



## Orsett Heath Academy



**SOUTH WEST ESSEX**  
COMMUNITY EDUCATION TRUST

Policy Name	<b>PSHE and RSHE Policy</b>
Written by	<b>Ms S Rawson, Head of School</b>
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## 1. Introduction and Context

This policy covers our school's approach to Personal, Social, Health and Economic Education (PSHE) including Relationships, Sex & Health Education (RSHE).

Guidance provided by the PSHE Association has been used to create this policy; which can be viewed by parents and carers on the school website. The policy will be reviewed annually, with the next review date set for July 2024.

## 2. Links with other policies

This PSHE and RSHE policy operates in conjunction with the following school policies:

- Anti-Bullying Policy
- Child on Child Abuse Policy
- Safeguarding and Child Protection Policy
- Behaviour Policy
- SEND Policy
- SMSC and British Values Policy
- Mental Health & Wellbeing Policy
- Bereavement & Loss Policy

## 3. Legislation

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to:

- Personal, social, health and economic (PSHE) education (Updated June 2019)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (Published June 2019) (*Details for review of this document were published in May 2023 and outcomes may lead to early review of this policy*)
- Keeping Children Safe in Education (Updated September 2023)
- School inspection handbook
- Equality Act (Published October 2010)
- SEND Code of Practice 2015

## 4. Roles and responsibilities

The Headteacher is responsible for:

- The overall implementation of this policy
- Ensure the PSHE and RSHE curriculum is well-led, effectively managed and well-planned
- Ensuring all staff are suitably trained to deliver the subjects
- Ensuring that teaching is delivered in ways that are accessible to all pupils with SEND

- Ensuring parents are fully informed of this policy
- Reviewing all requests to withdraw pupils from non-statutory elements of the PSHE and RSHE curriculum
- Discussing withdrawal requests with parents, and the child if appropriate, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, including the benefits of receiving the education
- Ensuring withdrawn pupils receive appropriate, purposeful education during the period of withdrawal
- Encouraging parents to be involved in consultations regarding the school's PSHE and RSHE curriculum
- Reviewing this policy on an annual basis
- Reporting to the Governing Board on the effectiveness of this policy and the curriculum

The PSHE and RSHE subject leader is responsible for:

- Overseeing the delivery of PSHE and RSHE curriculum
- Working closely with colleagues in related curriculum areas to ensure that the PSHE and RSHE curriculum compliments, and does not duplicate, the content covered in national curriculum subjects
- Ensuring the curriculum is age-appropriate and of high-quality
- Reviewing changes to the PSHE and RSHE curriculum and advising on their implementation
- Monitoring the learning and teaching of RSE and Health Education, providing support to staff where necessary
- Ensuring the continuity and progression between each year group
- Helping to develop colleagues' expertise in the subject
- Ensuring teachers are provided with adequate resources to support teaching of the curriculum
- Ensuring the school meets its statutory requirements in relation to PSHE and RSHE
- Leading staff meetings and ensuring all members of staff involved in the curriculum have received the appropriate training
- Organising, providing and monitoring CPD opportunities in the subject
- Ensuring the correct standards are met for recording and assessing pupil performance
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the Headteacher

The DSL is responsible for:

- Offering advice and consultation for safeguarding-related subjects in the PSHE and RSHE curriculum
- Promoting knowledge and awareness of safeguarding issues amongst staff.
- Being an appropriate point of contact for staff who have concerns about the welfare of a child that have arisen through the teaching of PSHE and RSHE

Subject teachers are responsible for:

- Acting in accordance with, and promoting, this policy.
- Delivering PSHE and RSHE in a sensitive and high-quality way, that is appropriate for each year group.
- Ensuring they do not express personal views or beliefs when delivering the curriculum.
- Planning lessons effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content.
- Modelling positive attitudes to PSHE and RSHE
- Liaising with the SENCO about identifying and responding to the individual needs of pupils with SEND.
- Liaising with the PSHE and RSHE subject leader about key topics, resources and support for individual pupils.
- Monitoring pupil progress in PSHE and RSHE
- Reporting any concerns regarding the teaching of PSHE and RSHE to the curriculum leader or a member of the SLT.
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the DSL.
- Responding appropriately to pupils whose parents have requested to withdraw them from the non-statutory components of RSE, by providing them with alternative education opportunities.

The SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs

## **5. Organisation**

All aspects of PSHE and RSHE teaching will be taught through a spiral curriculum delivering the recurring themes at appropriate levels as a student progresses through OHA. With each delivery of the theme, the level of demand and knowledge increases and learning is progressively deepened.

Students will have regular, timetabled lessons for PSHE and RSHE, alongside off-timetable focus days throughout the academic year. For both of these aspects, students are taught by a team of teachers trained in this aspect of education. There are visits from external agencies and speakers such as the Fire Service, Brook Advisory Service, Police, St Giles Trust, theatre groups and Thurrock Road Safety team, as well as other organisations and charities. There are also wider, extra-curricular activities

completed during tutor time which enrich the PSHE and RSHE curriculum. We also maintain a broad overview of where PSHE/RSHE is delivered additionally through curriculum subjects, and use this knowledge when planning.

## **6. Curriculum content**

The PSHE and RSHE curriculum has been developed in line with the DfE's 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' guidance, and covers all topics as outlined in this guidance (*Please see Appendix 1 for a detailed list of topics in the curriculum content*).

The three core themes taught each year are:

- Health and wellbeing – With specific links to the DfE "Health Education" curriculum content
- Relationships and sex – With specific links to the DfE "Relationships and Sex Education" curriculum content
- Living in the wider world – With specific links to the Gatsby Benchmarks and CEIAG

## **7. Teaching Responsibility**

This programme will be delivered by all staff, although there will be core teams for certain aspects of it. Staff will be supported by CPD and training throughout the course of the academic year, including using The PSHE Association guidance materials.

Visitors to the classroom can bring expertise or personal stories to enrich pupils' learning. However, the teacher will always manage this learning, ensuring that learning objectives and outcomes have been agreed with the visitor in advance, and that any input from visitors should be a part of a planned, developmental programme rather than a substitute for it. Teachers will always be present to manage the learning, and to ensure that it is safe.

## **8. Creating a Safe Learning Environment**

We will create a safe and supportive learning environment by establishing clear 'ground rules' and confidentiality policies at the beginning of the academic year.

There will be a consistent first lesson of the year approach with all students to ensure that this is understood by all, with expectations made clear and students given the opportunity to co-construct the learning agreement.

Further to this, interactive learning methods that support participation and encourage reflection are promoted. These methods include paired work, small group work, class discussion, questioning, drama and distancing techniques e.g. scenarios, fiction, films and clips.

Due to the nature of PSHE and RSHE education, pupils' learning may result in them seeking advice or support on a specific personal issue. Teachers cannot offer complete confidentiality; and it is important for everyone's safety that teachers and pupils are clear about what can and cannot be kept confidential. It is also very important for external contributors, including school nurses, to be clear

about these rules, and for pupils to understand how they can seek support externally as well as in school.

In the event of a disclosure, teachers will consult with the Designated Safeguarding Lead and in that person's absence, the Deputy DSL. Visitors and external agencies which support the delivery of topics will also be required to follow in line with our school's Safeguarding and Child Protection Policy.

## **9. Equality and accessibility**

The school will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation.

The school will consider the backgrounds, gender, age range and needs of its pupils and determine whether it is necessary to put in place additional support for pupils with the above protected characteristics.

The school understands that pupils with SEND are entitled to learn about PSHE and RSHE, and the curriculum will be designed to be inclusive of all pupils. The school is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND – teachers will understand that they may need to liaise with the SENCO and be more explicit and adapt their planning or work to appropriately deliver the curriculum to pupils with SEND.

Where there is a need to tailor content and teaching to meet the needs of pupils at different developmental stages, the school will ensure the teaching remains sensitive, age-appropriate, developmentally appropriate and is delivered with reference to the law.

The school will take steps to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment which challenges perceived limits on pupils based on their gender or any other characteristic.

The school will be actively aware of everyday issues such as sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture within which these are not tolerated. Any occurrences of such issues will be identified and tackled promptly.

The school will make clear that sexual violence and sexual harassment are not acceptable and will not be tolerated. Any reports of sexual violence or sexual harassment will be handled in accordance with the school's safeguarding and child protection policy.

## **10. Assessment**

As with any learning process assessment of students' PSHE and RSHE development is important. It provides information which indicates students' progress and achievement and informs the development of the programme.

Students do not pass or fail within these areas but have opportunities to reflect on their own learning and personal experience. This process of assessment has a positive impact on students' self-awareness

and self-esteem. Pupils complete quizzes to check understanding and complete booklets on focus days.

## **11. Working with parents**

The school understands that the parents' role in the development of their children's understanding about relationships and health is vital. The school will work closely with parents when planning and delivering the content of the school's PSHE and RSHE curriculum.

The school will provide:

- The curriculum content, including what will be taught and when.
- Examples of the resources the school intends to use to deliver the curriculum.
- Information about parents' right to withdraw their child from non-statutory elements of RSE and Health Education.

Parents will be provided with frequent opportunities to understand and ask questions about the school's approach PSHE and RSHE.

The school understands that the teaching of some aspects of the curriculum may be of concern to parents. If parents have concerns regarding PSHE and RSHE, they may submit these via the school office email, or contact the school office to arrange a meeting with the Headteacher.

## **12. Withdrawal from Lessons**

Parents have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE.

Parents do not have a right to withdraw their child from the relationships or health elements of the programmes or other aspects of PSHE.

Requests to withdraw a child from sex education will be made in writing to the Headteacher, using the request form in Appendix 3. Before granting a withdrawal request, the Headteacher will discuss the request with the parents and, as appropriate, the child, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum. The Headteacher will inform parents of the benefits of their child receiving RSE and any detrimental effects that withdrawal might have. All discussions with parents will be documented. These records will be kept securely in the school office. Following discussions with parents, the school will respect the parents' request to withdraw their child up to and until three terms before the child turns 16. After this point, if the child wishes to receive RSE rather than be withdrawn, the school will make arrangements to provide the child with RSE.

Pupils who are withdrawn from RSE will receive appropriate, purposeful education during the full period of withdrawal.

For requests concerning the withdrawal of a pupil with SEND, the Headteacher may take the pupils' specific needs into account when making their decision.

### **13. Quality Assurance**

PSHE and RSHE are monitored through various avenues; including student questionnaires and evaluations and lesson drop ins. Staff participate in evaluating the programme and sharing good practice.

Further to this:

- Teachers will critically reflect on their work in delivering all sessions through self-evaluation, and the persons responsible for PSHE/RSHE will adapt the school's QA system to make it meaningful for this area of the curriculum ;
- Pupils will have opportunities to review and reflect on their learning during lessons and at the end of topics;
- Student voice will be influential in adapting and amending planned learning activities and content;
- Each aspect of provision will undergo a quality assurance process, including moderation against DfE guidelines.

### **14. Monitoring and Review**

This policy will be reviewed by SLT every year.

## Appendix 1 – Spiral curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Throughout Academic Year
	Health & Wellbeing	Living in the Wider World	Relationships & Sex	Health & Wellbeing	Relationships & Sex	Living in the Wider World	Additional focus days
<b>Year 7</b>	<p>Self-concept and managing risk and personal safety</p> <p>Transition to secondary school and personal safety in and outside school. Self-esteems, MALS and metacognition</p>	<p>Developing skills and aspirations</p> <p>Careers, teamwork and enterprise skills, and raising aspirations. Challenging career stereotypes</p>	<p>Diversity</p> <p>Diversity, prejudice, and bullying. Discrimination and cyber bullying</p>	<p>Health and puberty</p> <p>Healthy routines, influences on health, puberty, diet and exercise, energy drinks, body and emotional changes</p>	<p>Building relationships</p> <p>Self-worth, romance and friendships (including online) and relationship boundaries, unwanted contact, FGM</p>	<p>Financial decision making</p> <p>Saving, borrowing, budgeting and making financial choices</p>	<p>Exploring child on child abuse, healthy relationships, pregnancy and STIs, smoking and vaping</p>
<b>Year 8</b>	<p>Drugs and alcohol</p> <p>Alcohol and drug misuse and pressures relating to drug use. Strategies to manage influences. Personal and social risks of substance misuse</p>	<p>Community and careers</p> <p>Equality of opportunity in careers and life choices, and different types and patterns of work</p>	<p>Discrimination</p> <p>Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia. Child on child abuse and reporting abuse</p>	<p>Emotional wellbeing</p> <p>Mental health and emotional wellbeing, including body image and coping strategies. Dealing with change and grief.</p>	<p>Identity and relationships</p> <p>Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception</p>	<p>Digital literacy</p> <p>Online safety, digital literacy, media reliability, and gambling hooks. Establish personal values and clear boundaries around aspects of life that they want to remain private</p>	<p>Exploring road safety, first aid, personal safety, risk taking, contraception, consent and risky behaviours</p>
<b>Year 9</b>	<p>Peer influence, substance use and gangs</p>	<p>Setting goals</p>	<p>Respectful relationships</p>	<p>Healthy lifestyle</p>	<p>Intimate relationships</p>	<p>Employability skills</p>	<p>Focus day 1 exploring media and relationships, consent, healthy</p>

	Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation. Vapes and e-cigarettes.	Learning strengths, career options and goal setting as part of the GCSE options process. Building resilience and life changes (employment)	Families and parenting, healthy relationships, conflict resolution, and relationship changes. Child on child abuse, FGM and promoting inclusion	Diet, exercise, lifestyle balance and healthy choices, and first aid. Managing personal safety and running away from home	Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	Employability and online presence. Careers and CVs. Routes into work, training and other vocational opportunities	lifestyles, mental health and county lines  Focus day 2 exploring KS4 options, alumni, department leader discussions and career pathways
Year 10	Mental health  Mental health and ill health, stigma, safeguarding health, including during periods of transition or change. Emotional support during changes in life	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. Benefits of strong, positive relationships.	Managing risk and personal safety  The influence and impact of drugs, gangs, role models and the media. Strategies for identifying risky and emergency situations. How to respond in certain situations	Social influence  Communities, belonging and challenging extremism. Exploring the influence of role models, families, friends and parenting. Positive and negative impact of the media. Social media and reality TV	Choices and pathways  Employment rights and responsibilities. Post 16 aspirations, opportunities available after KS4, guidance about next steps	Focus day 1 exploring gambling, managing feelings and loss, effects of alcohol for individuals and society, positive mental health and county lines  Focus day 2 exploring stress management, revision techniques, GCSE Pod, post 16 pathways – colleges and sixth forms
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), relationship challenges and abuse	Independence  Responsible health choices, and safety in independent contexts	Families  Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships		

## Appendix 2 – Letter to Parents Regarding PSHE and RSHE education

Dear Parents and Carers,

RE: PSHE and RSHE at Orsett Heath Academy

As part of your child's education at Orsett Heath Academy, we promote personal wellbeing and development through a comprehensive Personal, Social, Health and Economic (PSHE) education programme. PSHE education is the curriculum subject that gives young people the knowledge, understanding, attitudes and practical skills to live safe, healthy, productive lives and meet their full potential.

Government guidelines outline that, from the age of 11, it is compulsory for all schools to provide an RSE and health education curriculum. I am writing to let you know that, over the Summer Term, your child's class will be taking part in lessons which will focus on the relationships and sex education (RSE) aspect of our PSHE curriculum.

At our school, we believe that it is important to provide our pupils with a thorough and balanced curriculum, including age-appropriate information about sex and relationships.

The details of what will be taught throughout your child's time at Orsett Heath is detailed in the school's PSHE and RSHE policy, which can be accessed on our school website, or in hard copy via our school office.

### The Right of Withdrawal

Though schools must provide RSE and health education for pupils from the age of 11, up until the age of 19, only aspects of the science national curriculum are compulsory for pupils to learn. Therefore, as parents, you are entitled to request that your child be removed from sex education lessons up to and until three terms before they turn 16-years-old. After that point, if your child wishes to receive sex education, the school will make arrangements to provide them with sex education during one of those terms.

Parents will not be able to withdraw their child from any aspect of the Relationships Education or Health Education.

Requests for withdrawal should be submitted in writing to myself, the Head of School, who will discuss this with you and your child's teacher, and determine an appropriate substitute for these lessons. In most instances, children will be provided with self-directed reading or exercises which they can complete under supervision.

If you have any concerns or queries about your child's participation in these lessons, please do not hesitate to contact either myself or your child's class teacher to discuss these.

### Parent Feedback and Involvement

As a school community, we are committed to working in partnership with parents/carers and it is for this reason we would like to establish your views on the relationships and sex education programme. We invite all parents to complete the survey at the below web address to share all ideas, views and questions.

This feedback will close on X

We will also hold an optional virtual parent information meeting where you can find out more about what your child will learn, view the materials and resources being used in lessons and discover how you can best support your child to discuss these topics at home. If you would like to show your interest in attending this parent information meeting, there is an opportunity to do so at the end of the above survey. We will then be in contact following the Easter holidays with arrangements and further details.

Yours sincerely,

### Appendix 3 – Withdrawal Form

#### FORM FOR PARENTS/CARERS TO WITHDRAW CHILDREN FROM THE SEX EDUCATION COMPONENTS OF THE RSE CURRICULUM

TO BE COMPLETED BY PARENTS			
Name of Child		Class	
Name of Parent		Date	
REASON (S) FOR WITHDRAWING FROM SEX EDUCATION WITHIN RELATIONSHIPS & SEX EDUCATION			
ANY OTHER INFORMATION YOU WOULD LIKE THE SCHOOL TO CONSIDER			

Parent Signature	

<p><b>TO BE COMPLETED BY THE SCHOOL: AGREED ACTIONS FROM DISCUSSION WITH PARENTS</b></p>

