



# PSHE and RSE Policy

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# 1. Aims

The aims of Personal, Social, Health and Economic (PSHE) education in our school are to:

- Develop the learning and acquisition of knowledge and skills which enables students to access the wider curriculum and to prepare them to be global citizens now and in their future roles within a global community.
- Ensure that RSE enables all students to be safe and to understand and develop healthy relationships both now and in their future lives.

The PSHE curriculum ensures that it encourages students to demonstrate and discuss the importance of the 3Rs, in line with the whole school ethos. The 3Rs are Responsibility, Respect and Resilience.

## 2. Statutory Requirements

PSHE is a non-statutory subject. However, there are aspects of it the school are required to teach.

- We must teach relationships and sex education (RSE) under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
- We must teach health education under the same statutory guidance.

This policy also complies with the terms of our funding agreement.

## 3. Content and Delivery

### 3.1 What We Teach

As stated above, we're required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance (linked to above).

For all aspects of PSHE, including relationships, sex and health education, see the subject's curriculum map for more details about what we teach in each year.

### 3.2 How We Teach It

Our PSHE and RSE curriculum is combined with both our Citizenship and RE curriculum and delivered through an Identity, Culture and Ethics (ICE) programme. Students study three one-hour lessons over a two-week period. Other parts of the curriculum are embedded into tutor time and assemblies as and when appropriate.

The ICE programme is delivered by a team of specialist and non-specialist staff, managed by a Head of Department (CBU) and RE lead (HCO). Parts of the curriculum are delivered through planned assemblies by external agencies as and when appropriate.

ICE is an inclusive programme and is designed to engage and stimulate every student, regardless of ability and/or needs. The ICE programme is appropriately adapted for the SEND provision and is delivered regularly by specialist teachers within that department. ICE is also included in the Alternative Provision curriculum and is delivered regularly by specialist teachers within the Headway building. Lessons are created and shared by the Head of Department (CBU) and RE lead (HCO). Year 11 students study PSHE and RSE within their English and Science lessons and lessons are created and shared by Head of Department (CBU).

Parents and carers of Baysgarth students are made aware of any sensitive topics through viewing the curriculum on the Baysgarth website. This allows parents and carers to contact staff about any sensitive or potentially controversial topics before they are delivered. Students are made aware of future sensitive topics in the weeks before they are delivered to allow for any questions or queries to their ICE teacher. Teachers of ICE are aware to not let any personal beliefs and attitudes influence

their teaching and to remain objective at all times. Teachers will liaise with the Head of Department to raise any concerns that they may have over the delivery of specific topics to students.

All PSHE and RSE resources are created by specialist teachers and accessed by all via a shared drive. Students are assessed within the subject every half term, when topics come to a natural finish. Students use self and peer assessment techniques to measure their progress of the subject and teachers monitor this. Data is not formally collected; however, students are given an effort grade within the subject.

## **4. Roles and Responsibilities**

### **4.1 The Governing Body**

The Governing Body will approve the PSHE policy, and hold the Head Teacher to account for its implementation.

### **4.2 The Head Teacher**

The Head Teacher is responsible for ensuring that PSHE is taught consistently across the school.

### **4.3 Staff**

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual students

### **4.4 Students**

Students are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

## **5. Monitoring Arrangements**

The delivery of PSHE is monitored by the Head of Department (CBU) through monitoring the delivery of the subject, completing book scrutinies and Learning Walks.

This policy will be reviewed by the Head of Department (CBU) annually. At every review, the policy will be approved by the Head Teacher (RBR).

## **6. Links with Other Policies**

This policy links to the following policies and procedures:

- RE Policy