

Spring Hill High School (TOO)

PSHE (including Careers) and Sex Relationship Education

Policy: PSHE and SRE Policy

Procedure Reference: SHHS/TOO 1

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Authorised by: Directors and Acting Responsible Individual(RI)

Updated by: Gary Edmunds

To be read in conjunction with: Behaviour and discipline policy, Complaints policy, Safeguarding Policy, Confidentiality policy, Online Safety and Acceptable Use Policies (AUPs), Curriculum Policies such as citizenship and computing, E-safety Policy, CEIAG (Careers Policy)

1.0 Policy Aims

The aim of PSHE and SRE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour. This will take place with consideration of the qualities of relationships within families. Information will be delivered in an accepting and honest way, which enable students to contribute, and as deemed age-appropriate.

Parents/Carers will be fully informed of policy and practice.

Section 2.5 of the National Curriculum Framework states that all schools should make provision for PSHE, drawing on good practice. This curriculum fulfils our statutory responsibility to support students' spiritual, moral, cultural, mental and physical development, and prepare children for the opportunities, responsibilities and experiences of life as set out in Section 78 of the Education Act 2002.

The Directors and Headteacher have developed this policy which has the following aims:

- To provide the knowledge and information to which all students are entitled;
- To raise students' self esteem and confidence, especially in their relationships with others; To help students develop skills (language, decision making, choice, assertiveness) and make the most of their abilities;
- To develop students' skills for a healthier safer lifestyle;
- To develop students' communication skills and assertiveness skills to cope with the influences of their peers and the media;
- To provide a description of how PSHE and SRE is delivered, monitored and evaluated in the school;
- To help students learn to respect and care for their bodies;
- To prepare students for puberty and adulthood;
- To help students learn how to gain access to information and support.

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- Our PSHE education programme makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and our statutory responsibility in promoting their wellbeing.
- The learning provided through our PSHE education provision is an essential contribution to the safeguarding of our pupils

Attitudes and Values

- Learning about the values of family life and stable relationships.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.

Personal and Social Skills

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect and empathy for others.
- Learning to make choices based on understanding of differences and with the absence of prejudice.
- Providing opportunities for young people to develop the ability to understand the consequences of their decisions and actions, and to manage conflict.

Knowledge and Understanding

- Information about healthier, safer lifestyles
- Physical development
- Emotions, relationships and reproduction.
- Making informed choices
- To learn to treat everyone fairly in the tradition of British Values.

Curriculum Content

- Physical and emotional changes at puberty
- Looking after your body – keeping healthy during puberty
- Respect and responsibility
- Relationships
- Assessing risk
- Resisting pressure
- Body image and feeling good Influence of the media
- Accessing help and advice
- Influence of the media
- Sex and the law
- STIs, including HIV, and high- risk behaviours
- Drugs and alcohol awareness
- Conception and contraception
- Sexuality

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- Child exploitation
- Preventing Extremism
- Understanding personal qualities which could lead to a correct career choice. (Please see CEIAG POLICY for further details on careers curriculum.)

The organisation of Sex and Relationship Education

Teachers will answer student questions appropriately and using their professional judgement, in line with this policy. There is no expectation that any teacher delivering SRE will automatically answer student questions, as this may infringe personal boundaries. However, in this instance, students will be advised to talk to their parents/carers, another member of staff, or advised as to where they may be able to access information eg helplines, websites, leaflets etc.

Right to withdrawal from Sex Education Lessons

Parents/Carers do not have the right to withdraw their child from the SRE element of the National Science Curriculum. Reproduction is often taught within science. Further information on sex and relationships, skills development and values clarification are provided within PSHE. Parents/Carers do have the right to withdraw their child from SRE provided within PSHE. If a parent/carer wishes to withdraw their child from aspects of the SRE programme then they need to write in the first instance to the Headteacher, stating their reasons for the request. Parents/Carers will be invited into discuss their relevant concerns regarding the programme with the relevant people in the school. Parents and carers will sign a permission slip allowing sex education to occur on entry to school as part of induction.

Monitoring and Evaluation

Opportunities for Assessment for Learning (AfL) and Assessment of Learning (AoL) are built into provision. Students are provided with opportunities to reflect on and assess their learning and recognise its relevance to their day to day lives Progress in PSHE education is recorded and reported to parents in line with all other non-core curriculum subjects.

Other evaluation tools include:

- Student questionnaires and discussions.
- Teacher assessments.
- Students' self-assessment and evaluations as set out in the school's marking policy.
- Teacher evaluations at the end of Units

The programme of SRE will be evaluated by the relevant lead staff to ensure that it continues to meet the needs of the students and the school. Both the policy and classroom delivery will be monitored and evaluated as part of the regular cycle of self review.

PSHE Policy Appendix 1: **An Overview of Safeguarding in PHSE**

Safeguarding Area	Action
Child Protection	Life skills coaching session- <ul style="list-style-type: none"> ● Who is safe? ● Where in our community is safe? ● How to travel safely Social Skills sessions: <ul style="list-style-type: none"> ● Who is a friend? ● Who is safe to speak to and share feelings with Display boards with helplines.
Attendance	The Responsibility Points system <ul style="list-style-type: none"> ● Point 1-On time and Ready to start Tutorial <ul style="list-style-type: none"> ● Weekly reflection on attendance in the personal tutorial sessions. Attendance programmes <ul style="list-style-type: none"> ● Individualised reward programmes to improve programmes ● Weekly certificates to reward good performance including attendance
Transition	Transition periods <ul style="list-style-type: none"> ● Visits to new sites and new classrooms. ● Specific teaching in PSHE/Careers about change / moving on / new challenges
Curriculum	PHSE Units Science curriculum <ul style="list-style-type: none"> ● Healthy Living Computing Curriculum <ul style="list-style-type: none"> ● e-safety PE Curriculum <ul style="list-style-type: none"> ● Healthy and Fitness-Vcert Level 1 and 2 ASDAN <ul style="list-style-type: none"> ● Independent living Teaching British Values
First Aid	PHSE <ul style="list-style-type: none"> ● The difference between medicine and drugs First Aid Course
E-safety	<ul style="list-style-type: none"> ● Safer Internet day

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	<ul style="list-style-type: none"> ● PHSE curriculum ● Computing Curriculum ● Esafety displays
The School Environment / Health and Safety	<ul style="list-style-type: none"> ● Students are taught to respect their classrooms by keeping it clean and tidy. ● PE – safe use of equipment ● DT / science-safe use of equipment ● Classroom / school equipment – children are taught to use this safely eg scissor safety. ● PSHE curriculum
Social Interaction	<p>Social Skills sessions:</p> <ul style="list-style-type: none"> ● Turn taking <p>The Responsibility Points system</p> <ul style="list-style-type: none"> ● Point 3- Use appropriate behaviour and Language ● Point 4-Show and earn respect <p>Tutorial</p> <ul style="list-style-type: none"> ● Weekly reflection on appropriate behaviour, language and respect. ● Weekly target setting on behaviour and respect.
A listening school	<p>The Responsibility Points system</p> <ul style="list-style-type: none"> ● Point 2- Listen and follow instructions <p>Tutorial</p> <ul style="list-style-type: none"> ● Weekly reflection on making the right choice to listen and follow instructions <p>Student Council</p> <ul style="list-style-type: none"> ● Pupil Voice
Behaviour management	<ul style="list-style-type: none"> ● Responsibility Points System ● Weekly Reflection during Tutorial sessions ● Weekly Target setting during tutorial sessions.
Anti bullying policy	<ul style="list-style-type: none"> ● Caring family friendly ethos ● LGBT display boards ● PHSE lessons

An Overview of the Spring Hill High school PSHE Scheme that teaches Safeguarding

Key Stage 3

Year	PHSE safeguarding Topics
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Groups	
Year 7	<ul style="list-style-type: none"> • Transition and Understanding Change • Making the Right Choices - Being Drink Aware • Safety Online
Year 8	<ul style="list-style-type: none"> • Crossing The Line-Appropriate use of the Internet • What makes a Healthy Relationship?
Year 9	<ul style="list-style-type: none"> • Keeping Safe Online • Recognising Abusive Relationships

Key Stage 4 and 5

Year Groups	PHSE Safeguarding Topics
Year 10	<ul style="list-style-type: none"> • Preventing Radicalisation • What is CSE?
Year 11	<ul style="list-style-type: none"> • Friend Or Foe- Helping young people avoid CSE. • Understanding the dangers of drugs.
Year 12	<ul style="list-style-type: none"> • Disrespect Nobody-Encouraging Healthy Teenage Relationships • What is extremism and how can we Prevent it?