



Personal Social & Health Education incorporating Relationship & Sex Education

Staff responsible for policy: Richard Follett

Date reviewed: Autumn 2022

Date approved by Governors:

Signed by Chair of Committee:

Signed by Headteacher:

Date for next review: Autumn 2024

PSHE AT MARPLE HALL POLICY

(INCORPORATING RELATIONSHIP AND SEX EDUCATION)

Policy consultation Process:

2022 Parent and Carer consultation

- A PSHEE/RSE survey was sent to all parents and carers in half term one of the Autumn Term 2022 which elicited 240 responses
- Added to this the Assistant Headteacher invited face to face queries and comments on Thursday 20th October 2022 after school. No parents or carers attended this meeting
- The findings of the survey showed that 97% of respondents believe PSHEE and RSE to be an important part of the school curriculum and 95% believe that teaching PSHEE and RSE topics in school can make a real difference to the lives of young people. Only 2% of respondents disagreed with the contents of the PSHEE and RSE policy. 82% of respondents said they were aware of the topics that are covered in PSHEE and RSE in school. Feedback was very positive with comments around positive teaching sessions around mental health, inclusivity, consent and LGBTQ+ for example. Some parents and carers suggested more emphasis on issues such as neurodiversity, budgeting, mortgages which the Assistant Headteacher will look into for future sessions.

Section one: PSHEE

Issues considered:

Aims of PSHEE

- To help children/young people deal with moral, social and health-related issues that arise in their lives and in society.
- To develop the knowledge, skills and understanding they need to live confident, healthy, independent lives, valuing themselves and others.

At Key Stages 3 and 4, PSHEE will be delivered through the school's PSHEE programme.

Equal opportunities statement

The school has a commitment to ensure relevant PSHEE provision to all children and young people, having regard to ability, social and cultural background, religion, sexual orientation, physical and emotional needs.

All staff have important roles to play in fostering the interest and enthusiasm of all students in the PSHEE programme.

Throughout the programme, staff will check that all tasks are monitored through their role as teacher in the room, circulating the groups and monitoring the discussions to ensure that the concept of equal opportunities is emphasised and that both language and teaching methods used do not show any bias. We promote a multi-cultural approach and resist all forms of racist, cultural, sexist and homophobic discrimination.

To achieve this, we:

- Develop curriculum material that is not gender biased and introduce topics that are of interest to both sexes
- Manage the classroom situation to provide equal access to resources
- Support students with Special Educational Needs in line with current school policy
- Provide opportunities to work in mixed groups

TEACHING AND LEARNING IN THE PSHEE PROGRAMME

The PSHEE programme is varied, interesting and relevant. Each year group has a set programme to follow which is written by the Assistant Headteacher for Key stage 4. This is not tied to an examination syllabus and can therefore be updated quickly allowing us to react to world issues and current affairs.

Many sessions are concerned with developing attitudes, values and social skills. Teaching styles are therefore vital. All sessions are oracy based to encourage discussion, debate and to support the development of language skills. This will allow students to engage in the lesson regardless of the subject content, behaviour and maturity of the group.

Sections of the programme are deliberately designed for the students' emotional involvement. At the start of each school year, 'ground rules' are established with each group. Relationship and Sex Education (RSE) lessons will follow the school RSE Policy. Students are taught the need to respect each other's view, especially in discussion work. In some modules of work, students are given the opportunity to opt out of sessions which they may find upsetting.

Videos and topic specific articles will be used throughout the programme to augment and enhance students' learning experience whilst specialist guest speakers and visiting theatre companies may also be included to enhance student learning.

The PSHEE programme is used to deliver careers education in school covering choices and pathways, work and career and employment rights and responsibilities. This will support the school to meet the Gatsby Benchmarks for careers education as part of the DfE Careers Strategy. Time is devoted to

preparation and debriefing for the Year 10 Work Experience. Additionally, students complete their C.V.'s and prepare and participate in practice job interviews.

Teaching and learning

Evaluation of teaching and learning

Suitability of course content, material and timing are assessed via informal feedback. Drop ins are conducted by the AHT, HOY and PM to monitor engagement. PSHEE is reviewed as part of the Risk Register and is evaluated annually by staff and students via an online survey. Similar feedback comes from the students via MHSL.

There is a commitment to active learning methods, which involve students' full participation.

- The purpose of each lesson is made clear and the content is relevant to the students
- Appropriate learning experiences are planned and meet the needs of all students in the class
- Learning experiences draw on students' own experiences or existing knowledge and provide a range of opportunities for students to learn, practise and demonstrate skills, attitudes and knowledge/understanding
- Time is given for students to reflect, consolidate and apply their learning
- Students are encouraged to take responsibility for their own learning.
- Attention is given to developing a safe and secure classroom climate
- The PSHEE Co-ordinator will actively seek and arrange outside agency involvement and visiting speakers

Partnerships

Partnerships developed.

The school has been awarded the 'Healthy Schools Mark' and works with Stockport LA to meet the criteria. In 2018 the school was awarded the CEIAG Quality Award and Artsmark Gold in 2019 which is awarded by the Arts Council.

Monitoring of provision

Link senior staff monitor the provision through observation and feedback. Informal feedback from staff and students.

The Assistant Headteacher for Key Stage 4 leads the monitoring of PSHEE.

Evaluation of teaching and learning

- PSHEE provision is evaluated every year. Agreed priority areas for PSHEE are identified. The findings will inform future development.
- Students are consulted formally by reference to online surveys, school and focus groups, informally by feedback and comments made by students.
- The school reward system operates and achievement awards are made where appropriate

Dissemination and review of the policy

- The policy is reviewed biannually.
- The policy is made available to all staff members, governors, Student Council and be available to parents upon request.

Section two

RELATIONSHIPS AND SEX EDUCATION POLICY: MARPLE HALL SCHOOL

RELATIONSHIPS AND SEX EDUCATION POLICY MARPLE HALL SCHOOL

1: Aims:

1 i To provide a framework in which sensitive discussions can take place

1 ii To prepare students for adolescence and give them an understanding of sexual development and the importance of health and hygiene

1 iii To help students develop feelings of self-respect, confidence and empathy

1 iv To create a positive culture around issues of sexuality and relationships

1 v To teach students the correct vocabulary to describe themselves and their bodies

1 vi To dispel myths associated with sex and gender related issues.

1 vii To explore a range of attitudes and values towards sex-related issues, including sexual orientation, gender and stereotypes.

1 viii To help young people to reach their own informed opinions and decisions.

1 ix To develop skills relevant to sexual behaviour and situations such as communication, risk management, managing relationships, decision making, problem solving, assertiveness, conflict management, seeking help, using services and helping others.

1 x To ensure that all relevant staff receive appropriate training.

1 xi To be aware of recent changes relating to sexual health. Year on year there has been a rise in the transmission of STI's, especially gonorrhoea and chlamydia.

2: Objectives

2 i Provide a confidential support service to enable students to self-refer for information, advice and help.

2 ii Provide a constantly reviewed and updated RSE programme to be delivered through the PSHEE programme.

2 iii Provide a team tutors to help and support the tutor programme.

2 iv Enable students to understand the impact of external factors, such as the media, Internet, peer-groups and remain independent decision-makers.

2 v Enable students to develop the ability to form positive, non-exploitative relationships.

2 vi Enable students to understand the process of human reproduction.

2 vii Emphasise the role and the value of family life.

2 viii Inform students about what is and what is not legal in matters relating to sexual activity.

2 ix Inform students of where they can go for further information and advice.

2 x Ensure that a wide range of teaching strategies and experiences are used.

2 xi To respond to changes relating to sexual health.

3. Review and Evaluation.

3 i The RSE policy is reviewed bi-annually by the Assistant Head teacher for KS4 and the Deputy Head.

RSE reflects the values of the PSHEE programme. RSE is taught in the context of relationships. In addition, RSE is concerned with attitudes and values, personal and social skills, respect for self and others, family, stable loving relationships, feelings, gender roles and decision-making. It is about the physical, emotional, social, moral and legal dimensions of human sexuality as well as

factual teaching about sex, sexuality and sexual health. It will promote student self-esteem and emotional well-being and give them the tools to understand and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

Legal requirements of SRE

As a maintained secondary school, we must provide RSE to all students as per the Children and Social work act 2017.

In teaching RSE, we must have regard to to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, require all schools from September 2020 to deliver Relationships Education (in primary schools) and Relationships and sex education (in secondary Schools). Health Education is compulsory in all schools except independent schools

Relationship to National Curriculum

National Curriculum Science Key Stage 3

- Fertilization in humans is the fusion of a male and female cell
- Students should know the physical and emotional changes that take place during adolescence
- The human reproductive cycle, including the menstrual cycle and fertilisation
- How the growth and reproduction of bacteria and the replication of viruses can affect human health.

Key Stage 4

- Hormonal control in humans, including the effects of sex hormones
- Medical uses of hormones, including the control and promotion of fertility
- How sex is determined in humans.

Partnerships

(a) With parents – by regular use of the school website.

Arrangements for withdrawal of students from non-National Curriculum SRE where requested. Details in Year Handbooks.

The DfES has produced a free leaflet for parents (SRE and parents. Copies from DfES orderline 0845 602 2260 DfES code 0706/2001).

(b) With students

The majority of the materials are in-house and/or adapted external sources. Materials are checked for stereotyping, gender bias and age appropriateness. Year meetings of tutors will have RSE on their meeting agendas when the course is on and particularly when it is reviewed.

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To be reviewed – Autumn 2024