



KING EDWARD VI
SHELDON HEATH ACADEMY

PSRE Policy

Friendship
Integrity Benevolence
Honesty **Equality**
Respect Community
Tolerance Aspiration
Our values
Humility Personal responsibility
Justice Dignity Ambition
Co-operation **Humanity**
Excellence Embracing diversity
Belief Empathy Kindness
Understanding Charity
Compassion

This policy was adopted by the Curriculum & Student Welfare Committee
on 10th June 2021

Next review due June 2024, or earlier if the need arises.

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1. Aims

King Edward VI Sheldon Heath Academy is committed to developing responsible, aspirational, independent, happy and well-rounded young people with the self-belief to reach their goals. We want to ensure our young people fulfil and exceed their potential, be proud of who they are, be committed to lifelong learning and leave well-equipped to navigate their way through the challenges of the 21st Century; positively contributing to society both economically and socially.

The Academy will ensure that all students receive a well-rounded education which goes well beyond their academic study. It will offer a rich and diverse educational experience designed to broaden their horizons and to raise awareness of what is possible for them as individuals, increasing their ambition.

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. To have an understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Pupils can put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts.

PSRE helps to give students the knowledge, skills and understanding they need to lead confident, healthy and independent lives. It aims to help them in developing personally and socially and it tackles many of the moral, social and cultural issues that affect young people today. It equips students with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

This is underpinned by the schools Core Values, Compassion, Aspiration, Respect and Equality.

2. Statutory requirements

PSRE is a non-statutory subject. However, there are aspects of it we are required to teach.

- › 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](#)
- › We must teach health education under the same statutory guidance

3. Content and delivery

3.1 What we teach

As stated above, we're required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance (linked to above).

The curriculum we deliver, which extends beyond the statutory requirements and is supported by the PSHE association, is detailed in our Relationship and Sex Education Policy. This can be found via the Academy Policies tile on the school website.

3.2 How we teach it

- Each school day starts with a 30 min tutorial period.
- During this period a series of scheduled activities take place, including assemblies, Votes for Schools, bespoke PSRE activities and careers.
- The PSHE Association Programmer Builder has been adopted to ensure the delivery of age appropriate content, which goes beyond the scope of the Relationship and Sex Education (RSE) statutory guidance.
- The Relationship and Sex Education (RSE) statutory curriculum, has been mapped against the current curriculum provision at KESH. This highlights what is currently covered within the broader curriculum.
- The PSHE Association Programmer Builder has also been mapped against the Relationship and Sex Education (RSE) statutory guidance to ensure all elements are met.
- This enables the statutory guidance to be RAG rated, ensuring form tutors have a record of students' knowledge / areas of development.
- Bespoke PSRE lessons are taught to ensure all aspects are consolidated and further developed.
- To complement the PSRE lessons, the concept of the Mind Flower is utilized as a tool to capture student feedback for further discussion. Considering situations and scenarios that are relevant to KESH students.
- Assemblies center on understanding and embedding the KESH core values of Compassion, Aspiration, Respect and Equality (CARE). The definitions of which have been developed by the students.
- Votes for Schools is a student voting platform that provides weekly topical resources for tutors to deliver, promoting discussion and debate on challenging current issue. Students vote and comment and ensure that their voices are heard, promoting fundamental British values.
- Visitors to the classroom enrich the PSRE education programme by providing expert knowledge or accounts of their personal experiences. These inputs are always part of a planned development programme and the teacher is always present to manage the learning.

Visitors are resources to enable learning, and are not a substitute for a planned developmental programme. Within the programme there is learning both before the visit and as a follow-up to the visit.

Examples of this include Loud Mouth, Umbrella and visiting speakers (i.e. Minus Violence- on line assembly)

- All pupils, regardless of ability or special educational needs, are included in all form time activities. Support is provided by the schools SEN provision, with individual SEN student profiles available to form tutors.
- In order to approach controversial topics or difficult questions from pupils, form tutors make use of established ground rules prior to delivery of such topics.
- A number of staff have taken part in the Train the Trainer programme, delivered by the community sexual health worker, Umbrella, developing staff expertise in delivery and resource development of sensitive issues.
- All parents of KESH students have been contacted and informed of the RSE / PSHE programme and directed to the RSE policy.
- The PSRE curriculum has been developed based on the PSHE Association, Secondary Programmer Builder – Competencies model. Which ensures all elements of the RSE curriculum are delivered to students. The programme builder include links to the quality assured resources for each area of PSRE education and advice on using the tools effectively. Use is also made of EC publishing resources and in-house expertise.

4. Roles and responsibilities

4.1 The governing board

The governing board will approve the PSRE policy, and hold the principle to account for its implementation.

4.2 The principle

The principle is responsible for ensuring that PSRE is taught consistently across the school.

4.3 Staff

Staff are responsible for:

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

4.4 Pupils

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

5. Monitoring arrangements

The delivery of PSRE is monitored by Sarah Powell Assistant Vice Principle through:
Learning walks
Student Voice

This policy will be reviewed by Sarah Powell Assistant Vice Principle, every 3 years.
At every review the policy will be approved by the governing board.

6. Links with other policies

This policy links to the following policies and procedures:

Relationship and Sex Education Policy