

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

<b>Review Due Date</b>	<b>Review Completed</b>	<b>Amendments Y/N</b>
November 2015	December 2016	Y
December 2016	November 2016	Y
November 2017	January 2018	Y
January 2019	May 2021	Y
May 2022		

**Other policies/procedures linked to this policy:**

- Whole School Behaviour Policy GP23
- Whole School Behaviour Procedures SP23
- Teaching and Learning Policy GP38
- Sex Education Policy GP03
- 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
- Work Related Learning GP35
- Collective Act of Reflection Policy GP01
- Careers Education and Guidance Policy GP31
- Curriculum Policy GP02
- Remote Learning Policy
- Religious Education GP04
- Social Media Policy GP63
- Preventing Extremism and Radicalisation Policy

**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 and Key Stage 3 and Key Stage 4 co-ordinators.
- 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.
- 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.

**Who/What was consulted**

- RSE, PSHEE and Citizenship Frameworks and Programmes of Study
- 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 referrals
- 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



**Overview of Relationships, Sex and Health Education taught in the PSHCEE Curriculum at The Marlborough Science Academy**

Year	Relationships Education	Sex Education	Health Education
7	<ul style="list-style-type: none"> <li>• Respectful Relationships</li> <li>• Friendships</li> <li>• Types of Bullying</li> <li>• Loss and Bereavement</li> </ul>		<ul style="list-style-type: none"> <li>• Personal Hygiene</li> <li>• Dental Health</li> <li>• Healthy Lifestyle</li> <li>• Basic First Aid</li> <li>• Immunization</li> <li>• Puberty</li> <li>• Mental Health</li> </ul>
8	<ul style="list-style-type: none"> <li>• Types of Relationships – including LGBTQ+</li> <li>• Family Part 1 – marriage, types of relationships</li> <li>• Family – part 2 – roles and responsibilities of parents</li> </ul>	<ul style="list-style-type: none"> <li>• Intimate Relationships part 1</li> <li>• Contraception</li> </ul>	<ul style="list-style-type: none"> <li>• Reproductive Health</li> <li>• Puberty</li> <li>• Sexually Transmitted Infections (STI)</li> <li>• Drugs and Alcohol the Law</li> </ul>
9	<ul style="list-style-type: none"> <li>• Consent – the law</li> <li>• Abuse, Harassment and Rape</li> <li>• Online safety and Media</li> </ul>	<ul style="list-style-type: none"> <li>• Tip of the Iceberg - Network</li> </ul>	<ul style="list-style-type: none"> <li>• Female Genital Mutilation (FGM)</li> <li>• Basic First Aid</li> </ul>
10	<ul style="list-style-type: none"> <li>• STIs</li> <li>• Online safety and Media</li> <li>• Pornography</li> <li>• Pregnancy, birth and miscarriage</li> <li>• Equality, sexual identity, gender identity and race.</li> <li>• Unplanned pregnancy</li> <li>• Termination</li> <li>• Respectful relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Tip of the Iceberg – Sex Factor</li> <li>• Contraception including how to use a condom.</li> </ul>	
11	<ul style="list-style-type: none"> <li>• Online media part 2 and negative consequences.</li> </ul>	<ul style="list-style-type: none"> <li>• Sexual relationships and risk</li> </ul>	<ul style="list-style-type: none"> <li>• Finances, debt and well-being.</li> </ul>