

SEAHAVEN ACADEMY

Personal, Social, Health Education (PSHE) Policy (Incorporating Relationship and Sex Education)

Frequency of review:	Annually	
Policy updates	Updated in 2019 to include RSE legislation (2020) Updated in September 2021 to include Relationships and Sex Education (RSE) (Secondary) statutory guidance	
Date of next formal review:	September 2022	
Linked policies/documents:	See Section 3 for full list of linked policies	
	Staff	Governor
Staff responsible:	Head of PSHE	Safeguarding Lead Governor

Seahaven Academy – Personal, Social, Health Education (PSHE) Policy (Incorporating Relationship and Sex Education)

1. Rationale

This PSHE/RSE policy includes Seahaven Academy's approach to teaching both personal, social and health education (PSHE) including relationships, sex and health education (RSHE). This policy has been subject to thorough consultation with the whole-school community including pupils, parents/guardians, staff, school governors and where relevant appropriate members of the wider community such as medical professionals and the police. Pupil consultation has ensured that the needs of all pupils can be met through the delivery of an age and stage appropriate PSHE/RSHE curriculum that addresses relevant issues, informed by analysis of public health data and pupil priorities. Consultation methods have included a range of student voice studies on a variety of key themes. Pupil consultation has been used to inform the creation of the school's PSHE curriculum and this policy where appropriate.

By its very nature, personal, social and health education (PSHE) permeates the whole curriculum, both the formal and the informal. PSHE in its broadest sense is part of every student's entitlement through a curriculum that promotes these ends. It is part of a whole-school approach that develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. PSHE is therefore, the responsibility of all teachers and a major priority for school management.

2. Policy development and dissemination

Our policy ensures we fulfil our statutory responsibility to safeguard pupils, support their spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life within the law. PSHE is important in combating the social exclusion and disaffection of any student, with the capacity to equip all young people with the skills and attitudes needed to react positively to the pressures of modern life. This policy is based on the National framework for personal, social and health education for Key Stages 3 and 4. It has been amended to suit Seahaven Academy following consultation with staff, governors, students and parents. The policy is shared with all interested parties both in the school and in the wider community and applies to all.

Stakeholders can be informed about the policy through referencing in the school prospectus or accessing a copy from the school website. Should a hard copy of the document be required, the school will be happy to provide this upon request and will also work with any stakeholders that require the policy in an alternative format to meet their individual needs, ensuring equitable accessibility for all.

3. Relationship to other policies

The PSHE (incl. RSE) policy provides a framework for all PSHE related policies in school, including:

- Drug and Alcohol
- E-safety¹
- Safeguarding/child protection
- Confidentiality
- Inclusion
- Relationships
- Extremism
- Anti-bullying
- Health and Safety

1 This also incorporates Extremism and Radicalisation.

4. Policy values, aims and objectives

PSHE is underpinned by a clear set of embedded values and principles that complement the school ethos and permeate through the teaching practice, resources, and classroom management of PSHE lessons. Our school values are:

- Ambition – to achieve the best for ourselves and others
- Confidence – to have the courage of our convictions and to take risks in the right cause
- Creativity – to imagine possibilities and make them real
- Respect – of ourselves and others in all that we do
- Enthusiasm – to seek opportunity, find what is good and pursue talents and interests
- Determination – to overcome obstacles and reach success

All our values come under the umbrella programme of developing Personal Excellence. Seahaven Academy's curriculum vision is to provide one which is fit for our students' future, building on the success of their past and contribution to their development in and out of school. This allows our students to be safe, happy, well informed global citizens who have experienced a five-year progressive and dynamic curriculum where they have the opportunity to aspire and achieve their fullest potential.

4.1 Aims:

- To promote students' personal, social, emotional and economic development so they are equipped to live healthy, safe, productive, capable, responsible and balanced lives as individuals within the community and wider world.
- To enable our students to build resilience to extremism and the pressures of their peers, the media and social media.

- To develop students' critical thinking skills and promote a sense of positive identity.
- To promote the values of democracy, the rule of law, individual liberty and mutual respect and tolerance.
- To learn about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health in an age and stage appropriate manner.
- To equip children and young people with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, to celebrate their sexuality and to take responsibility for their health and wellbeing both now and in the future.
- To support this development within a compassionate school ethos, where all are valued and encouraged, positive relationships are seen as important and there is a safe and secure school environment which is conducive to learning.

4.2 Objectives:

In order to achieve our aims we will:

- Have a strong school leadership team that puts high value on the role PSHE plays in our school's development and wellbeing.
- Have a whole school approach to PSHE that recognises the importance of students receiving consistent messages about key aspects of health and wellbeing.
- Have a planned and balanced delivery of PSHE that is well resourced.
- Assess, record and report on student's achievements.
- Give students a voice through questionnaires, tutor time activities and extra-curricular groups/clubs i.e Equalities group.
- Develop and encourage partnerships with parents/guardians, outside agencies and our local community.
- Encourage staff professional development, health and welfare.
- Ensure our SEND, pastoral team and other student support services bring additional expertise to the curriculum and enable swift and easy referral where students need further support.

5. Organisation and Curriculum provision

At Seahaven Academy, all students are entitled to access a broad and balanced curriculum delivered in an age and stage appropriate manner. Teachers will include a range of teaching styles and groupings to allow all children to make progress. Every child will be given opportunity to develop their skills independently and in groups, enhancing their own

confidence and self-esteem. Students are taught in mixed ability and mixed gender groups.

PSHE resources are user friendly and lesson plans and delivery guidance is easily accessible. Curriculum content and plans are reviewed and modified regularly.

Further delivery is through pre-planned weekly school assemblies, educational visits, careers guidance, work experience, national schemes (e.g. Anti-Bullying week), active tutorials, phase assemblies, pastoral care and guidance and through teaching and learning in other subject areas.

PSHE provision in KS3: Students receive one dedicated lesson of PSHE per fortnight. PSHE is also covered in Tutor time and assemblies. The PSHE programme will be led by Natalie Johnson, taught by designated teaching staff and supported by external visitors and outside agencies.

PSHE provision in KS4: The fundamental aim of PSHE in KS4 is to equip our young adults with the skills to promote independence, thereby enabling them to move onto college and take an active role in life into adulthood. As a result, students will receive one 'drop-down' day per term that will focus on a specific theme. The PSHE programme will be led by Natalie Johnson, taught by designated teaching staff and supported by external visitors and outside agencies.

All staff involved in the delivery of PSHE have received specialist training to ensure that pupils receive clear and consistent approaches to PSHE throughout their time at Seahaven Academy. Whole staff and individual training needs will be identified through the school's self-evaluation process. On occasions external visitors, experts and agencies may be invited to contribute to the delivery of PSHE to enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with children and young people. When this happens, Seahaven Academy will:

- Check the visitor or visiting organisation's credentials.
- Ensure the teaching delivered by the visitor fits with our planned programme and our published policy.
- Discuss the detail of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for the pupils.
- Ask to see in advance the materials visitors will use as well as a lesson plan so that collectively we can ensure it meets the full range of pupils' needs (e.g. special educational needs).
- Agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with our school's policy.
- Arrange for the visitor to be supervised/supported by a member of school staff at all times.
- Monitor and evaluate the visitor input to inform future planning.

6. Teaching and Learning

A variety of teaching and learning strategies are used to deliver PSHE which take into account students' age, development, understanding and needs. There is an emphasis on mental and emotional wellbeing to support the students with low self-esteem and anxiety issues that can result from having additional needs. Students will be offered a safe, secure climate to be able to explore their own and others' attitudes, values and skills through a number of different approaches including: group/partner work (a key opportunity to practice social development), active learning through discussion, role-play, investigations and problem solving and independent work reflecting on personal needs and goals.

6.1 The Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and students alike, is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in each topic. Ground rules to include:

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

6.2 Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their teacher or their peers.

7. Curriculum Outline

Seahaven Academy takes a thematic approach to secondary PSHE education covering three core themes:

1. Health and Wellbeing
2. Relationships
3. Living in the wider world

Content is selected that ensures opportunities to develop knowledge, skills and attributes, through a programme that is relevant and appropriate to the ethos of the school and the local community.

SECONDARY PSHE EDUCATION: LONG-TERM OVERVIEW – THEMATIC MODEL

	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
Year 7	Transition and safety Transition to secondary school and personal safety in and outside school, including first aid	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations	Diversity Diversity, prejudice, and bullying	Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM	Building relationships Self-worth, romance and friendships (including online) and relationship boundaries	Financial decision making Saving, borrowing, budgeting and making financial choices
Year 8	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use	Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies	Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks
Year 9	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	Setting goals Learning strengths, career options and goal setting as part of the GCSE options process	Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes	Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid	Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	Employability skills Employability and online presence
Year 10	Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	Exploring influence The influence and impact of drugs, gangs, role models and the media	Addressing extremism and radicalisation Communities, belonging and challenging extremism	Work experience Preparation for and evaluation of work experience and readiness for work
Year 11	Building for the future Self-efficacy, stress management, and future opportunities	Next steps Application processes, and skills for further education, employment and career progression	Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), <small>relationship challenges and abuse</small>	Independence Responsible health choices, and safety in independent contexts	Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	

8. Monitoring and evaluation

The Head of PSHE monitors delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision. This will be overseen by SLT.

Evaluation of the programme's effectiveness will be conducted based on:

- Student and teacher evaluation of the content and learning processes.
- Department meetings to review and share experience.
- Assessment of student learning performance in relation to objectives and outcomes.

9. Relationship and Sex Education (RSE)

This part of the policy was developed in response to Relationship and Sex Education Statutory Guidance DfES 2000 (updated Sept 2021), the National Teenage Pregnancy Strategy and National Healthy Schools Programme.

RSE aims to provide our students with the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It involves understanding what a healthy relationship looks like; what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It also covers contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). Knowledge about safer sex and sexual health is important to deliver as this ensures young people are equipped to make safe, informed and healthy choices. It also teaches what is acceptable and unacceptable behaviour in relationships; the laws relating to sex and sexuality; staying safe online; as well as gender identity, in a clear and respectful way, as well as how these can affect mental well-being. The curriculum also covers the physical and emotional damage caused by female genital mutilation (FGM), the law relating to FGM and where to find help.

RSE provides a clear progression from primary school instruction in Relationships Education. Teachers build on the foundation of Relationships Education and, as pupils grow up, at the appropriate time extend teaching to include intimate relationships.

When teaching about these topics, it must be recognised that young people may be discovering or understanding their sexual orientation or gender identity. There should be an equal opportunity to explore the features of stable and healthy same-sex relationships. This is integrated appropriately into the RSE programme, rather than addressed separately or in only one lesson.

9.1 Rationale

Seahaven Academy believes that RSE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Be an entitlement for all young people
- Encourage every student to contribute to make our community and aims to support each individual as they grow and learn.
- Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.
- Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation,

without promotion of any particular family structure. The important values are love, respect and care for each other

- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

9.2 Aims

The aim of RSE is to provide balanced factual information about healthy, nurturing relationships, human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health

Our RSE programme aims to prepare students for an adult life in which they can:

- Develop positive values that will guide their decisions, judgements and behaviour within the law; have the confidence and self-esteem to value themselves and others and respect different relationships from their own, and the skills to judge what kind of relationship they want.
- Understand the consequences of their actions and behave within the law within sexual and pastoral relationships.
- Avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex
- Communicate effectively by developing appropriate terminology for sex and relationship issues
- Develop awareness of their sexuality and understand human sexuality and gender identity; challenge sexism and prejudice, and promote equality and diversity
- Understand the arguments for delaying sexual activity
- Understand the reasons for having protected sex
- Have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV
- Be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary
- Know how the law applies to sexual relationships and online relationships

9.3 Organisation and curriculum provision

Seahaven Academy specifically delivers Relationship and Sex Education through its PSHE Programme and Science lessons at KS3 and KS4.

Much of the Relationship and Sex Education at Seahaven Academy takes place within PSHE lessons delivered by the lead teacher for PSHE and additional qualified teachers. RSE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. The Science National Curriculum is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

Any RSE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

More expert or specialist teachers support others who are uncomfortable with teaching certain aspects of the curriculum. Support is offered by the lead teacher for PSHE who will help with planning or delivery of lessons if required.

Assessment is carried out at the end of every unit of work and involves teacher, student and peer assessment of knowledge and understanding, interpersonal skills, and attitudes.

The majority of elements of the RSE curriculum are a statutory requirement to teach to meet latest government RSE guidance, June 2019 and The Equalities Act, 2010. RSHE will be taught through a 'spiral curriculum'. This approach means that pupils will gain knowledge, develop values and acquire skills gradually by re-visiting core themes to build on prior learning. RSHE will support the school's commitment to safeguard pupils through an age-appropriate curriculum that prepares them to live safely in the modern world. Our intended RSHE curriculum is detailed below but may vary in response to emerging issues and to reflect the rapidly changing world in which our pupils are living and learning. If this is the case, parents/guardians will be provided with appropriate notice before the amended programme is delivered. Where appropriate the curriculum will be complemented by themed assemblies, topic days and cross curricular links.

Content Key Stage 3: Puberty, personal safety (including online safety), friendship and love, family life and different types of committed relationships, relationships and marriage, healthy and unhealthy relationships, gender issues, bullying/harassment and cyber bullying, conception and birth, contraception, HIV/AIDS, safer sex, agencies that can help, sex and the law.

Content Key Stage 4: Birth processes, abortion, fostering and adoption, genetic inheritance, early parenting, sexually transmitted diseases, sexual lifestyles, agencies that can help, prejudice and stereotyping, healthy and unhealthy relationships, different faiths and cultures and other relevant social issues.

Relationship and Sex Education at Seahaven Academy has three main elements:

1. Attitudes and Values

- Learning the value of healthy relationships
- Learning about stable and loving relationships, and marriage
- Learning about the nurture of children
- Learning the value of respect, love and care
- Exploring, considering and understanding moral dilemmas
- Developing critical thinking as part of decision-making
- Challenging myths, misconceptions and false assumptions about relationships

2. Personal and Social Skills

- Learning to manage emotions and relationships confidently and sensitively
- Developing self-respect and empathy for others
- Learning to make choices with an absence of prejudice
- Developing an appreciation of the consequences of choices made
- Managing conflict
- Empowering students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

3. Knowledge and Understanding

- Learning and understanding physical development at appropriate stages
- understanding human sexuality, reproduction, sexual health, emotions and relationships
- learning about contraception and the range of local and national sexual health advice, contraception and support services
 - Learning about the choice to delay sexual activity, and the benefits to be gained from such delay
 - The avoidance of unplanned pregnancy
 - Learning about choices within pregnancy

9.4 Inclusion

Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

Students with Special Needs

We will ensure that all young people receive relationship and sex education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate question and offer support. Young people, whatever their developing sexuality need to feel that relationship and sex education is relevant to them.

10. Right of Withdrawal of Students

The vast majority of RSHE is compulsory. There is no right to withdraw from Relationships Education or Health Education. Parents/guardians are only able to request that their child is excused from Sex Education, taught outside of the national curriculum for science. If a parent wishes their child to be excused from some or all of the non-statutory Sex Education, they should discuss this with the Headteacher, making clear which aspects of the programme they do not wish their child to participate in. The head teacher will outline to parents/guardians the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any 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 (although detrimental effects may be mitigated if the parents/guardians propose to deliver sex education to their child at home instead). Once a decision has been made, parents/guardians must inform the school in writing stating their reasons as to why they would like their child withdrawn.

Once these discussions have taken place, except in exceptional circumstances, our school will respect a parent/guardians request to have their child excused from non-statutory sex education up to and until three terms before the child turns 16. After that point, 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. The school will document this process. This process is the same for pupils with SEND. However, there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision. If a pupil is excused from sex education, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.