

GP34 – PSHCEE and RSE Policy (Personal, Social, Health, Citizenship and Economic Education)	
Responsible Governing Body Committee:	Curriculum Committee
Policy type:	Statutory
Date of Origin:	June 2009
Adopted by:	Full GB
Author:	Naomi Walker /Michelle Rutherford
Location:	
Filename:	

Review Due Date	Review Completed	Amendments Y/N
November 2015	December 2016	Y
December 2016	November 2016	Y
November 2017	January 2018	Y
January 2019	May 2021	Y
May 2022	October 2022/ November 2022	Y
October 2023		

Other policies/procedures linked to this policy:

- Behaviour Policy GP23
- Teaching and Learning Policy GP38
- Drug Education Policy GP12
- Child Protection and Safeguarding Policy GP11
- Equality Policy GP09
- Health and Safety Policy GP10
- Assessment, Recording and Reporting Policy GP18
- Anti Bullying Policy GP15
- Collective Act of Reflection Policy GP01
- Careers and Work-Related Learning Policy GP31
- Curriculum Policy GP02
- Remote Learning Policy
- Religious Education GP04
- Social Media Policy GP63

Purpose:

The Marlborough Science Academy will meet the statutory requirements for Relationship and Sex Education and Citizenship and Health Education, and follow the programmes of study for PSHE, known to the school as Personal, Social, Health, Citizenship and Economic Education (PSHCEE). The Marlborough Science Academy will provide a broad and balanced framework of studies that will promote students' spiritual, moral, social and cultural development and ensures our students promote the basic British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs. All underpinned by Marlborough's key values of dignity, kindness, compassion, courage and endeavour.

We will help prepare students and provide them with the knowledge and understanding to allow them to make informed decisions about their wellbeing, health and help them develop healthy, nurturing relationships of all kinds. Keeping them abreast of issues they encounter including online or through social media platforms and how to respond to these and engage the parents in the process.

Our young people should understand the importance of respect and leave school fully prepared for life in modern Britain.

Implementation:

- The programmes of study for PSHCEE and RSE are mapped and developed by the PSHCEE Coordinator in conjunction with the Personnel Development Lead and DSL.
- Biological aspects of RSE are taught within the Science curriculum and some aspects are included in Religious Education, known to the school as Philosophy and Ethics.
- Parents/Carers have the right to withdraw their children from the non-statutory, non-science components of RSE up to and until three terms before their child turns 16.
- Most of a student's informal sex and relationships education occurs within the family and the school's programme will complement and build on this in cooperation with homes. Parents/Carers have the right to withdraw their child from some, or all, RSHE lessons but not statutory Science lessons. If a parent/carer wishes to withdraw their child they need to inform the headteacher in writing. Alternative work will be provided for students who are withdrawn from RSE. The DfES has produced a free leaflet explain this position.
- From September 2020 a student can opt to remain in a lesson that has the intention of teaching sex education once they are 15 years old (i.e. three school terms prior to turning 16 years old) regardless of the views of their parents. In these circumstances the Head of Year will contact the parents to inform them of the choice that their child has made
- The PSHCEE programme is delivered through discrete lessons at all key stages. PSHCEE events and activities are organised to complement the delivery throughout the curriculum.
- Each week the school follows a Collective Reflection Theme through assemblies and form times which also contributes towards the programme.
- During periods of extended remote learning the curriculum as far as possible will continue to be delivered according to the planned schemes of work. Some adjustments have had to be made due to the sensitive nature of some aspects of the curriculum, and to ensure safeguarding is in place.

Delivery of RSE

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships

- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

Inclusion

In our school we have a commitment to ensure that our RSE programme is relevant to and inclusive of all students.

Confidentiality, Advice and Child Protection

- The DSL and Safeguarding Team are involved in the planning and supporting the delivery of our RSE curriculum.
- Students will be made aware that some information cannot be held confidential and made to understand that if certain disclosures are made, certain actions will ensue. At the same time students will be offered sensitive and appropriate support. The following procedures will be adhered to by all adults:
 - In the event of disclosure or suspicion of possible abuse - The school's Child Protection Policy & Safeguarding procedures will be invoked
 - Pregnancy – students who disclose that they are or have made someone else pregnant should be asked whether they can tell their parent/carer(s) and whether they want help in doing so. Support may be given in setting up a meeting between student and parent/carer(s), with a member of staff. Further support may then be needed to arrange meetings with a health professional. Subsequent responsibility will then lie with the parent/carer(s). Where a student refuses to inform their parent/carer(s) the school will inform them. Support will be offered as outlined above. Any member of staff to whom a student makes such a disclosure should report this to the designated Child Safeguarding Lead or member of the Safeguarding Team.
 - Sexual orientation – Adults will deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support

Forced Marriage (FM):

- A forced marriage is where one or both people do not consent to the marriage and pressure or abuse is used. It is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.
- The Anti-social Behaviour, Crime and Policing Act 2014 makes it a criminal offence to force someone to marry. This is a separate issue from arranged marriage.
- Young men and women can be at risk in affected ethnic groups.
- Whistleblowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours.
- This issue is taught explicitly in both a cultural and religious context.
- The value of marriage is explored through discussion in PSHCEE.

Female Genital Mutilation (FGM):

- FGM involves procedures that intentionally alter/injure the female genital organs for nonmedical reasons.
- FGM is internationally recognised as a violation of human rights of girls and women.
- FGM is illegal in the UK. It is also illegal to take a British national or permanent resident abroad for FGM or to help someone trying to do this.
- FGM is explicitly taught to Year 8s and its illegal status is emphasised.

Organisation of RSE programme (through PSHCEE)

- KS3 - puberty, personal safety, friendships, love, family life, relationships, gender, conception and birth, contraception, HIV/AIDS, sex and the law, stereotyping, prejudice, feelings, peer pressure, self-esteem, decision making, awareness of outside agencies.
- KS4 - abortion, teenage parenting, sexually transmitted infections, sexuality, breast, cervical and testicular cancer, marriage and relationships, awareness of outside agencies, prejudice, different faiths and cultures, risk, divorce.
- KS5 - sexuality, marriage, cohabitation, contraception, HIV/AIDS, sexually transmitted infections.

This is complemented by the National Curriculum for Science. Within the National Curriculum for Science, students should be taught:

- At Key Stage 3 (11-14):
 - That living things have structures that enable life processes to take place
 - The ways in which some cell types, including sperm and ovum are adapted to their functions
 - The human reproductive system, menstrual cycle, fertilisation, and the role of the placenta
 - How the foetus develops in the uterus
 - The physical and emotional changes that take place during adolescence
 - That bacteria and viruses can affect health
- At Key Stage 4 (14-16):
 - That the nucleus contains chromosomes that carry the genes
 - The way in which hormonal control occurs, including the effects of insulin and sex hormones
 - The medical use of hormones, including the control and promotion of fertility and the treatment of diabetes
 - How variation may arise from both genetic and environmental causes
 - That sexual reproduction is a source of genetic variation while asexual reproduction produces clones
 - How gender is determined in humans
 - The basic principles of genetic engineering, cloning and selective breeding

Time Available

- RSE forms some part of the curriculum in every year group (see relevant schemes of work). All year groups receive a 1 hour PSHCEE lesson which incorporates RSE themes.

Who/What was consulted

- RSE, PSHEE and Citizenship Frameworks and Programmes of Study
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (2021)
- The Prevent Duty
- Counter Terrorism and Security Act 2015
- PSHE Association
- Senior Leadership Team
- Keeping Children Safe in Education
- Children and Social Work Act 2017

- Education Act 1996
- Ongoing consultation with staff, students and parents/carers

Arrangements for monitoring and evaluation

- A record is kept of students' progress using the school's systems which provide evidence of progress towards the attainment target. Students are encouraged to review and record their own progress. Teachers complete grade cards which measure attainment regularly. Assessment will be ongoing.
- The PSHCEE Coordinator, Directors of Learning, Senior Learning Managers and the teaching staff carry out an evaluation of the PSHCEE programmes including any visiting speakers following each PSHCEE activity.
- Staff who teach RSE are trained on how to deliver this.
- Monitoring of the delivery of PSHCEE takes place through lesson observations, work scrutinies and student interviews.
- Tutor times are observed to monitor the delivery of the reflection themes.

Performance Indicators

- Attendance to lessons, our target is 96% and above for all students.
- Grade cards.
- Positive attitudes re self -image and emotional issues associated with teenage life in reduced number of MyConcern referral.
- Positive evaluations following guest speakers and events.
- Shared understanding of our values and code as reflected in reduced incidents of poor behaviour or anti -social behaviour in our behaviour records.
- Positive Progress 8.
- Parental and student engagement.