



PSE and SRE at RICARDS LODGE HIGH SCHOOL

PHILOSOPHY & RATIONALE

PSE is fundamental to the aims and objectives of Ricards Lodge High School. It underpins our values of providing a safe, supportive, disciplined and stimulating environment where all members of the school community are valued and respected as individuals.

PSE at Ricards helps students to lead confident, healthy and responsible lives as individuals and members of society, preparing for and acquiring the understanding knowledge and skills relevant to adult life and employment in a fast changing world. Through work in PSE, a wide range of activities across and beyond the curriculum students gain practical knowledge and skills to help them live healthily and deal with the social, moral and cultural issues they face as they approach adulthood. It helps them to understand and manage responsibly a wider range of relationships as they mature and to show respect for the diversity of, and differences between people.

In these challenging times we live in, PSE is essential in educating students about the dangers of extremism and grooming especially through social media. We do this through instilling the fundamental British Values we follow in this country and recognising signs of extremist behaviour, knowledge of which staff acquire through PREVENT training.

It also develops students well being and self-esteem, encouraging belief in their ability to succeed and enabling them to take responsibility for their learning and future choices of courses and careers.

Our PSE programme is designed to:

- Meet Statutory requirements and non statutory guidance (an Audit is carried out every two to three years to ensure we meet these requirements)
- Allow delivering staff and students to take ownership
- Be accessible to all our students
- Show progression through key stages and year groups
- Teach challenging issues such as extremism in a thoughtful and sensitive manner with all staff having undergone PREVENT training in 2015.
- Allow for a variety of teaching and learning styles to be adopted
- Use a wide range of suitable, up to date and varied resources
- Have links with outside agencies and service providers
- Include links with the local community or voluntary groups
- Be integrated with the school's charity and fundraising activities

British Values and approach towards radicalization

The PSE programme integrates the fundamental British Values of mutual respect, individual liberty, rule of law and democracy. Students understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. The school's ethos and teaching support the rule of English civil and criminal law. When teaching about religious practice, particular care is taken to explore the relationship between state and religious practice. Students are made aware of the difference between the law of the land and religious practice.

PSE can build students' resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making. The subject can be used to teach students to recognise and manage risk, make safer choices, and recognise when pressure from others threatens their personal safety and wellbeing. They can also develop effective ways of resisting pressures, including knowing when, where and how to get help.

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Schools can encourage students to develop positive character traits through PSE, such as resilience, determination, self-esteem, and confidence.

PSE helps to provide students with the knowledge, skills and understanding to prepare them to play a full and active part in society. It equips students to explore political and social issues critically, to weigh evidence, to debate, and to make reasoned arguments. In PSE, students learn about democracy, government and how laws are made and upheld. Students are also taught about the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding. A number of resources are available in schools through the PSE shared area. These include documents aimed at giving teachers the confidence to manage debates about contentious issues and to help them develop their students' critical thinking skills.

RELATED POLICIES AND STATEMENTS

PSE is related to all other areas of school activities in particular to the following:

Sex and Relationship Education Policy (which has been included in this document)

Anti-bullying policy

Equality, diversity and community policy

Safeguarding and Child Protection

Drugs policy

Online safety policy

DELIVERY OF PSE

All Students in KS3 are taught PSE for one hour a week. These lessons are developed by the KS3 PSE coordinator and the Head of Department. Tutors with the support of specialist outside agencies teach these lessons in KS3. Support staff are available to work with tutors and groups as needed.

In KS4 the Curriculum is delivered by a Specialist team and /or other experts and the curriculum has been developed to support the GCSE in RE. KS4 students are taught PSE for one hour a fortnightly.

All students in KS5 are taught PSE for one hour fortnightly. These lessons are developed by the Head of Department and the KS5 Careers Adviser. Tutors with the support of specialist outside agencies deliver these lessons.

Schemes of work are produced for the academic year in consultation with Year Teams, students and coordinators of related curriculum areas. They are reviewed each year to meet the needs of specific cohorts.

PSE is also delivered through:

- Tutorial work
- Rewards
- SMSC working party
- Peer counselling (YTC)
- School Council Work
- Opportunities for Student Responsibilities and Autonomy
- Work with outside agencies
- Theatre in Education
- Educational Visits and Activities
- Assemblies
- Careers Interviews
- Charity and Fundraising initiatives
- Extra Curricular Activities e.g. The Duke of Edinburgh Award, MUN conferences and other key enrichment events

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of PSE and SRE in school.

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Visitors are invited into school because of the particular expertise or contribution they are able to make;
All visitors are familiar with and understand the school's PSE and SRE policy and work within it;

All input to PSE lessons are part of a planned programme and negotiated and agreed with staff in advance;

All visitors are supervised/supported by a member of staff at all times;

The input of visitors is monitored and evaluated by staff and students. This evaluation informs future planning.

ASSESSMENT OF WORK

Assessment takes a variety of forms dependent upon the schemes of work. Staff have responsibility to record assessments and use them to inform students of their progress, to set appropriate targets and to inform report writing. Parents are informed of progress and efforts in KS3 and 4 in line with whole school policy. Students will be assessed on the PLTS and the end of Key stage 3 level descriptors.

SAFEGUARDING

The PSE programme may inevitably lead to disclosures to staff or other adults, as with all such matters school based staff cannot offer confidentiality. As students are about to make disclosures staff must alert them that they can not promise to keep it confidential but may need to take action depending what they are told. Most students will still go ahead and are usually seeking support and help.

If a member of staff in a school has a concern about a particular student in terms of grooming and radicalisation, they should follow the school's normal safeguarding procedures, including discussing with the school's designated safeguarding lead or the Head Teacher. In Merton, the Local Authority has a Prevent lead that can also provide support.

School procedures will be followed.

SEX AND RELATIONSHIPS IN PSE

Why is sex and relationships education (SRE) in schools important?

High quality SRE helps create safe school communities in which students can grow, learn, and develop positive, healthy behaviour for life. It is essential for the following reasons:

- Children and young people have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.
- Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older students frequently say that sex and relationships education was 'too little, too late and too biological'. Ofsted reinforced this in their 2013 *Not Yet Good Enough* report.
- SRE plays a vital part in meeting schools' safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables students to learn about safety and risks in relationships.
- Schools maintain a statutory obligation under the Children Act (2004) to promote their students' wellbeing and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive SRE programme can have a positive impact on students' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.

The Department of Health set out its ambition for all children and young people to receive high quality sex and relationships education in the *Sexual Health Improvement Framework* (2013), while the Department for Education's paper *The Importance of Teaching* (2010) highlighted that 'Children need high quality sex and relationships education so they can make wise and informed choices'.

Ricards and SRE education

At Ricards Lodge High School we believe effective SRE is essential if young people are to make responsible and well informed decisions about their lives. Effective SRE helps support young people through their physical, emotional and moral development. It helps young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

Legal Requirements

The law in relation to SRE states:

- The governing bodies of schools are required to keep an up to date SRE Policy that describes content and the organisation of SRE provided outside the national curriculum.
- Parents/Carers have the right to withdraw their children from SRE lessons (for the time being)
- The SRE programme must include (as a minimum) information about sexually transmitted infections (STIs) and HIV/Aids.

What is high quality SRE in PSE?

Ricards Lodge High School teaches SRE within the following framework engendering:

- self-respect.
- respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexuality.
- an awareness of the way others feel.
- mutual support and co-operation.
- honesty and openness
- for everybody to take personal responsibility for their own actions and accept the consequences of those actions
- the right of people to hold their own views and have respect for different opinions
- the right not to be abused by or taken advantage of by other people
- the right to accurate information about sex and relationship issues

At Ricards Lodge we present our SRE programme within a framework that is shared by all staff delivering SRE regardless of their personal opinion which is that sex is best as part of a stable and committed relationship and that children should be born into an emotionally, economically and physically safe environment.

Our school's SRE programme aims to celebrate the full spectrum of diversity and is relevant to and includes all young people – heterosexual, homosexual, bisexual, those questioning their sexuality, those that have not yet had sex and those that are sexually active. We aim to welcome and value each child's attitudes and contributions to class discussions and we will do this through learning and teaching strategies such as question boxes, distancing techniques, small group work, role play, ranking exercises and card games.

Content - This currently includes:

Accessing help and support –

- local and national
- turning to trusted adults
- unplanned pregnancy – pregnancy choices
- emotional literacy – self-esteem, self-awareness and managing feelings
- confidentiality – in school and in sexual health services

Minimising risk in sexual encounters

- knowing about STIs
- knowing that contraception exists and where to access sexual Health Services
- condoms, condom demonstrations, safer sex and its negotiation
- alcohol and drugs education
- Considering real life situations e.g. parties
- peer pressure and influence – the normative approach
- avoiding exploitation
- challenging myths and misunderstandings
- Online- safety including the distribution of illegal images and social networking sites

Delaying sexual activity

- considering how you will know that you are really ready for sex
- saying 'no' and being assertive
- considering rights
- raising self esteem
- exploring friendships

Challenging stereotyping and prejudice

- challenging sexual stereotyping
- teaching about sexuality
- challenging homophobia
- considering media messages

Improving relationships

- valuing friendships
- communication skills – conflict, negotiation, assertiveness, appreciation
- attraction and crushes
- problem solving and understanding relationships
- linked with rejection
- understanding what constitutes a safe and loving Relationship

Helping students through the process of adolescence

- the physical changes of puberty
- the emotional changes of puberty
- changing relationships

For a breakdown of topics taught in each year group see Schemes of work

SRE resources are chosen and checked for

- Being up to date
- Being inclusive – including different types of sexuality
- Positive, healthy and unbiased messages
- Age appropriateness
- Promoting positive values
- Accuracy

Specific Issues within SRE

A. Confidentiality

The Sex and Relationships Education programme may inevitably lead to disclosures to staff or other adults, as with all such matters school based staff cannot offer confidentiality. As students are about to make disclosures staff must alert them that they cannot promise to keep it confidential but may need to take action depending what they are told. Most students will, still go ahead and are usually seeking support and help.

B. Use of appropriate language in SRE lessons

All Staff will

- use the correct terms for all body parts as this is deemed good practice.
- openly teach students what 'slang' words mean and that some are offensive.
- avoid the use of any slang.

C. Teaching about sexual orientation

Sexual orientation is explicitly explored in KS3/4 and 5. We are a Stonewall champion school and the PSE department supports the schools LGBTQ plus Youth group. We fully accept that some people have different sexual orientations. Lessons should focus on their shared qualities and the skills of building relationships, maintaining relationships and how sex is part of a loving and committed relationship regardless of sexual orientation.

Wherever possible we will use inclusive language and terminology such as the word partner instead of boyfriend or husband.

D. Answering questions in SRE lesson

As a general rule we would encourage staff to follow the guidelines below when answering awkward or difficult questions:

If the question covers something that is within the syllabus that year it will be answered in front of the whole class.

If it is in the school syllabus but not in that year group's syllabus you may answer this with the students individually

If it's not on the school syllabus at all you can decline to answer it but if you do answer it you must consult with parents first.

E. Establishing Ground rules specific to SRE lessons

- Respect will be shown at all times.
- No personal questions are acceptable in SRE lessons.
- Ricards Lodge High School cannot promise to keep confidentiality,
- Students have the right not to participate in activities or discussions which make them feel uncomfortable
- Strategies will be developed to ease embarrassment if it occurs

RIGHTS TO WITHDRAW

Parents/Carers have the right to withdraw their children from all or part of the sex education provided at school except for those parts included in statutory National Curriculum. Those parents/carers wishing to exercise this right are invited to discuss their objections and concerns and reflect on the impact withdrawal may have on their daughter/son.

BEHAVIOUR FOR LEARNING BEHAVIOUR FOR LIFE

PSE supports the whole school Behaviour for Learning policy. The department encourages an active learning environment with the establishment of ground rules for each group and an emphasis on respect for each other. Students are made aware of confidentiality issues and procedures.

HOMEWORK

Homework is set where appropriate. It may include independent reading, conducting a survey, research or questionnaire, writing a report, gathering information, learning facts or any other relevant application.

DISPLAY

Specific displays relating to PSE are located in the main corridor outside the LRC's. Essential contacts and telephone numbers of outside agencies are displayed. Information can also be obtained from PSE staff, HoYs, School nurse, peer councillors and achievement mentors.

USE OF EXTERNAL CONTRIBUTORS

Where appropriate, outside agencies and organisations are used to support the work of staff and bring specialist knowledge to students.

Prior to the visit or visits, visitors are sent a copy of the policy and a copy of relevant schemes of work.

A meeting or discussion is also held on content and delivery in order to maintain progression between lessons and accessibility to information by all students.

All visits are evaluated by students, staff and the visitors and reviewed in light of the feedback.

CONTINUING PROFESSIONAL DEVELOPMENT

The Head of Department and KS3 Coordinator will be supported through regular line management meetings. They have already attended a range of appropriate courses and will be encouraged to attend future ones. The PSE coordinators will also attend appropriate and relevant borough support meetings.

A series of training sessions for staff will be provided during Tutor Team Meetings. These will be run by either the Head of Department or the KS3 coordinator or appropriate outside agencies. PSE forms an important part of the induction programme for New Staff.

MONITORING AND EVALUATION

The Head of Year, Head of Department, and KS3 Coordinator will monitor the provision and delivery of PSE. This will be reflected in practice through the whole school review cycle and department SEF.

The SRE programme will be monitored and evaluated through:

- Student Questionnaires in Year 9 and 13 – as part of student voice
- Informal discussion with students – Feedback at tutor meetings (Minutes)
- Review and analysis of teacher assessments – Work Scrutiny
- Students' self-assessment at the end of KS3 – Student booklets
- New staff complete needs analysis at start of year – CPD as appropriate
- Termly Team meetings where we review and discuss the terms work.
- Discussion with the Inclusion team, Heads of Year and external visitors to assess the needs for individual cohorts.