

Frome College Policy for Personal, Social & Health Education provision

Rationale & Ethos

This policy covers our school's approach to Personal, Health and Social Education (PSHE). It has been produced by the R&P team and will be reviewed and endorsed by the SLT and Governing body.

Parents and Carers will have access to the policy through the College website and on request. If a version of the policy is required in an alternative format then the college will attempt to comply with any reasonable request to do so.

The overarching aims and objectives for our pupils are to:

- Students have an excellent knowledge of how to live a healthy and safe lifestyle.
- Students leave with high quality employability skills.
- The personal development of students leads to the majority of our students being confident and articulate, showing mutual respect to each other and above all maturity across the year groups.

We will create a safe and supportive learning environment as students have access to a range of services and activities which are designed to support their personal, social, health and emotional wellbeing and motivate them to achieve their full potential. Students may self-refer to these services and activities or may be referred by a member of staff.

We will ensure that where students indicate that they may be vulnerable and at risk, they will get appropriate support as teaching staff deal with issues sensitively and are aware through their own timely preparation of students within their groups that are in vulnerable groups or that fall into other categories within the school.

We promote the needs and interests of all students, irrespective of gender, culture, ability or aptitude as every effort will be made by all staff to include all pupils in every lesson regardless of ability. Teachers will use a variety of techniques to include all students and every effort will be made to adapt each lesson to include pupils with differing learning styles.

Teaching will also take into account the ability, age range, readiness and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access PSHE education provision.

We promote social learning and expect our pupils to show a high regard to the needs of others by giving students opportunities to reflect on their experiences and understand how they are developing personally and socially, encompassing many of the spiritual, moral, social and cultural issues in their lives and that of others in society, thus allowing them to build meaningful relationships. It also promotes students' well-being and self-esteem enabling them to take responsibility for their learning and future life choices.

We will use PSHE education as a vehicle to address diversity issues and to ensure equality for all as, throughout the course, individual students are encouraged to show respect for our common humanity, diversity and the differences between people in line with the British values of tolerance, individual liberty and mutual respect,

Roles & Responsibilities

Responsibility for the PSHE policy ultimately lies with the governing body and will be developed and reviewed and approved by at least one representative of that body.

The RSE programme will be led by the R&P team, currently Katie Duncan & Joanne Love. They will produce overviews for the curriculum being taught, which will be published online on the College website and lesson plans and resources in line with the appropriate guidance from the PSHE Association & Sex Education Forum in particular.

Post 16 PSHE lessons will be the responsibility of the Head of Post 16 with the support of the R&P team.

It will be taught by a variety of staff from across the curriculum areas in discreet timetabled lessons once a fortnight. These staff will receive appropriate support and training both in house and from external professionals.

It will be supported by tutors, HOH's and professionals where appropriate. An example of this may be Police speakers, mental health professionals or LGBT+ support groups.

Legislation (statutory regulations and guidance)

We are required to teach relationships education/ RSE as part of the Department of Education statutory guidance. This is due to be reviewed and strengthened in September 2019. We are also awaiting new DFE guidance at some point in 2018.

Current regulations and guidance from the Department of Education states that there is parental right to withdraw pupils from RSE, for aspects of sex education that are not part of the science curriculum. This is detailed in the New Intake brochure and it is the parent's responsibility to contact the school. We will make alternative arrangements where this is the case

The RSE policy is in line with the following legislation;

- Education Act (1996)
- Learning & Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary guidance SRE for the 21st century (2014)
- Keeping children safe in education – statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)

The following school policies may also be relevant – anti bullying, safeguarding, SPHE

Curriculum Design

The PSHE curriculum will be delivered through a spiral programme of lessons organised across three main themes. These themes will be RSE (Relationship and Sex Education – see separate policy document), the Wider World, which will include elements of the careers programme and Healthy Living (both mental and physical).

Pupils will have one lesson per fortnight from year 9 to year 11 inclusive and 1 lesson per week in post 16.

There will also be opportunities for

Safe & Effective Practice

Teachers and pupils of all year groups will agree ground rules at the beginning of the year, that are referred to throughout. This will include;

- Being open but not personal
- Creating a safe space
- Being respectful
- A right to pass
- Using respectful language
- Ensuring opportunities to ask appropriate questions

Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue and that this must be treated in line with the College safeguarding policy.

Where appropriate students will be referred to the appropriate agency for follow up, including Targeted Youth and the appropriate Social Work team.

Teachers will consult with the designated safeguarding leads Vicky West & Andrew Tugwell. Visitors/ external agencies will need to be escorted at all times whilst on site including and be asked to sign in a wear the visitor lanyard is provided.

Visiting speakers/ external agencies will need to be vetted to ensure that they have no agenda that is incompatible with the school ethos. Those arranging visits will also ensure that they have an overview of any presentation/ speeches prior to accepting the visitors on site. Further guidance on this can be found here:

<https://www.sexeducationforum.org.uk/sites/default/files/field/attachment/External%20visitors%20and%20SRE.pdf>

Monitoring & Review

Governors will be informed of the RSE policy and curriculum development.

Pupil voice will be used to review and tailor our RSE programme to match the different needs of pupils.

Teachers will be asked to critically review their work in delivering RSE formally at the end of each academic year.

This policy will be reviewed in light of the new statutory guidance in 2019 and on a bi annual review cycle thereafter.