honesty, Hope, Humility, Love, patience, Peace, Quality, Simplicity, Thoughtfulness, Tolerance, Trust, Understanding, Unity.

By 'value' we mean a fundamental attitude, orientation or disposition to behave towards one another in particular ways. The above are all promoted by the great world faiths represented within our community and equally by all people of good will, irrespective of their religious or non-religious stance for living. The realities and pressures of living and working together mean that such values are not always realised. This does not undermine their significance and importance as conscious aspirations.

3. Statement of Intent:

A strong PSHCE (Inc. Relationship and Sex and Health Education) curriculum is important to help our students develop into well-rounded members of society, who are able to make a positive contribution to their community. We aim to provide students with an excellent all-round education developing the whole person, which will serve as a basis for a successful and fulfilled future as students, employees, employers and parents. We aim to motivate students, improve examination results and develop core employment

capabilities; and to provide students with their statutory entitlement to preparation for adult life.

The needs and interests of all students, irrespective of gender, culture, ability or aptitude, will be promoted through an inclusive and varied PSHCE (Inc. Relationship and Sex and health Education) curriculum.

The programme aims to be:

- Coherent
- Continuous
- Structured
- Assessed regularly
- Evaluated & reviewed regularly

See website for our PSHCE
(Inc. Relationship, Sex and
Health Education) Curriculum
Intent overview.

The provision of Relationship and Sex and Health Education at Aldridge School fulfils our legal duty. Our students are engaged in the process of 'becoming', growing and maturing physically, intellectually and emotionally and extending their social awareness and skills and capacity to make fundamental choices. This process is taking place in the context of an increasingly diverse society of lifestyles and relationships.

The above diversity is represented in the family backgrounds of our students. In the context of Relationship and Sex and Health Education our task is to encourage students to respect their own family values whilst enabling them to understand, explore and respect the values of others. This process in itself emphasises the importance of exercising understanding, individual conscience and moral choice. It also entails understanding the importance and character of stable and loving relationships for a satisfying 'family life' and the successful nurture of children.

By the same token, easy and open access to social media presents students with myths, misconceptions and false assumptions about what counts as 'normal' behaviour. In the school context it is right that such viewpoints and lifestyles and their potential hazards should be exposed and subjected to rigorous scrutiny.

Our school is a moral community. Our basic values are summed up within the 'Four Rs' (Respect, Responsibility, Resilience, Readiness to learn). These and other values assumed within our corporate life are made explicit and explored e.g. in pastoral dialogue with students, lessons and assemblies. Our Relationship and Sex Education and Health Education programme thus explores the relevance and upholds the critical importance of such values as love, trust, respect, mutual consent, empathy, care and consideration for lasting and fulfilling relationships.

At Aldridge School we deliver Religious Education (RE) in line with the Locally Agreed Syllabus. Aldridge School recognises the educational value of Religious Education in the school curriculum and also recognises the excellent contribution RE makes to Spiritual, Moral, Social and Cultural (SMSC) development across the school.

Every member of the school staff can contribute to PSHCE (Inc. Relationship and Sex and Health Education) and therefore to the wellbeing of each young person in the school.

It is important that delivery of PSHCE is not only through the PSHCE time available and enrichment activities but also through all curriculum areas.

- A range of teaching and learning styles will be used to teach PSHCE Education.
- Teaching will be student-led and there will be an emphasis on active learning techniques such as discussion and group work.
- Students' knowledge and understanding is assessed formatively through question and answer sessions, discussion groups and quizzes.
- Monitor the PSHCE programme including the use of outside agencies.
- Evaluate the PSHCE programme via students' questionnaires and end of topic tests that will be peer assessed during the form time tutorial.
- Carry out a continuous process of review and development of the programme as part of the annual cycle of school improvement.
- Arrange relevant CPD sessions and network meetings.

3.1 Statement of Intent – Substance Misuse

Aldridge School is committed to tackling substance misuse among students and therefore supporting Safeguarding Policies.

Instances of possession, use or supply of drugs on school premises will be regarded with utmost seriousness and, depending upon individual circumstances, can lead to permanent exclusion from the school

The National Drugs Helpline is a free and confidential telephone helpline, offering information about drugs and drug abuse. Open 24 hours a day, 7 days a week. Tel: 0800 77 66 00. FRANK provides a free, confidential helpline that offers information about drugs and drug abuse and is open 24 hours a day, seven days a week. Call 0800 776600 or go to the [FRANK website](#).

- Drugs and alcohol and tobacco have no place in Aldridge School – An Academy.
- Lessons in science, PSHCE (Inc. Relationship, Sex and Health Education) and during our acts of collective worship in particular will give all students the chance to learn about substance misuse.

Being Healthy

Choose not to take illegal drugs.

Promotion of healthy lifestyles for young people.

Know the dangers associated with the use of alcohol or smoking of tobacco.

Staying Safe

Reduce the risk of pupils turning to crime to pay for drugs, alcohol or tobacco.

Enjoy & Achieve

Pupils who are leading a healthy lifestyle will be less likely to be absent from school.

Enable pupils to achieve to their full potential at secondary school.

Making A Positive Contribution

Reduction of offending behaviour and/or fixed period or permanent exclusions.

Enable pupils to deal with life changes and challenges in a positive way .

Achieve Economic Well Being

Increase students future chances of accessing further education, training or employment.

Increase pupil's chances of living in decent housing conditions in adult life.

Decrease chances of material deprivation in adult life.

Decrease chances of pupils living in low income or workless households in adult life.

Our Behaviour and Consequences Policy contains details on procedures for dealing with drug related incidents as well as possible consequences.

3.2 Students with Special Educational Needs and Disabilities (SEND):

PSHCE and especially Relationship, Sex and Health Education must be accessible for all students; as a school we are aware that some of our students are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationship, Sex and Health is particularly important for students with Social, Emotional and Mental Health needs or learning disabilities in preparing them for adult outcomes.

With this in mind, the Schemes of Learning have been reviewed by the SEN department and compared with the SEND code of practice. Resources have also been designed to allow for differentiation and personalisation by teachers upon their delivery to the classes they teach to allow for accessibility.

3.3 Statutory Requirements (Relationship and Sex and Health Education)

The 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 and provide that pupils receiving primary education must be taught Relationships Education, pupils receiving secondary education must be taught RSE and that all primary and secondary pupils must be taught Health Education. Relationships and Sex Education must be taught in all maintained schools, academies and independent schools. This includes pupil referral units, maintained special schools, special academies, and non-maintained special schools. All schools, except independent schools, must make provision for Health Education.

3.4 Statutory Requirements (Collective Worship)

The Education Act 1988 (S.6:1) states that all registered students attending maintained schools should attend a daily act of collective worship. It further specifies that this should be 'wholly or mainly of a broadly Christian

character'. DfE advice on the matter was last published in 1994. Since then much has changed e.g.: practical issues have prevented arranging a daily act, the growing diversity of students' religious and non-religious backgrounds.

3.5 Statutory Requirements (Fundamental British Values)

All maintained schools must meet the requirements set out in section 78 of the Education Act 2002 and promote the spiritual, moral, social and cultural (SMSC) development of their students. As part of this the DfE has stated that there is: "a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs."

The government set out its definition of British values in the 2011 Prevent Strategy.

At Aldridge School these values are reinforced regularly via both the formal and informal curriculum and during both curricular and extra-curricular activities.

3.6 Statutory Requirements (Religious Education)

Aldridge School recognises that RE 'must reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain' (Education Act (1996 Section 375 (3)) Schools Standards and Framework Act (1998, Schedule 19, para 5). The breadth of RE is referred to in more detail in the section on 'curriculum' on the school website.

Right of withdrawal: Parents (or students who are over 18) have the right to withdraw their children either partly or wholly from RE. In addition, teachers have the right not to teach the subject. Our approach to RE, however, has been constructed in the hope that parents and teachers will rarely, if ever, wish to exercise their right of withdrawal.

4. Teaching and Learning Strategies for PSHCE (Inc. Relationship, and Sex and Health Education), Fundamental British Values and Opportunities for Collective Worship:

Achieving the above will be a whole-school enterprise, accomplished through:

- Dedicated PSHCE lessons taught as part of the tutorial programme.
- Focused PSHCE/Values assemblies delivered by speakers/Pastoral staff, with student participation.
- SMSC activities e.g. 'Free Friday'.
- Developing students' understanding, insights and skills as they are encountered in the course of: teaching and learning all curriculum subjects, engaging in the corporate life of the school, exercising pastoral care and support, engaging in extra-curricular and social activities. (See PSHCE Curriculum Map)
- All members of staff owning the school's values and consistently seeking to model them in the course of their work and relationships.
- Students being challenged and enabled to act as role models for peers.

Aldridge School is a member of the Personal, Social and Health Education (PSHE) Association and after reviewing their comprehensive programme has adopted their recommendations of 'best practice' for our delivery of Relationship and Sex and Health Education.

At Aldridge School Relationship and Sex and Health Education is embedded into our PSHCE curriculum at KS3, KS4 and KS5. The programme has been planned as a 'spiral' from Years 7 – 11 so that topics can be revisited periodically to reflect students' developing maturity. It is delivered twice weekly via Form Tutors during form time and twice weekly via assembly. In addition, annual speakers support our delivery and ensure our statutory compliance (School Nursing Team to Y9 in October and Sexplain to Y7 - 13 in November of each academic year); a breakdown of our full PSHCE (Inc Relationship, Sex and Health Education) schedule is published on our website but can also be seen in appendix ___:

Aldridge school is strongly committed to facilitating a daily act of worship. Every student is enabled to reflect twice weekly in an assembly at which the values to which we aspire and are assumed in the course of everyday life are made explicit, explored and celebrated (the 'Four Rs' plus others). Respect for others also involves exploring the various 'stances for living' with a presence in the school community, especially celebrations and festivals and their personal meaning for those involved. Twice a week students gather in the form rooms to be taught PSHCE (Inc. Relationship and Sex and Health Education). Time to pause, reflect and digest are built into our teaching time. Thus, in keeping with the law, these occasions are 'collective' and 'worshipful' - the focus is on celebrating and reflecting together on issues and experiences which are of ultimate worth - and enabling each pupil to reflect on what their implications might be for their own personal life and character.

RE is delivered for an hour a week in KS3. At KS4 students have directed RE time once a week during form time and the timetable is suspended for additional enrichment activities during the year. In addition students are able to opt to study RE at GCSE and Advanced Level.

The examples that follow show some of the many ways we seek to embed British values at Aldridge School and should be seen as an indication of our approach rather than an exhaustive list:

Democracy

We ensure that students understand what democracy is, its value, how it was achieved, has been defended and how it works. The principle of democracy is consistently reinforced, with the democratic process being employed for important decisions within the school community, for instance, elections being held for Head Boy and Girl and strong student voice via House Councils, School Council and our Student Leadership Team. Students play an ever-increasing role in school leadership with student panels giving opinions on staff appointments and playing a significant role in our self-evaluation. The opinions of our students are regularly sought when they independently complete questionnaires on issues such as behaviour, school life and our anti-bullying work.

The rule of law

The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Students are taught the values and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Aldridge School Rewards and Consequences Policy was drawn up and is regularly reviewed by the students themselves. Visits from authorities such as the Police and Fire Service are regular parts of our calendar and help reinforce this message.

Individual liberty

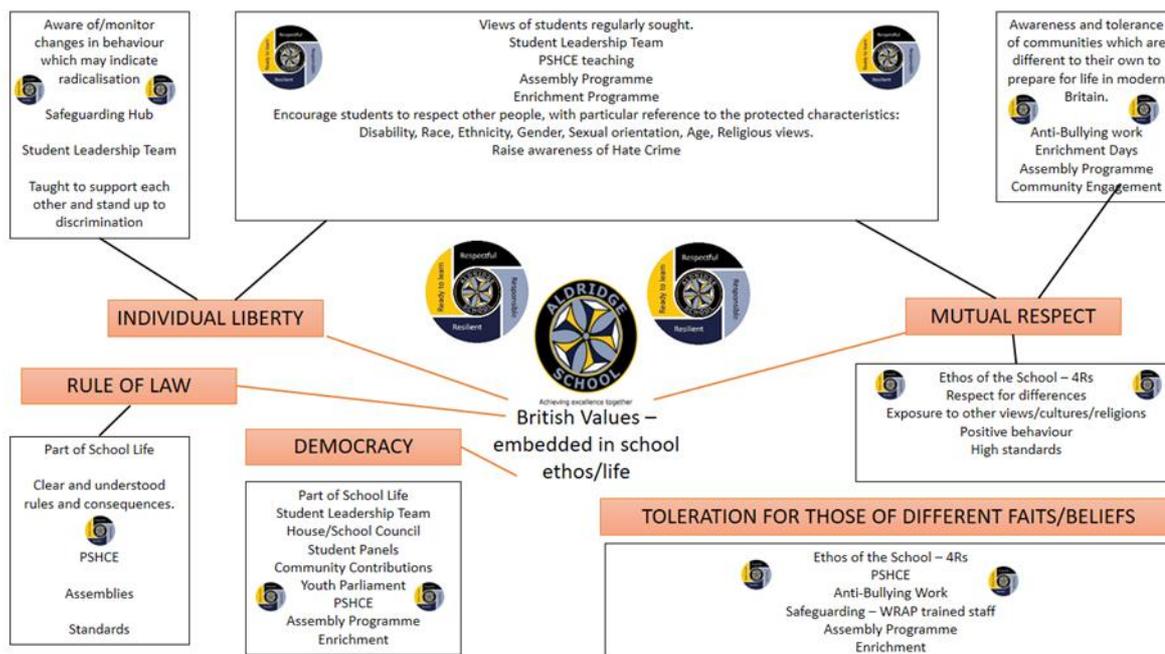
Within Aldridge School students are actively encouraged to make independent choices knowing that they are in a safe, secure and supportive environment. As a school we educate and provide boundaries for students to make choices safely, through the provision of a safe environment and an empowering education. Students are encouraged to know, understand and exercise their rights, responsibilities and personal freedoms and receive advice about how to exercise these safely. Whether it be through choice of level of challenge; how to answer a question; which subjects to study; or which of our many extra-curricular opportunities to take part in, the students are encouraged and given the freedom to make a choice and are supported in living with it. In this way, it is the aim of Aldridge School that our students will be able to evaluate the society in which they live and to make informed, independent choices that are characteristic of a good citizen.

Mutual respect

Respect is at the core of our school ethos and is modelled by students and staff alike. The school promotes respect for others and this is reiterated through our policies, protocols and practices. In line with our commitment to democracy students at Aldridge School are always able to voice their opinions and we foster an environment where students are safe to disagree with each other.

Tolerance of those of different faiths and beliefs

At Aldridge School this is achieved through equipping students with the ability to understand their place in a culturally diverse society and by giving them opportunities to experience such diversity within the school community. We also run a number of trips abroad throughout the academic year from which our students gain valuable experience of other cultures and languages. Additionally, students are actively encouraged to share their faith and beliefs within the school.



5. Collective Worship content

Collective worship is to be distinguished from corporate worship. It neither assumes faith or commitment on the part of any student nor seeks to nurture faith. However, all schools either explicitly or implicitly assume corporate values and it is proper to encourage and enable pupils to adopt them.

The experience at Aldridge will be characterised by the use of all the forms of media and means of communication available to communicate and share ideas and information, raise awareness, challenge assumptions, stimulate reflection and celebrate 'beauty, truth and goodness'.

Just as every lesson is aimed to bring about 'learning', cognitive and affective change on the part of the students, so collective worship will be planned to enable students to ask questions such as: 'What might this mean for me and the way I choose to live and behave?', 'What might this mean for the way we live and work together in our house, our tutor group, our school, our community?', 'Am I truly alive to the many forms of beauty and order and personal goodness which surround me every day?', 'how do I judge between 'good'/'bad'/'right'/'wrong'?'

A vital component of the worship element of assembly and one which will distinguish it from most lessons will be time allowed for students both to relax and reflect. Whilst this will necessarily be brief it can and will have an impact on students as individuals and on the family life of the school e.g. 'what do I have to do – or not do – today to be the best that I can be?'.

The range of themes will thus evoke a wide variety of student responses and emotions: joyful, solemn, light-hearted, serious, challenging, entertaining, reflective etc.

6. Relationship, Sex and Health Education content

Topic One: Families

Students should know:

- That there are different types of committed, stable relationships.

- How these relationships might contribute to human happiness and their importance for bringing up children.
- What marriage and civil partnerships are, including their legal status e.g. that marriage and civil partnerships carry legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.
- Why marriage is an important relationship choice for many couples and why it must be freely entered into.
- The characteristics and legal status of other types of long-term relationships.
- The roles and responsibilities of parents with respect to the raising of children.
- How to determine whether peers, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and how to seek help or advice, including reporting concerns about others, if needed.

Topic Two: Respectful Relationships Including Friendships

Students should know:

- The characteristics of positive and healthy friendships (both on and offline) including, trust, respect, honesty, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.
- How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due tolerance and respect to others and others' beliefs, including people in positions of authority.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
- That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
- What constitutes sexual harassment and sexual violence and why these are always unacceptable.
- The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

Topic Three: Online and Media

Students should know:

- Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply online and offline.
- About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
- Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.

- What to do and where to get support to report material or manage issues online.
- The impact of viewing harmful content.
- That specifically sexually explicit material often presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
- That sharing and viewing indecent images of children (including those created by children) is against the law.
- How information and data is generated, collected, shared and used online.

Topic Four: Being Safe

Students should know:

- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment and domestic abuse and how these can affect current and future relationships.
- How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (on and offline).

Topic Five: Intimate and Sexual Relationships, including Sexual Health

Students should know:

- How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.
- That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.
- The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.
- That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- That they have a choice to delay sex or to enjoy intimacy without sex.
- The facts about the full range of contraceptive choices and options available.
- The facts around pregnancy including miscarriage.
- That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).
- How the different sexually transmitted infections (STIs), including HIV / AIDs, are transmitted, how risk can be reduced through safer sex (including condom use) and the importance of and facts about testing.
- The prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
- How the use of alcohol and drugs can lead to risky sexual behaviour.
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

Topic Six: Mental Well-Being

Students should know:

- The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may create a specific image of their life online, over-reliance on online relationships (including social media), the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.
- How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.

Topic Seven: Internet Safety and Harms

Students should know:

- The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may create a specific image of their life online, over-reliance on online relationships (including social media), the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.
- How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.

Topic Eight: Physical Health and Fitness

Students should know:

- The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
- The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health.
- As about the science relating to blood, organ and stem cell donation.

Topic Nine: Healthy Eating

Students should know:

- How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

Topic Ten: Drugs, Alcohol and Tobacco

Students should know:

- The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.
- The law relating to the supply and possession of illegal substances.
- The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.
- The physical and psychological consequences of addiction, including alcohol dependency.
- Awareness of the dangers of drugs which are prescribed but still present serious health risks.

- The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.

Topic Eleven: Health and Prevention

Students should know:

- About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
- About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
- (Late secondary) the benefits of regular self-examination and screening.
- The facts and science relating to immunisation and vaccination.
- The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

Topic Twelve: Basic First Aid

Students should know:

- Basic treatment for common injuries.
- Life-saving skills, including how to administer CPR.
- The purpose of defibrillators and when one might be needed.

Any students who are absent will be given the opportunity to catch up and not miss any of the vital teaching they would otherwise have missed.

On occasion, appropriate and suitably experienced and / or knowledgeable visitors from outside school may be invited to contribute to the delivery of RSE in school. Aldridge School has a code of practice for visitors to support the delivery of RSE:

- Visitors are invited into school because of the particular expertise or contribution they are able to make.
- All visitors are familiar with and understand the school’s RSE policy and work within it.
- All input to RSE lessons are part of a planned programme and negotiated and agreed with staff in advance.
- All visitors are supervised / supported by a member of staff at all times.
- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.
- Examples would include enrichment from Loudmouth for Year 10 and an annual enrichment session delivered by the School Nursing Team to Year 9 in October of each academic year.

In addition to the PSHCE curriculum, aspects of Relationship, Sex and Health Education are delivered via the Science curriculum:

Year	Content
Year 7	Reproduction and the age of consent Use of contraceptives Sex before marriage Abortion
Year 8	Drugs, alcohol and smoking Behaviours linked to drugs, alcohol and smoking The long and short term damage caused by drugs, alcohol and smoking
Year 9	Stem cells and the use of discarded embryos from IVF STI transmission and treatment

Year 10	Reproduction Fertility Menstrual cycle Hormones in both male and female puberty Hormonal control as birth control Effects of smoking and alcohol on pregnancy
Year 11	Embryo screening for inherited genetic diseases Cloning

7. Leadership and Management of the PSHCE (Inc. Relationship, Sex and Health Education) Programme

	Assistant Headteacher Student Welfare		
PSHCE Coordinators			
Heads of House PSHCE / Values Assembly programme – delivery. Form Tutor monitoring	RST Team Leaders KS4 tutorial programme. KS4 enrichment day	Careers Co- ordinator Careers Programme	Heads of Faculty Cross- curricular delivery of PSHCE / Values topics
ALL STAFF Explain Explore Discuss Apply Model			

Roles:

Assistant Headteacher (PSHCE):

Report to: Headteacher

Responsible for:

- Planning and oversight of all PSHCE provision.
- Ensuring appropriate staff training and development in T&L of all aspects of PSHCE.
- Cross-curricular mapping of PSHCE.
- Annual creation and monitoring of PSHCE assembly programme.
- Assessing and reporting on outcomes.
- Liaison with external specialist providers, e.g. School Nurse Team

PSHCE Coordinator:

Report to: Assistant Headteacher – Student welfare.

Responsible for:

- Auditing the PSHCE provision across the curriculum to ensure that it meets statutory requirements.
- Developing and monitoring schemes for work for PSHCE to be delivered in tutor time and assemblies.
- Arranging and promoting PSHCE curriculum activities within the school.
- Organising PSHCE days.
- Organising assemblies programme.
- Arranging for external visitors to support and deliver aspects of the curriculum.
- Providing staff training where appropriate.
- Monitoring the quality of delivery of PSHCE in form time and assemblies via e.g.: work scrutiny, learning walks and student voice.

Heads of House:

Report to: Assistant Headteacher – Student welfare

Responsible for:

- Design and delivery of PSHCE/Values assemblies.
- Completion and QA of SMSC assembly forms.
- Supporting the PSHCE coordinator with events.

RST Subject Leaders

Report to: Head of Humanities Faculty

Responsible for:

- Planning programme of assemblies for worship to enrich RST.
- Personally conducting or arranging leadership of assemblies for worship.
- Producing and providing materials for RST enrichment via tutorial sessions at KS4.
- Monitoring quality of above through visits and scrutiny of student responses.
- Planning and organising RST enrichment sessions at KS4

Heads of Faculty/Subject Leaders

Report to: Line Managers

Responsible for:

- Liaising with PSHCE Coordinator annually to review and maintain curriculum map of PSHCE/SMSC
- Ensuring that all colleagues are briefed re: specific contributions within subject teaching programmes to whole school PSHCE programme
- Monitoring effectiveness of subject contribution to PSHCE themes

Form Tutors

Report to: House Offices / PSHCE Co-ordinator

Responsible for:

- Delivery of PSHCE during available Form Time. (It is envisaged that tutors will utilise a minimum of two form periods per week.)
- Following the Schemes of Learning provided. (As long as the objective for the theme is met tutors may, if they wish, develop their own activities.)
- Preparing suggested resources for use in PSHCE lessons.
- Ensuring that all written work is completed in students' PSHCE exercise books.

- Ensuring that the marking policy of the school is applied to PSHCE.

All Staff:

To:

- Be aware of the whole-school values programme.
- Contribute to the effectiveness of the programme by raising values – related issues as opportunity permits in the process of T&L, pastoral care and guidance.
- Be aware of and support values-focus weeks and similar events.
- Make it a best endeavour consciously to model the school's values.

8. Procedure for Covering Sensitive Issues

When dealing with sensitive themes or issues in the course of T&L and pastoral work, colleagues are required to observe the following specific 'ground rules' within the general context of good professional practice:

- use correct terms
- do not make personal comments or divulge personal information
- refrain from 'put downs'

Students who fail to comply will be dealt with via normal procedures.

Relevant school policies, advice and schemes of work are appended to this policy and will be simultaneously reviewed and updated.

9. Confidentiality

To be read in conjunction with the school policy on Child Protection and Keeping Children Safe in Education.

Effective Relationship Sex and Health Education should enable and encourage young people to talk to a trusted adult if they are having sex or contemplating doing so. It is desirable, although not always possible, that the person should be their parent or carer. The law allows health professionals to see and in some circumstances to treat young people confidentially, and part of this process includes counselling and discussion about talking to parents. In order to be able to take responsibility for their actions, young people need to be more generally aware of the law in relation to sexual activity and local confidential services.

Nonetheless, there may be cases where a teacher learns from an under 16-year-old that they are having, or contemplating having sexual intercourse. In these circumstances, schools ought to be in a position to take steps to ensure that:

- Wherever possible, the young person is persuaded to talk to their parent or carer.
- That any child protection issues are addressed.
- That the child has been adequately counselled and informed about contraception, including precise information about where young people can access contraception and advice services.

Health professionals are bound by their professional codes of conduct to maintain confidentiality. When working in a classroom situation, they are also bound by relevant school policies.

Outside the teaching situation, health professionals such as school nurses can:

- Give one to one advice or information to a pupil on a health related matter including contraception.
- Exercise their own professional judgement as to whether a young person has the maturity to consent to medical treatment including contraceptive treatment.

10. Working with Parents/Carers:

The role of parents/carers in the development of their children's understanding about PSHCE issues in general and specifically relationships, sex and health is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

Our parents/carers can access our curriculum for Relationship and Sex and Health Education both within this document as well as our website at any time, and it is clear when and what we are teaching and to whom.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Parents are asked to submit a letter to the Head Teacher where they will then be invited in to discuss their request. The school will take the opportunity to discuss the importance of receiving this education, the social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher.

Once discussions have taken place, except in exceptional circumstances, the school will respect the parents' request to withdraw the child, up to and until three terms before their child turns 16. After that point, if the student wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the student with sex education during one of those terms.

This process is the same for children with SEND needs, however, there may be exceptional circumstances where specific needs are taken into account when making this decision.

If a student is excused from sex education, the school will ensure that alternative purposeful education takes place during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.

11. Equality

Schools are required to comply with relevant requirements of the Equality Act 2010. Schools cannot unlawfully discriminate against students because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation (collectively known as the protected characteristics).

When planning our curriculum we will ensure that we are reflective of the school community to build a culture of tolerance and respect. Our staff will model positive behaviours and we will always strive to support all students.

12. Calendaring and Timetabling the PSHCE, Collective Worship and Relationship, Sex and Health Education Programme

Assemblies:

- Assistant Headteacher – Student Welfare, will produce an assembly calendar on an annual basis.
- Assemblies will be timetabled Monday to Thursday. Two assemblies will be timetabled per week.
- Students will meet for assemblies in House groups.

Tutorial Sessions:

- Each Form Group will be timetabled for two PSHCE sessions per week at KS3 and one PSHCE, plus one RST tutorial per week at KS4.

Enrichment Sessions

A series of enrichment sessions, either internally organised or arranged with appropriate external providers will be calendared to supplement work in:

- RST (At least one enrichment day in Y10 to support RST Curriculum)
- Careers
- Sex Education (At least one enrichment session delivered by School Nursing Team to Y9)