



orchard
Education

PSHE/RSE Policy

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PSHE/RSE Policy

Aims of PSHE

The Orchard School aims to teach Personal, Social and Health Education to our learners in an age appropriate and developmentally appropriate way.

PSHE makes a significant contribution to the promotion of young peoples personal and social development and enables them to know how to stay safe and healthy and teaches them how to manage their academic, personal and social lives in a positive way. Through the promotion of PSHE, skills are developed that our learners need in order for them to grow and flourish as individuals and members of society. Studying PSHE contributes to helping children and young people to build their personal identities, confidence and self-esteem. It helps them to make career choices, understand managing their finances and what influences their decision-making process. PSHE enables them to recognise their emotions and to communicate positively in a range of different scenarios.

The PSHE curriculum will support the 'Personal Development' and 'Behaviour and Attitude' aspects required under the Ofsted Inspection Framework, as well as contributing significantly to our Safeguarding, Equality and British Values duties.

Statutory Obligations of RSE and Health Education

Relationships education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under section 34 and 35 of the Children and Social Work Act 2017, make Relationships and Sex Education (RSE) compulsory for all learners receiving secondary education.

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."

"This is why we have made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools."

"Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons."

“All schools must have in place a written policy for Relationships and Sex Education.”

Safeguarding and Responsibility

PSHE and RSE work with learners’ real-life experiences and it is key that both staff and learners are protected in these lessons. A safe and supportive environment is created by the use of ground rules.

- Listen to each other (only one person talks at a time)
- Keep to time
- Challenge the statement; not the individual making it
- The ‘right’ not to answer questions
- No personal questions to be asked by learners or tutors
- If giving an example, make it anonymous.
- Everyone has a right to his or her own space.
- Right to Privacy.

Many issues covered in PSHE and RSE are of a sensitive nature. The ground rules provide a safe working environment for both learners and staff. All staff at The Orchard School receive safeguarding training.

Due to the nature of the topics covered in the PSHE and RSE education programmes, all tutors are made aware of school’s guidelines on confidentiality and disclosure and will consult with the Designated Safeguarding Lead Lena Griffin if any disclosures are made.

Curriculum

Delivery of PSHE and RSE is embedded within the wider curriculum but the primary timetabled subject areas are:

- PSHE
- Culture Club
- ICT
- Talkabout

Aims of the curriculum are to cover the following aspects developing necessary skills and attributes including self-esteem, resilience, risk management and teamwork:

- a. **Self-Awareness** (Me, who I am, my likes, dislikes, strengths and interests)
- b. **Self-care, Support and Safety** (Looking after myself and keeping safe; aspects of Relationships and Sex Education.)
- c. **Managing Feelings** (Understanding feelings, and that how I feel and how others feel affects choices and behaviour; Relationships and Sex Education)

- d. **Changing and Growing** (How I and others are changing; new opportunities and responsibilities; aspects of Relationships and Sex Education)
- e. **Healthy Lifestyles** (Being and keeping healthy, physically and mentally)
- f. **The World I Live In** (Living confidently in the wider world, British Values, Democracy, Human Rights, Citizenship, Employability skills and career exploration/progression)

There are opportunities as both KS3 and KS4 to work towards accredited qualifications.

At **KS3** (Y9) learners will work towards:

- ❖ NCFE Level 1 Award in Relationships, Sex and Health Education

At **KS4** (Y10-11) learners will work towards:

- ❖ NCFE Award in Personal and Social Development units
 - Environmental Awareness
 - Dealing with problems
 - Healthy Living
 - Managing own money
 - Making the use of leisure time
 - Working towards goals
- ❖ NCFE CACHE qualifications
 - Level 1 Award in Alcohol Awareness
 - Level 1 Award in Awareness of Substance Misuse
 - Level 1 Award in Sexual Health Awareness

We employ the services of a full-time therapist within the school to support one to one exploration of sensitive and personal issues where the need is identified.

Assessment

Learners skill and understanding will be assessed throughout the sessions using a variety of formative and summative assessment methods. Delivery of PSHE & RSE utilises a wide range of teaching and learning methods including debate, discussion, hands on practical activities, “expert” guest speakers and off-site visits, and is differentiated by level through our Orchard Bronze – Platinum scheme. Summative assessment is captured within bespoke subject specific workbooks, assessed by the tutor and recorded on a progress tracker at their level using a RAG rating system to ensure that each learner accesses the broad curriculum offer at their level.

Accredited work is captured within a portfolio and assessed against the Awarding Body standards. This is subject to internal quality assurance prior to submitting to External Quality Review and certification claims.

Roles and Responsibility

The Principal

It is the responsibility of the Principal to ensure that PSHE and RSE is taught consistently across the school.

It is also their responsibility to manage any requests to withdraw learners from non-statutory components of RSE

Staff

The staff of The Orchard School are responsible for:

- The delivery of PSHE and RSE in a sensitive way
- Modelling positive attitudes to PSHE and RSE
- Monitoring progress
- Responding to the needs of individual learners
- Responding appropriately to learners whose parents/carers wish them to be withdrawn from the non-statutory 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.

Learners

There is an expectation that all learners will fully engage in PSHE and RSE and follow the ground rules (as specified above) thus ensuring they treat others with respect and sensitivity.

Parents

All parents have access to the PSHE and RSE policy and are invited to feedback directly to the school and participate with surveys and questionnaires as part of our consultation process.

Equality

The Orchard School promotes respect and value for each individual learner. The DfE Guidance 2019 (p.15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics.

At The Orchard School we respect the right of learners, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be different with our approach to some aspects of RSE and Health Education.

Parents Right to Withdraw

Parents' have the right to withdraw their child from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wished to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix A of this policy and addressed to the Principal.

A copy of withdrawal requests will be placed in the learners educational file. The Principal will discuss the request with the parents and take appropriate action. Alternative work will be given to learners who are withdrawn from sex education.

Policy Review

This Policy will be reviewed on an annual basis considering the following guidance

- Keeping Children Safe in Education
- Equality Act 2021
- Children and Social Work Act (2017)
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.
- Orchard Safeguarding Policy
- Orchard Confidentiality Policy
- Orchard Bullying Policy

This document will be evaluated and reviewed within one year of its current date.

	Initial	Review 1	Review 2	Review 3
Signed		RG		
Position		Principal		
Date		02/08/2021		

Withdrawal from Sex Education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education (Please state if there is a specific aspect of the curriculum)			
Any other information you would like the school to consider			
Parent signature			
TO BE COMPLETED BY THE SCHOOL			
Agreed actions from discussion with parents			
Principal Signature			