



LongfieldAcademy

PSHE Policy
including
Relationships and Sex Education

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PSHE Policy *including* Relationships and Sex Education

Aims

The aim of Personal, Social, Health and Economic (PSHE) education at Longfield Academy is to ensure our students are equipped with the knowledge to make safe and informed decisions to live a healthy life, form positive relationships, achieve personal success, and be knowledgeable of risks online and in the real world so that they are able to contribute positively to a democratic society.

To achieve this we have centred our PSHE curriculum around the eight key concepts below:

Core Units	Students will learn...
Fundamental British Values	...the five values that uphold British Society and allow us to live in a safe and peaceful society in Great Britain. These include respect, democracy, liberty, law and tolerance of faiths.
Protected Characteristics	...about the protected characteristics which have been declared by law to ensure people are not discriminated against based on their age, sexual orientation, gender, gender identity, disability, race or nationality, religion, marital status, civil partnership or pregnancy.
Mental Health and Wellbeing	...the importance of mental health to overall well being so that they can develop positive habits to support a healthy lifestyle and identify when additional support is required.
The Wider World	...about the different challenges across society and the wider world, the structures and measures we take to keep ourselves safe within it. How to contribute positively to a safe society.
Online Safety	...about the online world and how it runs parallel with the real world, so that we can navigate it safely. Please view our Online Safety Strategy for more detail.
Careers	...the vital role our careers and personal ambitions play in determining the quality of our life, wellbeing and personal feeling of fulfilment, achievement and success. Please view our Careers Policy for more detail.
Relationships	...that healthy relationships play a key role in our life and overall wellbeing. To understand the different types of relationships, how to maintain positive relationships and identify unhealthy relationships. Relationships education is compulsory for all students and follows the DFE statutory guidance of 2021.
Sex Education	...the importance of sexual health and how to keep themselves safe as they grow into adulthood. Trained professionals will deliver age appropriate workshops including sexual health, consent and contraceptives.

Desired Outcome

Through the delivery of our PSHE and RSE Curriculum, our students will:

- Be aware of safety issues in the real world and online
- Have respect, and develop good relationships with others and the wider community
- Understand the characteristics of a healthy and safe relationship
- Have an understanding of the importance of health and hygiene
- Be positive and active members of a democratic society
- Develop the self-confidence and self-esteem to make informed personal choices
- Be able to discuss and listen to different opinions with empathy and an open mind
- Be prepared for puberty and the challenges of sexual development
- Have a positive attitude to issues of sexuality and relationships
- Use the correct vocabulary to describe themselves and their bodies

Statutory requirements

As a secondary academy school, 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](#). In teaching RSE, we are required by our funding agreement to have regard to guidance [issued by the secretary of state](#) as outlined in section 403 of the Education Act 1996. At Longfield Academy, we teach RSE as set out in this policy.

Definition

Personal, Social and Health Education (PSHE) helps to give children the knowledge, skills and understanding they need to lead confident, healthy and independent lives. It aims to help them understand how they are developing personally and socially, tackling many of the moral, social and cultural issues that are part of growing up. It is here that your child will learn about bullying, citizenship, drug education, healthy eating, physical activity, mental and emotional health, wellbeing, and sex and relationships. Relationships and Sex Education (RSE) is taught within PSHE. RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information and exploring issues and values. **RSE is not about the promotion of sexual activity.**

Curriculum & delivery

Our curriculum is set out as per Appendix 1. Although there is a set outline for the PSHE and RSE curriculum, we will adapt it as and when necessary to repeat, highlight and include additional topics in order to be **responsive to the emerging needs of our students**. We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online, which could lead to misinformation. For more information about our curriculum, see our curriculum map in Appendix 1.

- In KS3 (Year 7, 8 and 9) PSHE is delivered through a one hour, weekly, timetabled lesson.
- In KS4 (Year 10 and 11) PSHE is delivered two days a week during tutor time (totalling one hour a week)
- In KS5 (Years 12 and 13) PSHE is delivered during tutor time through Community Tuesdays and a weekly PSHE session during tutor time.
- There is an additional 30 minute session each week across Years 7-10, dedicated to discussing emerging needs and topics.
- Weekly college assemblies and specific year group assemblies also reinforce these topics.
- Trained professionals deliver workshops on a range of topics within our curriculum including sex education, fire safety, road safety, domestic violence, anti bullying, mental health, risk taking behaviour and substance abuse.
- Our wider school curriculum provides further opportunities for our students to explore relationships, healthy lifestyles, online safety, social issues and the wider world.
- Our curriculum is delivered primarily by teachers, with the support of trained professionals from outside agencies for specific topics.
- Teachers deliver lessons without letting their personal beliefs and attitudes affect them and they communicate to senior leadership if they need further support.
- The curriculum is inclusive of all pupils regardless of ability, disability or special education need.
- Teachers have access to The PSHE Association to create age-appropriate and well-informed lessons which are inline with our curriculum and DFE guidance.
- The understanding of our curriculum is checked each module, using an online survey and opportunities for the students to reflect on their own learning. At KS3 this is also checked in each module through reflection activities.

RSE - Relationships & Sex Education

The 'Relationships' aspect of RSE education is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. Biological aspects of RSE are taught within the Science curriculum. The **Sex Education** aspect is taught separately by trained professionals from external agencies.

Relationships education focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Sex education focuses specifically on sexual health, contraception, sexually transmitted infections, condom demonstration and an introduction to the "Get It" scheme which is a free condom distribution service for young people aged 13-24 years.

Parents'/Carers' right to withdraw

Relationships education is compulsory for all secondary school pupils. Sex education is compulsory in secondary schools. Parents can ask to withdraw their child from parts or all of sex education taught as part of relationships and sex education. Parents cannot withdraw their child from sex education taught in science.

Parents have the right to withdraw their children from the non-statutory and/or non-science components of sex education within RSE up to and until three terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the Academy will arrange this. Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Principal. A printed copy of this form can be provided for you upon request to the school office. A copy of withdrawal requests will be placed in the pupil's educational record. A member of the senior leadership team or the relevant Head of College will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from sex education.

Monitoring arrangements

We regularly monitor our RSE curriculum to ensure that the quality of teaching is consistent, that the curriculum is meeting the new national requirements under the Relationships Education, RSE and Health Education guidance, and that learning outcomes are reflective of pupil need. The delivery of PSHE, including RSE, is monitored by Mrs J Hurt (Assistant Principal) through student and staff feedback, and learning walks. Pupils' development in PSHE is monitored through student surveys and feedback to tutors for intervention. At KS3 students are also required to complete a reflection activity for each module within their PSHE lessons. This policy will be reviewed by a member of the senior leadership team annually. The School's Leadership Team monitors the implementation of the programme through lesson observations, looking at samples of pupils' work and analysing pupil attendance in lessons.

Pupil Voice and answering pupil questions

Pupil voice is central to the culture and ethos of Longfield Academy. We use pupil voice to evaluate how relevant and engaging our PSHE and RSE curriculum is to children's lives. We embed pupil voice practices to enable students to express their views on the range of topics and issues that they will learn and to ensure that they listen to other opinions and evidence, reflect on their own perspectives and take a broader view. **We want to ensure that all pupil voices are heard but that those views that are hurtful, offensive or exclusionary do not dominate and are addressed. We want to ensure a culture where human rights, social justice, inclusion and diversity are promoted.**

We explore a range of issues that may provoke questions from pupils. We view questions as a positive sign that pupils are engaged with what is being taught and feel able to express natural curiosities about themselves and others. As much as possible, where a question is relevant to the whole class, we will answer it to the whole group. There may occasionally be the need to deal with a question outside of the classroom if it is not suitable for the entire class. Questions will always be answered in an age and developmentally appropriate way and take into account whether a parent/carer has requested their child to be removed from sex education lessons.

School staff will not be expected to answer personal questions about themselves or to ask direct personal questions of their students that could make either party vulnerable. We believe that an open approach to answering questions prevents pupils from learning inaccurate or harmful information online or from peers and older students. We believe exploring issues with the whole class helps to reduce the stigma and shame that can surround some of the issues explored in RSE. Importantly, we believe that children are better protected from harm and abuse when they are able to discuss issues openly with trained professionals and in a safe environment.

Safeguarding and child protection

Longfield Academy acknowledges that PSHE/RSE is crucial for creating a culture of safeguarding within the school and for meeting our statutory obligations as outlined in Keeping Children Safe in Education. We help children to understand the difference between healthy and abusive relationships and to understand how to get help if they are experiencing abuse, or have experienced abuse. We recognise that when discussing some of the issues RSE covers, some pupils could disclose abuse or other harmful experiences. In cases of a disclosure, all staff have statutory training around child protection and will follow the school's safeguarding policy and procedures. In addition, members of the leadership team and SSMs (Student Support Managers) have undertaken additional safeguarding training.

We also recognise that some children may be vulnerable to some of the content delivered in RSE due to a previous safeguarding concern, ongoing concerns or changes to their personal life. For those children, additional support will be given to prevent them being affected by the scenarios or topics in their planned lessons.

Working with visitors and external agencies

From time-to-time, Longfield Academy may invite external experts and visitors to deliver parts of our PSHE/RSE curriculum. External visitors will be selected in order to enrich and supplement our teaching by bringing particular skills, methods and expertise to the classroom and the whole school. External visitors may include services from the local authority, charities, the police, NHS and more. A teacher will always be present throughout these lessons so as to build on the pupil's learning after the session/s as well as answer any questions the pupils may subsequently have. Any external visitor will be expected to comply with this policy and other related policies, including the school's child protection policy.

Working with parents and carers

We believe that the successful teaching of PSHE/RSE involves parents, carers and schools working together. We also believe that parents and carers can play an important role in the education of their children through exploring discussions at home that have taken place in school. We work with parents/carers to ensure that they are aware of what we teach and when through our website's Personal Development section. Feedback can be submitted by parents at any time to inform us of any trends or patterns that they are concerned about so that we can consider addressing them. Parents can also highlight where there is misinformation/lack of clarity/questions about the curriculum as well as to identify barriers to engagement. If parents/carers have any concerns or special circumstances the school should be aware of, or would like any further information about the curriculum, we arrange a designated time for them to meet with the school. We may share examples of some of the key resources we use with parents/carers to reassure them of the content and to enable them to continue the conversations started in class at home.

Additionally we provide opportunities for parents to develop their own understanding of areas within the curriculum through support sessions e.g. online safety training through Summer School and National College.

Roles and responsibilities

The Principal

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

Staff

Staff are responsible for:

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

Pupils

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

Appendix 1: PSHE Programme: Year 7 to 11

	Year 7	Year 8	Year 9	Year 10	Year 11
M1	<ul style="list-style-type: none"> - Stereotypes - Managing Emotions - Hygiene & Dental health - Love, Like & Infatuation - Responding to Emergencies - Online: Self Image & Identity - Careers: Introduction to Unifrog 	<ul style="list-style-type: none"> - Homophobia - Recreational drugs - Consent & personal boundaries - Puberty: seen and unseen changes - Sharing images (sexting) - Online: Self Image & Identity - Career Library Treasure Hunt 2 	<ul style="list-style-type: none"> - British Values - Tolerance of Faiths - Managing Time Effectively - Controlling relationships - Cannabis & Canisters - Knife Crime, Gangs & County Lines - Online: Self-image and identity - Careers: Identifying interests 	<ul style="list-style-type: none"> - Emotional Literacy - Teen Drinking - Alcohol & Consent - Unhealthy relationships - Online Body Image - Online Spending & Transactions - Online: Self-image and identity - Careers: research WEX placements 	<ul style="list-style-type: none"> - Prevent - Terrorism in the UK - Online Gaming Addiction - Online Grooming - Online: Self-image and identity - Binge Drinking - Kindness & Charity - Post-16 choices
M2	<ul style="list-style-type: none"> -- Healthy Relationships - Boundaries, Privacy, Consent - Healthy Lifestyle - Online: Online Relationships - Healthy Social Media Use - Career Library Treasure Hunt 1 	<ul style="list-style-type: none"> - Role Models - Positive and Negative - Risks of Carrying a Knife - Importance of Sleep - Online relationships - What is Mindfulness? - Careers terminology 	<ul style="list-style-type: none"> - Bullying or Banter - Peer Pressure - Sexual health and contraception - Online relationships - Mobile Phone Addiction - Careers: Choices, choices, choices! 	<ul style="list-style-type: none"> - Marriage, Separation & Divorce - Pregnancy and Raising a Child - Stress - Online relationships - Mental Illness Support - Careers: CVs and covering letters 	<ul style="list-style-type: none"> - Discrimination - Gambler's Fallacy - Feminism & Misogyny - Online reputation and online bullying - Exam Stress & Anxiety - Careers: A-Level choices
M3	<ul style="list-style-type: none"> - Democracy - Self awareness (body image and self esteem) - Safe family relationships - Online reputation and online bullying - First aid - Basic lifesaving - Careers: What are my skills? 	<ul style="list-style-type: none"> - Rule of Law - Positive Affirmation (challenge negativity) - Safe family relationships - Impact of cyber bullying - First aid: Basic life support - Careers: What does success mean to you? 	<ul style="list-style-type: none"> - Respect - Resilience - Phishing and hacking - First aid: Basic life support - Careers: Library treasure hunt - Staying safe whilst online gaming 	<ul style="list-style-type: none"> - Individual liberty - Fantasy and reality - Sexual harassment and harmful sexual behaviour - Cyber crime - First aid - basic life support - Careers: Library treasure hunt 	<ul style="list-style-type: none"> - Tolerance - Health, wellbeing & lifestyle - Commitment - What does it mean? - Staying safe with greater freedom - First aid - basic life support - Contacting employers
M4	<ul style="list-style-type: none"> -- Healthy friendships online - Hurtful behaviour - Changing relationships - Ramadan - First aid - bleeding - Careers: Recording activities 	<ul style="list-style-type: none"> - Online respect and gaming - Health, wellbeing and lifestyle - Healthy relationships - Ramadan - First aid - asthma and allergies - Careers: Superhero CV 	<ul style="list-style-type: none"> -- Safer online relationships - Vaping - Banter or harassment - Ramadan - First aid - choking and head injuries - Careers: What makes a great leader? 	<ul style="list-style-type: none"> - Sexualised media - Dealing with exam stress - Ramadan - First aid - bleeding and shock - Careers: Personality profiles - Self Examination 	<ul style="list-style-type: none"> - Private vs personal contact online - From school to life - Communication and readiness - Ramadan - First aid - choking - Careers: BTEC - Myth busting
M5	<ul style="list-style-type: none"> - British Values in the classroom - FGM - Forming positive relationships - Is what we see online real? - Role of the police - Careers: What are my interests? 	<ul style="list-style-type: none"> - Freedom of speech - FGM - Consent - Propaganda - public and personal - Role of the ambulance service and NHS - Careers: What makes a great communicator? 	<ul style="list-style-type: none"> - Fake news - FGM - Sharing of nudes - Beauty standards in the media - photoshop - Role of the fire service - Careers: Your skills, your team, your future. 	<ul style="list-style-type: none"> - Extremism - FGM - Social media's affect on relationships - Public and impersonal online content - First aid - chest pain - Careers: Great team players 	<ul style="list-style-type: none"> - Protected characteristics and hate crime - FGM - Setting boundaries on social media - Media influences - First aid - Careers: Green jobs
M6	<ul style="list-style-type: none"> - The law - criminal age of responsibility - Resilience - Building self confidence - Copyright and ownership - Introduction to autism - Careers: What are my skills? 	<ul style="list-style-type: none"> - Criminal justice systems - Personality profile - It's not ok - NSPCC - Copyright and ownership - Introduction to autism - Careers: What does success mean to you? 	<ul style="list-style-type: none"> - Court system and justice - Resilient decisions - It's not ok NSPCC - Deepfakes and AI - Introduction to autism - Careers: Library treasure hunt 	<ul style="list-style-type: none"> - Rehabilitation and restorative justice - What makes a great leader? - It's not ok NSPCC - Managing information, privacy and security - Introduction to autism - Careers: Library treasure hunt 	

Appendix 2: PSHE Programme: Year 12 to 1

	Year 12	Year 13
M1	<ul style="list-style-type: none"> - Democracy and voting - Families - dealing with conflict - Workplace Bullying / Role of Unions - Cybersecurity and Staying Safe Online - Sexual health - Workplace professionalism - Black History Month 	<ul style="list-style-type: none"> - Prevent - Terrorism in the UK - Online Gaming Addiction - Online Grooming - Online: Self-image and identity - Binge Drinking - Kindness & Charity - Post-16 choices
M2	<ul style="list-style-type: none"> - Honour based violence - Consent - Social media - how can it affect your opportunities? - Harassment / Stalking - First Aid - Post 18 choices and pathways 	<ul style="list-style-type: none"> - Discrimination - Gambler's Fallacy - Feminism & Misogyny - Online reputation and online bullying - Exam Stress & Anxiety - Careers: A-Level choices
M3	<ul style="list-style-type: none"> - Long term impact of crime - Consent - Abortion and religion - Deepfake and AI - Healthy eating - CV writing and the workplace 	<ul style="list-style-type: none"> - Tolerance - Health, wellbeing and lifestyle - Commitment - What does it mean? - Staying safe with greater freedom - First aid - basic life support - Careers: contacting employers
M4	<ul style="list-style-type: none"> - How media is used to track and monitor - Changing adolescent body and mental health - Coercive control - Ramadan - Toxic Masculinity- personal statements 	<ul style="list-style-type: none"> - Private vs personal contact online - From school to life - Communication and readiness - Ramadan - First aid - choking - Careers: BTEC - Myth busting
M5	<ul style="list-style-type: none"> - Workplace discrimination - FGM - Peer pressure - What is your data used for - The dangers of legal highs - What is my skillset? 	<ul style="list-style-type: none"> - Protected characteristics and hate crime - FGM - Setting boundaries on social media - Media influences - First aid - Careers: Green jobs
M6	<ul style="list-style-type: none"> - PREVENT - Festivals, drugs and nitrous oxide - Trust and communication - Healthy habits online - Drugs and their effect on society - Planning for the future 	

Appendix 3: Sex Education – Right to Withdraw Form

A printed copy of this form can be provided for you upon request to the school office.

TO BE COMPLETED BY PARENT/CARERS			
Name of child		College	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent/carer signature		Date	

TO BE COMPLETED BY THE ACADEMY			
Agreed actions from discussion with parents			
SLT name & signature		Date	