

# Madeley Academy



**Personal Development:  
Personal, Social, Health &  
Economic Education  
and  
Relationships & Sex Education  
Policy**

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## PSHE

### Intent

- Our vision is to implement PSHE across the curriculum and the wider Academy environment to enhance the health, wellbeing and social skills of all students and prepare them to become well-rounded, healthy individuals. This will be delivered through assemblies, personal tutors and taught lessons within Key Stage 3 and via assemblies and personal tutor tasks in Key Stage 4 and 5
- We want to ensure that students have a broad awareness of the range of factors that can impact their health and wellbeing and how to maintain good physical, emotional and social health and development. This will prepare them for their personal lives and help them to become resilient individuals who make positive contributions to their Academy and local community. The embedding of PSHE throughout the Academy and curriculum will enhance students' personal development, preparing them to be able to respect others and contribute to wider society and life in Modern Britain

### Implementation

- PSHE will be implemented from the start of Year 7 through to Year 13 within the assemblies and tutor programme. The assemblies programme covers topics from the statutory PSHE, RE and Citizenship guidance. The PSHE tutor programme includes a weekly video on a topic from the PSHE statutory guidance an age-appropriate question to discuss with other students in their tutor group. These will be monitored by tutors and a confidence checklist completed regularly by students
- By the end of Year 7, students would have covered a range of topics within the assemblies and personal tutor PSHE programme and will have had 4 timetabled lessons on the topic of 'changing adolescent body' including key facts about puberty, the changing adolescent body and menstrual wellbeing as well as the main changes which take place in males and females, and the implications for emotional and physical health. They will also have lessons on personal hygiene and knowledge will be assessed at the end of their programme of lessons
- By the end of Year 8, students will have covered a range of topics within the assemblies and personal tutor PSHE programme and will have had 10 timetabled lessons incorporating aspects of mental wellbeing including practical coping strategies
- By the end of Year 9, students will have covered a range of topics within the assemblies and personal tutor PSHE programme and have a full year of timetabled lessons covering a range of topics as outlined in the programme. Topics covered are primarily focused around physical health and fitness and healthy eating however incorporate other aspects of the statutory guidance such as basic first aid
- Across Years 10 and 11, students would have covered a range of topics within the assemblies and personal tutor PSHE programme and through cross-curricular links within various subjects which are monitored via a staff survey
- Across Years 12 and 13, students would have covered a range of topics within the assemblies and personal tutor PSHE programme as well as some extra assemblies on age-specific topics and through cross-curricular subject links

### Session 3

- The Session 3 programme runs throughout the Year and offers a broad range of opportunities to enhance the study of PSHE

### Impact

- PSHE education helps students to develop the knowledge, skills and attributes they need to manage many of the critical opportunities, challenges and responsibilities they will face as they grow up and in adulthood
- By teaching students to stay safe and healthy, and by building self-esteem, resilience and empathy, an effective PSHE programme can tackle barriers to learning, raise aspirations, and improve the life chances of the most vulnerable and disadvantaged students
- There is evidence to show that PSHE education can address teenage pregnancy, substance misuse, unhealthy eating, lack of physical activity, and emotional health. The skills and attributes developed through PSHE education are also shown to increase academic attainment and attendance rates, particularly among students eligible for free school meals, as well as improve employability and boost social mobility
- Schools also have duties in relation to promoting student wellbeing and student safeguarding (Children Act 2004) and community cohesion (Education Act 2006). In Paragraph 41 of the statutory guidance on Keeping Children Safe in Education, the Department for Education states that 'schools should consider how children may be taught about safeguarding, including online, through teaching and learning opportunities. This may include covering relevant issues through PSHE...'
- Research from the PSHE Association shows growing evidence for PSHE education's impact on these areas:
  - Employability skills so that they are well prepared for the next stage of their education, employment, self-employment or training
  - Understanding of how to keep themselves safe from relevant risks such as abuse, sexual exploitation and extremism, including when using the internet and social media
  - Knowledge of how to keep themselves healthy, both emotionally and physically, including through exercising and healthy eating

### RSE

#### Intent

RSE will be implemented within the curriculum and through scheduled lessons, the assemblies and personal tutor programme to ensure that young people are equipped to make safe, informed and healthy choices. The programme will be delivered in a non-judgemental and factual way to allow scope for young people to ask questions in a safe environment. It will enable young people to mature and build their confidence and self-esteem. Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time. Teaching about families and respectful relationships will enable the students to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful. It will also be recognised that young people may be discovering or understanding their sexual orientation or gender identity.

#### Implementation

- All students will receive teaching on various aspects of the RSE curriculum through the assemblies programme and during personal tutor through interactive activities and the personal development and wellbeing booklets. These will be monitored by personal tutors
- By the end of Year 7, students will have covered a range of topics within the assemblies and personal tutor programme and will cover most aspects of the 'families and respectful relationships' topics through 6 scheduled RSE lessons and within the Year 7 Enterprise curriculum (refer to Business Studies department handbook)

- By the end of Year 8, students will have covered a range of topics within the assemblies and personal tutor programme and will have had 10 timetabled lessons incorporating aspects of RSE such as 'internet safety and harms' and 'online and media'
- By the end of Year 9, students will have covered a range of topics within the assemblies and personal tutor programme and have had 10 timetabled lessons covering a range of topics from the 'Being safe' and 'Intimate and sexual relationships, including sexual health' aspects of the curriculum
- Across Years 10 and 11, students will have covered a range of topics within the assemblies and personal tutor programme

### **Impact**

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It will enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It will also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It will teach what acceptable and unacceptable behaviour in relationships is. This will help the students understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed. This will also cover issues specific to LGBTQ+ students and address issues within the local context such as consent and grooming enabling increased awareness.

### **Accessibility**

#### **Curriculum Accessibility (SEND)**

The RSE curriculum will be made accessible to all students including those with SEND through high quality teaching that is adapted and personalised. Communication passports will be referred to prior to teaching individuals with SEND. The lead teacher will be considering 'preparing for adulthood outcomes' as set out in the SEND code of practice, when preparing these subjects for those with SEND and will be consulting with the SENCO before delivering the RSE programme. More information about how the curriculum is adapted to meet specific SEND needs can be found in the department handbook.

#### **Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ+)**

The Department for Education recommends that specific LGBTQ+ content is integral throughout the programme of study. Teaching of this content will be sensitive, age-appropriate and delivered with reference to the law.

#### **Legal Requirements**

This policy has been informed by the statutory guidance from the Department for Education issued under Sections 34 and 35 of the Children and Social Work Act 2017.

#### **Parents' Right to Request that Their Child be Excused**

Parents and carers are involved in shaping the content of the RSE programme. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request, the Headteacher will discuss the request with the parent and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

The Headteacher will also discuss with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of

what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parent proposes to deliver sex education to their child at home instead).

Once those discussions have taken place, except in exceptional circumstances, the Academy should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the Academy will decide to provide the child with sex education during one of those terms.

For the vast majority of students with SEND, including those with education, health and care plans, their SEND should not be a consideration for the Headteacher in deciding whether to grant a parental request, however there may be exceptional circumstances where the Headteacher will want to take a student's SEND into account when making this decision.

If a student is excused from sex education, it is the school's responsibility to ensure that the student receives appropriate, purposeful education during the period of withdrawal.

(From DFE Statutory Guidance on RSE)