



orchard
Education

PSHE/RSE Policy

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PSHE/RSE Policy

Aims of PSHE/RSE

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

PSHE makes a significant contribution to the promotion of young people's 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.”

All of the compulsory RSE subject content will be age appropriate and developmentally appropriate. It will be taught sensitively and inclusively, with respect to the backgrounds, religion and beliefs of learners and parents while always with the aim of providing learners with the knowledge they need of the law. It will teach about LGBT+ content at integrated and timely point. We will make reasonable adjustments and take positive action to alleviate disadvantage, being mindful of the SEND Code of Practice.

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
- Science
- Culture Club
- ICT
- Talkabout

Aims of the PSHE 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.

RSE

The intent is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds by delivering the DfE's five elements of relationships and sex education through timetabled subjects in PSHE, science, culture club, ICT and Talkabout (Appendix A). These areas of learning are taught 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).

The five elements are:

Families	<p>Pupils should know</p> <ul style="list-style-type: none"> • that there are different types of committed, stable relationships. • how these relationships might contribute to human happiness and their importance for bringing up children. • what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. • why marriage is an important relationship choice for many couples and why it must be freely entered into. • the characteristics and legal status of other types of long-term relationships. • the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. • how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.
Respectful relationships including friendships	<p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. • that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. • what constitutes sexual harassment and sexual violence and why these are always unacceptable. • the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.
Online and media	<p>Pupils should know</p> <ul style="list-style-type: none"> • their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including

	<p>online.</p> <ul style="list-style-type: none"> • about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. • not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • what to do and where to get support to report material or manage issues online. • the impact of viewing harmful content. • that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. • how information and data is generated, collected, shared and used online.
Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> • the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. • how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).
Intimate and sexual relationships, including sexual health	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. • that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. • the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. • that they have a choice to delay sex or to enjoy intimacy without sex. • the facts about the full range of contraceptive choices, efficacy and options available. • the facts around pregnancy including miscarriage. • that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further

	<p>help).</p> <ul style="list-style-type: none"> • how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. • about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. • how the use of alcohol and drugs can lead to risky sexual behaviour. • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.
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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.

All learners at The Orchard have special educational needs and an EHCP. In order to make sure pupils are able to access the learning in the classroom, resources will be differentiated as appropriate to address the learning needs of children in order for them to have full access to the contents of the PSHE and RSE curriculum. In most cases, class teachers will be able to determine if any additional support is required for an individual child to access the curriculum.

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.

We will not treat learners with protected characteristics (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation) less favourably.

We will make reasonable adjustments and take positive action to alleviate disadvantage, being mindful of the SEND Code of Practice.

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 B 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.

Training and Monitoring Arrangements

Staff receive continuing professional development as part of the PSHE/RSE curriculum. The principal will also invite visitors from outside the school, such as school nurses and local authority professionals to provide support and training.

The delivery of PSHE Including RSE is monitored by the senior leadership team through curriculum planning and quality assurance processes.

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.

This policy has been developed in consultation with teaching staff, and parents via questionnaire.

	Initial	Review 1	Review 2	Review 3
Signed		RG	JB	
Position		Principal	Assistant Principal	
Date		02/08/2021	06/05/2022	

Appendix A

Relationships and sex education				
Topic (DfE statutory wording)				
Families				
That there are different types of committed, stable relationships.	KS3 PSHE equality & diversity	KS4 CACHE sexual health	Culture club marriage and other relationships	
How these relationships might contribute to human happiness and their importance for bringing up children	KS3 PSHE equality & diversity	KS4 CACHE sexual health		
what marriage is, including its legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony	Culture club marriage and other relationships			
why marriage is an important relationship choice for many couples and why it must be freely entered into	KS3 NCFE RSHE Unit 2	Culture club marriage and other relationships		
the characteristics and legal status of other types of long-term relationships	Culture club marriage and other relationships			

the roles and responsibilities of parents with respect to the raising of children, including the characteristics of successful parenting	KS3 PSHE sex & sexual health			
how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed	Culture club - peer on peer abuse	Culture club CSE / CCE	Culture club healthy relationships	
Respectful relationships, including friendships				
the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship	KS3 PSHE British Values	KS3 PSHE - managing social relationships and making use of leisure time.	KS3 - NCFE PSHE Unit 1	KS3 - sex & relationships
practical steps they can take in a range of different contexts to improve or support respectful relationships	KS3 - NCFE RSHE Unit 1	KS3 - NCFE RSHE Unit 2	KS3 - managing social relationships and making use of leisure time.	Talkabout
how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)	KS3 - NCFE RSHE Unit 1	Culture club - bullying or banter?		

that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs	KS3 A1 22/ British Values	KS3 PSHE - exploring diversity & religion		
about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help	ICT - e-safety	Culture club - bullying or banter?		
that some types of behaviour within relationships are criminal, including violent behaviour and coercive control	KS3 - NCFE RSHE Unit 2	Culture club CCE		
what constitutes sexual harassment and sexual violence and why these are always unacceptable	Culture club - violence against women			
the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal	KS3 - NCFE RSHE Unit 1			
Online and media				
their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online	ICT e-safety	Culture club online gambling and debt		
about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online	KS3 PSHE managing social situations	ICT - Prevent		

not to provide material to others that they would not want shared further and not to share personal material which is sent to them	KS3 -PSHE sex & sexual health			
what to do and where to get support to report material or manage issues online	ICT – e-safety			
the impact of viewing harmful content	Culture club -pornography and harmful content	KS4 CACHE sexual health	-	
that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partner				
that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail	KS3 PSHE sex & sexual health			
how information and data is generated, collected, shared and used online	ICT Digital Footprint			
Being Safe				
the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships	KS3 PSHE sex & relationships - consent	KS4 CACHE sexual health	Culture club violence against women	
how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)	KS3 PSHE sex & relationships - consent	ICT e- safety		
Intimate and sexual relationships, including sexual health				
how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship	KS3 - NCFE RSHE Unit 2			

that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing	KS3 - sex & sexual health			
the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women	KS3 - sex & sexual health	KS4 - CACHE sexual health		
that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others	KS3 managing social relationships	Culture club - peer pressure		
that they have a choice to delay sex or to enjoy intimacy without sex	KS4 - CACHE sexual health			
the facts about the full range of contraceptive choices, efficacy and options available	KS3 - sex & sexual health	KS4 - CACHE sexual health		
The facts around pregnancy including miscarriage	KS3 - NCFE RSHE Unit 1	KS3 science - human reproduction	Culture club - miscarriage	
that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)	KS4 - CACHE sexual health	Culture club - fertility and pregnancy choices		

how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing	KS3 - sex & sexual health	KS3 healthy lifestyles -	KS4 CACHE sexual health -	
about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment	KS3 - sex & sexual health	KS4 CACHE sexual health -		
how the use of alcohol and drugs can lead to risky sexual behaviour	KS4 - CACHE alcohol awareness			
how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment	KS3 - sex & sexual health	KS4 CACHE sexual health -		

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			