

Relationships and Sexual Health Education

The aim of Relationships and Sexual Health Education (RSE) is to give young people the information and skills they need to help them develop healthy, nurturing relationships throughout life, not just intimate relationships. Good RSHE should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague, a good partner and a successful marriage or other type of committed relationship. It should also cover contraception choices and why it is used, developing intimate relationships, resisting pressure to have sex and not applying pressure to have sex. RSHE will also teach what acceptable and unacceptable behaviour is in relationships. This is to enable pupils understand the positive effects that good relationships have on their physical, emotional and mental wellbeing, identifying when relationships are not healthy and understand how such situations can be managed.

Effective RSE does not encourage early sexual experimentation. It teaches young people to understand human sexuality and importantly to respect themselves and to respect others. It allows pupils to build confidence and self-esteem and to understand the reasons for delaying sexual activity. Effective RSE supports young people at appropriate times throughout their life allowing them to develop safe, fulfilling and healthy sexual relationships.

Legal requirements

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

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

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

These regulations come into effect from September 2020. Schools are, however, encouraged to adopt them from September 2019.

This policy sets out how Longfield Academy plans, delivers and monitors the provision of RSE. It has been produced in consultation with parents and carers, staff and governors. The Assistant Headteacher – Inclusion has the responsibility for reviewing and updating the policy to ensure that it accurately reflects the provision of RSE in the school.

Right to Withdraw

During the academic year 2019-2020, the parental right to withdraw continues to be governed by the current legislation: where it applies, the right is absolute. A child withdrawn by their parents cannot opt in to receive teaching on sex education, and a Head of School cannot overrule a request for withdrawal. This includes children above the age of 16.

The new parental right to withdraw provisions will only apply from September 2020 onwards.

If parents want their child to be withdrawn from some or all of sex education lessons delivered as part of RSE they can request this. The Head of School should consider this request and discuss it with the parents. It should be granted in all but exceptional circumstances up until three school terms before the child turns 16. At this age a child can choose to receive sex education if they would like to and school must make arrangements for this to take place in one of those three terms (unless there are exceptional circumstances)

Current intent

At Longfield Academy RSE is delivered as part of the PSHCE and Personal Development programmes.

Our PSHCE curriculum aims to develop skills and attributes such as resilience, self-esteem, wellbeing, confidence, risk management, team working and critical thinking. Whilst giving pupils the opportunity to develop their understanding of rights and responsibilities, diversity, money management, careers and personal safety.

Pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build self-efficiently. All of these contribute towards becoming a happy and successful adult. Pupils can also put this knowledge into practice as they develop the capacity to make informed decisions when facing risks and challenges throughout life. PSHCE can support young people to develop resilience, to know how and when to ask for help and support and where to access it.

Our aim is to create:

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

For pupils PSHCE provides:

- Knowledge and skills to prepare pupils to cope with the complexities of living in a challenging, dynamic multicultural and multi-faith community
- Opportunities to clarify their values and attitudes towards controversial issues
- Pupils with the opportunities to discuss and clarify issues around which there are no right answers
- For pupils to take responsibilities which support the school and extended community

For Longfield PSHCE provides opportunities:

- To provide strategies that enhance the ethos of the academy and contribute to behaviour, attitudes and responsibilities for learning
- For a consistent and coherent approach to the social and emotional aspects of learning and of school life
- For pupils to take responsibilities which support the school community
- To promote the role of the academy in the community through community cohesion and to facilitate improved relationships and effective community support

For the community PSHCE will provide:

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

Curriculum implementation

PSHCE (including RSE) is delivered through timetabled teaching in Key Stage 3 and Key Stage 4.

In Key Stage 3, PSHCE (RSE) pupils have 2 lessons a fortnight and, in the majority of cases, lessons are delivered by form tutors. Lesson plans and resources are designed and developed by the Assistant Head Teacher – Inclusion and pupil progress.

In Key Stage 4, PSHCE (RSE) Y10 pupils have 1 lesson a fortnight and, in the majority of cases, lessons are delivered by form tutors. Y11 follow a programme during Personal Development time. Lesson plans and resources are designed and developed by the Assistant Head Teacher – Inclusion and pupil progress.

In addition Social, Moral, Social and Cultural (SMSC) themes are mapped across the school and this is overseen by the Assistant Head Teacher – Inclusion and pupil progress. All departments must document their delivery of SMSC themes as the school believes that the pupil's social, moral, spiritual and cultural development is an integral part of their wider education.

Curriculum overview

PSHCE is delivered in a spiral programme, themes are explored throughout the pupils' journey through the academy.

An overview of the curriculum is provided here:

	Year 7	Year 8	Year 9	KS4
Term 1.1				
	Being me My life Emotions Self esteem Healthy habits Feelings	Being me My life Lifestyles Mindset My body	Wellbeing Lifestyles Mental health Stress and anxiety Personal growth Mindset	Being me My life Making choices Emotions
Term 1.2				
	Careers All about me Challenging gender and stereotypes Hope and dreams Success in the work place	Health Nutrition Smart choices Food habits Energy	Being me My life Opportunities Gratitude Pride Confidence	Careers +16 qualifications CV preparation Next steps
Term 2.1				
	Health Our bodies Pressure Mental health Stress and anxiety	Careers About me Hope and dreams Qualifications Careers research	Careers Local market Hot jobs, hot topics Challenging stereotypes and gender	Choices Achievement Responsibility
Term 2.2				
	Risk E-safety – dangers and risks Online scams Digital footprint Staying safe online	Wellbeing Rest and recovery Sleep Emotions Stigma	Health/Risk Healthy risks Connections Healthy relationships	Health Wellbeing Responsibility Health Attitudes to health
Term 3.1				
	Wellbeing Healthy routines Behaviours and attitudes Health and fitness	Risk Friends and relationships Diversity Discrimination	My mind Mind training Resilience Determination	Risk Staying safe Drugs and alcohol Looking ahead

Term 3.2				
	Money matters Savings Saving accounts Interest Inflation Premium bonds and ISA's	Money matters Spending Ways to pay Budgeting Value of money Know your rights	Money matters Borrowing Debt – Manageable debt Debt – Unmanageable debt Repayment & interest Informed choices	Risk Violence and exploitation E-safety – Sexting E- safety – Online chatting Social media

Inclusive delivery

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

<https://www.gov.uk/guidance/equality-act-2010-guidance>

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

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

Staff should be alert to issues such as sexism, misogyny, homophobia, transphobia and gender stereotyping and take positive active to build a culture where these are not tolerated and any occurrences are identified and tackled according to the academies safeguarding procedures.

PSHCE (RSE) lessons need to be sensitive and age appropriate in approach and content. The academy uses local and national data to determine the point at which we feel it is appropriate to teach our pupils about different types of relationships including LGBT+ relationships. Our curriculum is designed to be fully inclusive and expose pupils to a range of different relationships.

Monitoring and Evaluation

PSHCE is subject to the same monitoring, verification, planning and evaluation policies and procedures that all departments follow.

Pupil progress is monitored through learning journeys and pupil work is monitored through half termly book scrutinies.

Assessment

Pupils complete a baseline assessment at the start of each topic using a circle map and review this baseline on completion of their learning in purple pen. This shows the growth in knowledge and understanding over the work module. Pupils will also complete a Frame of Reference question. Their response to this is used to demonstrate the impact the module has made. This could be the development of a skill or value, an increase in awareness or a change of behaviour/ perceived behaviour. Teachers can then use the circle map to make judgements on pupil progress towards the agreed learning outcomes.

Learning outside the classroom

Pupils have the opportunity to take part in drop-down days which are aimed at developing their Social, Moral, Spiritual and Cultural skills.

Additional development opportunities

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

- Year 7 mentors

Pupils apply to become a Y7 mentor during the transition period when the Y6's come up to school and work with the new Y7's when they arrive in September.

- School council

All pupils vote for class representative. The class representatives meet regularly as a year group council and half termly as a whole school council to discuss issues that affect the pupil body.

- Prefects

In Y11 pupils are invited to apply for the role of prefect. Pupils apply formally in writing to the Assistant Head Teacher – Aspirations and Success and Assistant Head Teacher – Inclusion and Pupil Progress. Pupils are chosen based on their letter of application, an interview and their suitability as a role model.

Assembly Programme

All year groups have a weekly assembly allocation. There are periods throughout the academy year when additional assemblies may take place.

The assembly programme is coordinated by the Assistant Head Teacher – Inclusion and Pupil Progress. It is designed to utilise the skills and expertise of different staff members to:

- Promote the ethos of the school including morality and good citizenship within a diverse and multi-cultural society
- Encourage pupils to explore and shape their own beliefs and attitudes
- Allow pupils to form their own opinions and overcome prejudice

The involvement of visitors and external groups

Visitors and external groups are invited into school to run key sessions, assemblies and occasionally to deliver lessons. These may be operated by local authority services or charities. Any external visitor will comply with the schools Safeguarding policy and will be accompanied by members of school staff. Resources and lesson content will be provided to school prior to the event and will be checked for content.

Pupil community involvement

Throughout the academy year there are opportunities to become involved with the local community and to support local and national charities. These include:

- MacMillan Biggest Coffee morning
- Annual Senior Citizens' Christmas Party
- Longfield Toddlers playgroup
- Local Food Bank – donations
- Local residential care homes
- Children in Need
- Comic Relief

Social, Moral, Spiritual and Cultural Education

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

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

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

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

PSHE lessons and all curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development. All departments identify SMSC themes in their lesson plans and SOWs and keep a record of activities and events which have specific SMSC themes. An audit of this activity is monitored by the Assistant Head Teacher – Inclusion and Pupil Progress.

Links to other policies

This policy should be read in the context of whole school range of policies.

In particular this policy links to:

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

All the named policies can be viewed via the academy website

<https://www.longfield.uk.com/about/documents-library/school-policies-2/>