

# Character and Culture at Acle Academy.

PSHE  
Citizenship  
Religious Education

# What is PSHE?

“PSHE education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain.”

“Evidence shows that well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.”

# Why is this so important?

## Health

PSHE education forms a bridge between education and public health.

*Chief Medical Officer*

## Safety

When pupils receive lessons on relationships and sex, disclosures about abuse and exploitation increase significantly.

*International Cochrane study, 2015*

## Academic attainment

A virtuous cycle can be achieved, whereby pupils with better health and well-being achieve better academically

*PSHE Education: A Review of Impact and Effective Practice, DfE, 2015*

## Flourishing

A curriculum for life?

*UK Youth Parliament*



**Relationships and Sex Education** will build on the teaching at primary school. It aims to give young people the information they need to help them develop healthy, nurturing relationships of all kinds.

Our school will cover content on what healthy and unhealthy relationships look like and what makes a good friend, colleague and successful marriage or committed relationship. At the appropriate time, the focus will move to developing intimate relationships, to equip your child with knowledge they need to make safe, informed and healthy choices as they progress through adult life.

By the end of secondary school, pupils will have been taught content on:

- families
- respectful relationships, including friendships
- online media
- being safe
- intimate and sexual relationships, including sexual health



Department  
for Education

## Health Education

**Health Education** aims to give children the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

By the end of secondary school, pupils will have been taught content on:

- 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

*You can find further details by searching ‘relationships, sex and health education’ on GOV.UK.*

# RSE and Health education topics

## Planning your programme of teaching for RSE – topics

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health
- Mental well-being
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

For all of our topics we maintain the link between curriculum based learning and PSHE learning. We invite students to make that link where possible. For examples – the reproductive system is studied in Biology and elements of PSHE. We entice students to bring their theoretical knowledge forwards in order to understand the context used in PSHE.

# New PSHE Guidelines

## Physical health and fitness

- associations between physical activity and mental wellbeing,
- what constitutes a healthy lifestyle
- maintaining a healthy weight, links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health.
- the science relating to blood, organ and stem cell donation

## Healthy eating

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

## Health and prevention

- personal hygiene
- germs
- antibiotics
- Dental Health
- Immunizations & Vaccines
- Self-examinations
- Importance of sleep

## DfE Topics

Mental wellbeing

Internet safety and harms

Drugs alcohol and tobacco

Respectful relationships, including friendships

Online and media

Intimate and sexual relationships, including sexual health

Citizenship

Physical health and fitness

Healthy eating

Health and prevention

Basic first aid

Changing adolescent body

Families

Being Safe

## CPR/First Aid

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

## Families

- Different types of families,
- Marriage
- Roles and responsibilities of parents
- Judge when a family, friend, intimate or other relationship is unsafe

## Being Safe

- The concepts of and laws relating to sexual consent
- Sexual exploitation, abuse, grooming, coercion, harassment, rape domestic abuse, forced marriage, honour-based violence and FGM
- How these can affect current and future relationships

# Policies

- There is a draft copy of the RSE Policy attached for your reading and reflection
- There are some questions included in the Parent Survey regarding this policy and I would be grateful for your feedback on it
- It is mandatory that we have a RSE policy in place
- This policy will be approved by Governors
- The policy includes the following information:
  - Topics students will study and which year groups
  - How the programme is taught (class teachers, visiting speakers, assemblies etc)
  - How religious backgrounds of pupils are taken into account
  - How SEND students are supported before, during and after PSHE lessons
  - How sensitive topics are approached
  - When sex education is taught – including clarity for parents on right to withdraw
  - Reference to any requirements on schools in law e.g. the Equality Act
  - When policy updated and who approves (e.g. governing body etc)

# Planning for implementation

- At Acle Academy we became apart of the ‘early adopter’ programme
- We volunteered for the programme as we felt well equipped and prepared to teach the new guidance at an early stage
- We are still confident that we meet the requirements to continue to do this and have made some changes to further develop the delivery of the new guidance
- From September 2020 the Statutory Guidance becomes a requirement and will apply to all schools in all the relevant year groups
- Our CC Coordinator attended a number of different workshops and Government led training days to ensure we are up to date and working in the right way to provide the highest quality PSHE curriculum

# What does age-appropriate mean?

- The Statutory Guidance gives content for primary and secondary, but not by key stage or year
- This is because the ‘age and developmentally appropriate’ judgement will vary by school and context
- The use of the PSHE Association Programme of Study is supportive of guidance towards age-appropriate delivery
- This means that we consider the guidance and teach topics that we believe through our experience with our students is appropriate for them to learn about
- For example – in Sex Education we teach about consent and the law regarding consent in Year 9
- We feel Year 7 or Year 8 is too early and for Year 10 students this might surpass the requirement at this age
- In addition, the parent/carer voice will offer the opportunity to agree or disagree with our topic delivery

# LGBT inclusive

- Statutory Guidance says “*schools should ensure that all of their teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that 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*- The statutory guidance states that all pupils should receive teaching on LGBT relationships during their school years. The guidance is clear that secondary schools should include LGBT content in their teaching
- We are currently developing our delivery on this
- A member of staff recently completed a Stonewall training day in order for us to support this appropriately.
- Our aim is to embed LBGT themes throughout our curriculum topics as well as PSHE

# Sensitive issues

- We understand that many of the topics in PSHE are sensitive for a number of different reasons
- We want to ensure that students feel safe and confident within lessons
- Currently we take the following steps to support our students during these lessons:
- Students are informed at the start of the year what topics they will be studying
- They have the opportunity to raise any concerns they have about any particular topics with their teacher/form tutor/ CC coordinator
- Staff members are then able to plan accordingly for these lessons by sharing resources or content with the student prior to the lesson, discussion with home or discuss redirection possibilities
- Students are reminded of topic content at the start of each rotation as new experiences may have arisen since the start of term, the same process occurs
- Students with SEND will take time to discuss topics with their students and raise any concerns with their class teacher prior to learning
- This process is anticipated to prepare SEND for learning and settle any anxiety about learning sensitive topics

# Managing a sensitive class discussion

- Occasionally teachers may find that managing a whole class discussion is a useful stage in the teaching of a particular topic
- Whole class discussions can be a useful way to model listening respectfully to the views of others and turn-taking, though in a class of 30 only one person can speak at a time so these discussions should not be over-used
- While ‘distancing techniques’ (using a third party example) can be useful in some cases for sensitive or potentially personal issues, in general, it is not helpful to invite pupils to ‘act’ roles which may be controversial in such discussions – it is better to allow them to ask their own genuine questions or express their own genuine views
- Teachers should manage and lead discussions attentively. If the discussion is at risk of straying, the teachers need to be prepared to redirect it back to intended topics – remember the teacher is in charge at all times
- It is generally not helpful to ask pupils to lead or chair discussions on sensitive topics as there can be a greater risk of going off topic

# Assessment and evaluation

- To assess PSHE/ CC education we have developed a self reflection and evaluation as well a short re-cap quizzes to try and identify misunderstandings or misconceptions, in order to help and support students.
- Students will complete reflection tasks throughout or at the end of every topic
- The benefits to this is to expose students to regular assessment opportunities so they feel more confident in identifying and asking about matters which they might be unsure or confused about.
- CC will report via hand (participation)-heart (reflection/engagement)-and mind (subject knowledge)

# Personal development

As a school we are working towards meeting the following statements:

- the school prepares pupils for life in modern Britain by
  - equipping them to be responsible, respectful, active citizens who contribute positively to society
  - developing their understanding of fundamental British values
  - developing their understanding and appreciation of diversity
  - celebrating what we have in common and promoting respect for the different protected characteristics as defined in law
  - how curriculum areas such as personal, social, health and economic education, and relationship and sex education contribute to pupils' personal development
- provision rather than impact

CC plays a vital role in meeting a number of these points. We believe all of our students can strengthen these statements by discussing topics they learn about at home. This supports our parents/carers to develop further knowledge and also create positive relationships to understand what life will be like when they leave school

# Personal development – at home

How to engage with a student at home

- Discuss topics over dinner
- Ask open questions not leading ones “What did you learn today in CC?”, “Did you hear any words you don’t understand?”, “Did anything worry or concern you today? Would you like to talk about it?”
- Drawing/mind mapping what was learnt
- Writing a statement of learning
- Presenting ideas
- Showing resources

# How does the Equality Act impact on Relationships/Health Education?

- 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 Act; and
  - 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

# Statutory and non-statutory guidance

Statutory Relationships Education, Relationships and Sex Education and Health Education guidance – schools will be required to have regard to this from September 2020

Current SRE (2000) guidance – schools can teach to the new subjects but must continue to have regard to the SRE guidance until September 2020.

Guides for parents and FAQs

Teaching online safety in schools - new non-statutory guidance which aims to support schools in teaching pupils how to stay safe online within new and existing school subjects, such as Relationships Education, Relationships and Sex Education, Health Education, Citizenship and Computing.

# Right of withdrawal

## Current Guidelines

- Under the current SRE guidance, until September 2020, parents can choose to withdraw their child (up to the age of 18) from any or all aspects of Sex and Relationships Education that are not included within the statutory National Curriculum.
- This means that parents are not permitted to withdraw their child from elements of sex education (for example reproductive and biological aspects) that are within the science curriculum.
- Schools must make alternative arrangements for pupils whose parents choose to withdraw them from SRE lessons

## Starting September 2020

- Parents will not be able to withdraw their child from any aspect of Relationships Education or Health Education.
- Parents will be able to withdraw their child (following discussion with the school) from **any or all aspects of Sex Education**, other than those which are part of the science curriculum, up to and until three terms before the age of 16.
- After that point, the guidance states that '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.'
- Where pupils are withdrawn from sex education, schools should document the process and will have to 'ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.'

## **The Outcome: what can you expect from students and staff?**

- Discerning and mindful human beings willing to participate as positive citizens
- Solution-focused individuals – knowing how and when to solve their own problems, and when to seek help
- Resilient, caring people – caring for self and others
- Questioning and challenging minds that want to learn
- Self-knowledge for self-efficacy
- Emotionally literate individuals
- Exploration skills – looking for their own answers

**Through this program, we can be confident that a focus on well-being and mental health not only enables us to provide a healthy and happy school environment for students and staff, and prepare the citizens of tomorrow with sound character and values, but also directly supports their more immediate mission: the promotion of effective learning.**

# For more information:



Promotional material

**Relationships, sex and health education: guides for parents**

*Search 'RSE FAQ' on GOV.UK*

*Search 'RSE Parent Guide' on GOV.UK*