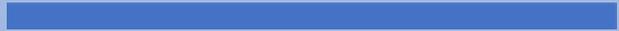


PSHE & RSE POLICY





Guru Nanak Sikh Academy- Multi
Academy Trust.

PSHE Policy

RSE Policy

(June 2020)

Reviewed:	June 2020
Next Review:	July 2021
Reviewing Committee:	SLT lead for PSHE, PSHE lead for MAT and Governing Body.

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Introduction

This Policy covers our schools' approach to Personal, Social, Health and Economic Education (PSHE). It is a planned programme of learning through which pupils acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of our whole school approach, PSHE education develops these qualities that students need to thrive as individuals, family members and members of society.

The PSHE education programme makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and the school's statutory responsibility to promote pupils' wellbeing. In addition the learning provided through a comprehensive PSHE education provision is essential to safeguarding pupils.

DfE Requirements

PSHE POLICY

'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. PSHE education is contributes to schools' statutory duties to provide a balanced and broadly-based curriculum and is essential to Ofsted

judgements in relation to personal development, behaviour, welfare and safeguarding. The relationships and health aspects of PSHE education will be compulsory in all schools from September 2020.

RSE POLICY

The Secretary of State for Education confirms the Government's ambition to support all young people to stay safe and prepare for life in modern Britain by making Relationships Education (Primary), Relationships and Sex Education (RSE - Secondary) and, subject to the outcome of a thorough consideration of the subject, Personal, Social, Health and Economic Education (PSHE - both) statutory in all schools which we intend to come into effect from the Summer term 2021

Our Philosophy

At Guru Nanak, we aim to empower all students with confidence, skills and knowledge to be safe and healthy from a young age and feel positive about themselves and their future.

Our whole school approach reflects the needs of the students and the ethos of the school and it's SHARE values.

Whole School Approach

Teaching of PSHE

PSHE is taught in form time, once a week. Form tutors / class teachers teach the lessons following a SOL which aims to promote good relationships and develop aspects of PSHE.

Throughout the school year, many aspects of PSHE are also delivered by specialist teams, Year Team leaders, Progress Leaders and Senior Leaders. E.g, Careers, Health Education, Charity projects, Police and other guest speakers. We will ensure external contributors' input is part of a planned programme which it enhances by additional information, enhanced resources and offering workshops and webinars for pupils and students to take part in.

Creating a safe and supporting learning environment

We will create a safe and supportive learning environment by ensuring to set out ground rules at the start of each lesson and be respectful and sensitive to the needs of all pupils.

We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support by the steps taken from the Safeguarding Lead. All teaching staff are aware of the process to report any safeguarding concerns in a timely manner.

Classroom practice and pedagogy will take into account pupils' ability, age, readiness and cultural backgrounds, and should be adjusted to enable all pupils to access the learning. We promote the needs and interests of all pupils and we will use PSHE education as a way to address diversity issues and to ensure equality for all.

Wider Community

Links with the local and global community are fostered to enable students learn through the wider society. E.g. STEM, WE Schools Program and Alan Sennit Community projects.

Pastoral

Interventions, projects by the ICU group, Dove Self Esteem project, Anti Bullying support group, Road Safety Team and various other projects all contribute to issues that affect young people and are building ways to support them. Student / pupil roles are carried out termly and the school believes in developing a strong Student Parliament group across all phases.

Process

Assessing needs:

- Learning Walks, Consultation with staff
- Student voice (once a term)
- Parent questionnaire/ welcome meeting
- School Nurse Visit
- Pastoral meetings
- Healthy School Award assessment.

This is an annual process to identify needs of the program and adapt where necessary. Each year groups have different and changing needs.

Teacher in charge of PSHE

The Senior Lead for PSHE is Mr T. Perryman for the Secondary Phase, Mrs P. Dhaliwal for the Primary Phase and Ms A. Chatur for Nanaksar Primary School.

Subject Lead for PSHE across the MAT is Mrs D. Khilnani

Form Tutors/ Class teachers teach the lessons.

Assessment & Reporting

We will determine pupils' prior knowledge/starting points by a baseline assessment. This can take place in the form of a discussion, RAG sheet assessment, mind maps and various other baseline assessment methods. Each topic will also have a final assessment where pupils will be allowed to self assess and have a teacher assessment as well. We will make links to a number of areas of the curriculum by ensuring that the year overview is linked to

other subject areas and that the learning is supporting and enhancing the knowledge of those subjects.

PSHE is graded in the Secondary by an Effort Grade each term. In the Primary Phase and Nanaksar Phase, written comments are made by the class teacher in their reports and verbal feedback given to parents via parents evening.

Safeguarding

Please refer to the schools' safeguarding policy for further information .

Staff Development

Staff surveys are carried out in January and July to determine staff confidence levels in the range of topics taught. Thereafter, Inset sessions/ Friday Share will be planned specific to the staff needs. In addition, sessions are planned for the teaching of RSE by the Subject Lead and supporting external companies (for example Brook Education) and in some cases team teaching will be made available to support the delivery of RSE.

SOW and lesson plans are made available prior to the teaching of each activity for the term.

Parents

The school are committed to working with parents and carers and believe that a link between school and home is important. We will communicate to parents via letters home, school comms messages and offering parent support materials throughout the year.

We will update parents on the teaching of RSE via a letter which informs them of topics that are being taught and due to COVID-19, a video has been made available for parents to view on the school website. We will also carry out an annual parent survey, promote the curriculum on the school website and have an FAQ section as well.

Please see attached parent letter regarding the teaching of RSE.

The Multi Academy trust works with the PSHE Association Schemes of Learning and strongly believes in the three core themes linking to the schools' curriculum drivers. The three themes are as follows:

Core Theme 1: Health and Wellbeing	Core Theme 2: Relationships	Core Theme 3: Living in the Wider World
<ul style="list-style-type: none"> ● Personal identity ● Healthy lifestyles ● Keeping safe 	<ul style="list-style-type: none"> ● Healthy Relationships ● Relationships and sex education ● Relationship safety ● Valuing difference 	<ul style="list-style-type: none"> ● Rights and responsibilities ● Economic wellbeing ● Employability and enterprise ● Career progression

RSE Policy at Guru Nanak

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1. Aims

The aims of relationship and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

At Guru Nanak Sikh Academy we teach RSE as set out in this policy. Under [section 3.6 of the National Curriculum](#), RSE is compulsory from year 7 onwards.

Secondary schools must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

If academies do teach SRE, they are required by their funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE through surveys and discussions in the Student Parliament
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

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.

5. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). RSE lessons will be taught by trained members of teaching staff who feel comfortable and equipped to do so. Outside agencies will be used to support and assist the teachers in the development of the classroom based work. On rare occasions, outside agencies may be involved as part of the developmental programme. They will be required to work within the school's moral framework outlined earlier. Lessons will

only have a teaching input from anyone other than the class teacher when there is a clear enhancement that they can bring. In this instance, these sessions will be jointly planned and run jointly between teaching staff and visitors with the class teacher present at all times. The school's procedures for working with external agencies and teaching and learning policy will be followed, including DBS (Disclosure and Barring Service) checks.

Personal, Social, Health and Economic Education (PSHE) is a planned programme of learning through which pupils acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of our whole school approach, PSHE education develops these qualities that students need to thrive as individuals, family members and members of society.

The PSHE education programme makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and the school's statutory responsibility to promote pupils' wellbeing. In addition the learning provided through a comprehensive PSHE education provision is essential to safeguarding pupils

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life. A topic overview can be found in appendix 1.

6. Roles and responsibilities

6.1 The Governing Board of directors

The Governing Board of Directors will approve the RSE policy, and hold the Principal to account for its implementation.

The Governing Board of Directors has delegated the approval of this policy to the. Chair of standards and curriculum.

6.2 The Principal

The Principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 7).

6.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Principal

6.4 Pupils

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

7. Parents' right to withdraw

Parents' have the right to withdraw their children from the [non-statutory/non-science] components of RSE.

Requests for withdrawal should be put in writing and addressed to the Principal. A copy of withdrawal requests will be placed in the pupil's educational record. The Principal will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from RSE.

8. Training

Specialist training will be given to all staff to deliver RSE to Key stages 3, 4 & 5.

The Principal will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

9. Monitoring arrangements

The delivery of RSE is monitored by the PSHE Subject Leader Dina Khilnani. A nominated Governor will have a link role between the school and the Governing Body. The subject

leader is responsible for monitoring the standards of children’s work and the quality of teaching and supports colleagues in the teaching of RSE, by providing information regarding current developments in the subject and by providing a strategic lead and direction for the subject in the school. The Subject lead is also responsible for giving the Principal an annual summary report which is reported to the Governing Body Pupils’ development in RSE is monitored by class teachers as part of our internal assessment systems, learning walks.

10. Safeguarding

At Guru Nanak Sikh Academy safeguarding and child protection is paramount and we are fully committed to ensuring the welfare and safety of all our children. We believe that students have a right to learn in a supportive, caring and safe environment which includes the right to protection from all types of abuse; where staff are vigilant for signs of any student in distress and are confident about applying the processes to avert and alleviate any such problems. If any behaviour is a concern in relation to safeguarding, GNSA procedures and processes will be followed at all times in accordance with the Safeguarding and Child Protection Policy. Any concerns will be referred to the Designated Safeguarding Leads.

Appendix 1 -

Year Group	Key Themes	Content
7	<ul style="list-style-type: none"> ● Managing puberty ● Issues of unwanted contact ● FGM 	Physical and emotional changes during puberty and of growing up. -Menstruation and how to manage the related physical and emotional symptoms; Cause of Involuntary erections and wet dreams happen during puberty and how to manage them; -FGM
8	<ul style="list-style-type: none"> ● Introduction to sexuality and consent ● Introduction to contraception including condom and the pill ● Introduction to sexuality and consent ● Introduction to contraception including condom and the pill 	-Levels of intimacy in relationships, including the factors involved and their consequences, as well as the associated feelings; Pressures on young people to progress towards increasing sexual intimacy, including intercourse in relationships, strategies for dealing with that pressure and the benefits of delaying sex; -Attributes and skills to effectively manage communication in intimate relationships. -Methods of contraception -Sexually transmitted infections

<p>9</p>	<ul style="list-style-type: none"> ● Tackling homophobia, transphobia and sexism ● Onset and ● The risks of STIs, sexting and pornography 	<p>-Gender identity -Gender expression -Sexual orientation and sex assigned at birth;</p>
<p>10</p>	<ul style="list-style-type: none"> ● Tackling relationship myths and expectations ● Managing romantic relationship challenges including break ups ● Understanding different families and learning parenting skills 	<p>Commonly held relationships and sex myths and where these originate from; Social norms in relation to sex, particularly for young people; Sex myths can impose pressure on young people and how to manage this. Pornography has contributed to sex myths</p>
<p>11</p>	<ul style="list-style-type: none"> ● Tackling domestic abuse and forced marriage 	<p>-‘Romance’ and ‘love’; -Asexuality -Emotions involved in relationship breakdown and how to manage them.</p>