

PSHE policy at OSSMA

The policy outlines the statutory requirements of PSHE, which incorporates the new statutory requirements for SRE. This policy document is in line with the following guidance's:

- Keeping children safe in education
- Respectful school communities: self-review and signposting
- Behaviour and Discipline in schools
- Equality Act 2010 and schools
- SEND code of practice:0-25years
- Alternative provision
- Mental Health and Behaviour in schools
- Preventing and Tackling bullying (Cyber bullying)
- Sexual violence and sexual harassment between children in schools
- The Equality and Human rights commissions advice and guidance
- Promoting fundamental British Values as part of SMSC in schools
- National Citizen Service

OSSMA PSHE Vision

For all students to develop an understanding of the evolutionary society which we live in and **challenge** their perspectives on matters, to promote **empathy** and **respect**.

Our students will be **engaged** mentally, physically, socially and spiritually, to make well-informed decisions/choices for themselves, whilst developing their **resilience** throughout the conscious curriculum provisions and **connectivity** of the class reads.

PSHE at OSSMA

The curriculum for PSHE will enable the pupils to develop their critical thinking skills to discuss and evaluate topical issues and identify the relevance within today's society. The topics covered incorporate high quality content which is age appropriate.

The curriculum will enable OSSMA students to:

- Regularly have timetabled PSHE lessons which enrich the students about adulthood and the wider world.
- Be knowledgeable about making informed decisions about their wellbeing, health and relationships as well as developing self-efficacy and resilience.
- Experience a variety of opportunities and responsibility in preparations for adulthood
- Promote spiritual, moral, social, cultural, physical and mental developments within the academy and the wider community
- Develop their understanding in relation to the internet and social media and the challenges that society faces through its uses

What is PSHE?

PSHE is a school subject which develops students' knowledge, skills and attributes which they need to keep them safe as well as preparing students for adulthood and living within the wider community. PSHE education supports the academy's statutory requirements alluded to in the Education Act 2002 and the Academies Act 2010. The national curriculum states that 'all schools should make provision for personal, social, health and economic education, drawing on good practice.' Recent developments within the PSHE curriculum have resulted in relationship and health aspects of PSHE education being compulsory in all schools from 2020.

How is PSHE delivered at OSSMA?

PSHE is a regularly timetabled lesson which pupils experience within their form groups. They study a variety of citizenship matters as well as developing their understanding of wellbeing, health and types of relationships. Form tutors have access to the pre-planned PowerPoints and resources from the Head of PSHE and the form tutor has the responsibility of delivering the content in accordance to the dynamics of the form.

With topical issues, such as extremism, Guest speakers will be invited into the academy to deliver the matter to the students in an assembly. Students will also receive specialist training through their PSHE lessons, for example First aid Training as well as managing emotions.

How does PSHE benefit the students?

PSHE topics provide students with the experience, opportunities and understanding needed for adulthood and contribute positively to the wider community. Topics such as self-esteem, resilience, empathy, tackling barriers to learning, life aspirations and staying healthy and safe are extremely important to students and so form a greater emphasis within the lessons.

What is wellbeing?

Wellbeing is the state of being comfortable, healthy or happy and so this is reinforced throughout the lessons to encourage students to be self-reflexive.

In Key Stage 3 the following topics will be covered:

- Types of relationships (including friends, families, romantic or intimate)
- Factors which can affect relationships (age, gender, power, interests)
- Emotions within types of relationships and managing them
- Importance of marriage, civil partnerships and family life (considerations from different religions)
- Levels of intimacy and their consequences
- Laws for consent
- Types of contraception (condom, pill)
- The role and responsibility of parent/guardians/careers
- Support services available to access for those believed to be abused or in an unhealthy relationship
- Qualities of a positive relationship
- Types of discrimination and challenging it
- Homophobia, sexism, biphobia, transphobic matters and challenging it
- Diversity amongst people (Race, culture, ability, disability, gender, sexual orientation)
- Equality and rights (challenging stereotypes)
- Recognising the signs of bullying and abuse (physical, on line, abuse, exploitation)
- Personal and social misuse of substances
- Prevalence of infections spread through sexual activity
- Safe and responsible use of ICT (managing data/images)
- ICT laws
- Health Hub involvement (Mental wellbeing opportunities)

Key Stage 4 the following topics will be covered:

- Coercive behaviours within relationships
- Parenting skills and qualities central to their adulthood
- Developed awareness for exploitation, bullying, harassment and control in relationships
- Characteristics of strong relationships
- Understand and respect other faiths and cultures concerning sexual activities
- Challenging discrimination, prejudice, bigotry, bullying within different communities
- Recognise when a relationship is abusive or unhealthy and ways to manage this
- Legal and personal risks of sharing intimate images
- Role of sex in the media and its impact on sexuality (pornography, sexual ethics)
- Domestic abuse and its impact
- Seeking consent and respect the right to give consent
- Fertility amongst people (relate to STI's)
- Accessing the correct type of contraception (emergency contraception)
- Recognise the impact of drugs and alcohol on choices for sexual behaviour
- Evaluate the support services available for accessing physical and mental health

- Health Hub involvement (Mental wellbeing opportunities)

Cross curricular topics at OSSMA

Ormiston Sir Stanley Matthews Academy follows a conscious curriculum approach to its education deliverance. Therefore, the pupils have greater opportunity to embed their learning further in other lessons. Whilst subjects will be following the National Curriculum where applicable, this may bring around opportunities for pupils to learn about Relationships and Sex Education outside PSHE lessons. Where it is statutory within the subject's national curriculum, no child will be withdrawn from these lessons.

#iwill Project Health Hub

This is a triangular project which promotes mental wellbeing opportunities within the academy for pupils to access. Facilities where such activities will take place will be the Sensory Wellbeing Room and the Garden Terrace. During PSHE lessons, each form group will have the opportunity to enhance their mental wellbeing through partaking in various activities in these facilities. Pupils will be exposed to Mindfulness sessions, healthy cooking lessons and maintain a vegetable garden terrace. Pupils will also learn about the benefits each activity has and how to maintain positive mental wellbeing into adulthood.

Bullying as a consequence of RSE lessons

Any bullying incidents caused as a result of the sex and relationship education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the academy.

Any occurrence of these incidents should be reported to a member of academy staff, who will then follow the appropriate behaviour policy when the student is on academy premises. These incidents will be dealt with following the process in our Anti-bullying Policy or the peer on peer abuse section of the safeguarding policy. Where deemed appropriate, the principal will contact the Police. Anti-Social Behaviour coordinator.

How is PSHE monitored at OSSMA?

During the PSHE lessons, form tutors will actively mark the work that pupils are producing during the lessons. Presentation standards will be upheld as well as the literacy policy. Students will also have homework attached to their PSHE lessons which will enhance the pupils understanding of the topics. This will be monitored by form tutors during their daily form time checks. Consequently, if the students fail to complete homework, they will have a homework detention carried out by their Head of Year (this is a school policy for all year groups where students fail to complete homework). If a student fails to complete a second homework for PSHE this will result in a Head of Department detention for 30minutes. Regular learning walks by the head of PSHE will be conducted, with a specific focus each time, enhancing the quality of lessons delivered.

How will PSHE be evaluated?

Student and staff voices will be conducted throughout the year. This will provide staff and students the opportunity to discuss their opinions and recommendations for PSHE. PSHE student ambassadors will also have the opportunity to feedback on the topic and lesson deliverances throughout the year. Mrs Hackney will conduct the student voices and supplementary use of survey monkey software will be used to access a larger population's perspective.

How will parents be informed of the content which will be delivered to their sons or daughters?

The PSHE curriculum for each year (7-10) will be available on the academy's website for parents to access. At the start of the year, parents will be sent a copy of the OAT SRE policy, which details the content being delivered. Parents will have the opportunity to withdraw their child from certain topics, however this will take place through the PSHE Withdrawal Process (PWP).

What is the PSHE Withdrawal Process (PWP)?

This is a process which will take place, should a parent wish to withdraw their child from specific PSHE topics which are not in the Statutory National Curriculum.

Ormiston Sir Stanley Matthews Academy respects the legal right of parents/carers to withdraw their child from all or part of the sex and relationship education programme, except for those statutory parts included in the science national curriculum.

If a parent wishes their child to be withdrawn from SRE lessons, they should put in writing which aspects of the programme they do not wish their child to participate in and send this to the academy addressed to *the PSHE Co-ordinator*.

A meeting will then be arranged with the PSHE co-ordinator/Head teacher, along with the parent and their child to discuss the reasons behind their decisions. The meeting content will be minuted and kept as a record of evidence. The academy always complies with the wishes of parents in this regard and will provide appropriate sources of information for parents who wish to withdraw their children.

At OSSMA, parents have the right to decline their permission for students to learn about the sex and relationships topics, without any investigatory actions. However, parent's have the right to request for their son/daughter to be excused from sex educations within **RSE only**.

PSHE policy approval and update.

The PSHE policy is shared with all staff at OSSMA and is available on the school website. The policy is updated every 3months to monitor that high- quality teaching and learning is taking place and that all statutory requirements are upheld. A member of the Senior Leadership Team (SLT) will line manage the Head of PSHE and so they will approve the policy as well as reference this during line management meetings.

Appendix 1

Letter to parents/carers

Academy name

Address line one

Address line two

Address line three

Postcode

Dear Parent/carer,

RE: Sex and relationship education at [insert name of academy]

Government guidelines outline that, from the age of 11, it is compulsory for all academies to provide a sex and relationship education programme.

At [insert name of academy], we believe that it is important to provide our students with a thorough and balanced curriculum, including age-appropriate information about sex and relationships.

The details of what will be taught to the various year groups is detailed in the academy's Sex and Relationship Education Policy, which can be accessed on our academy website [insert website address], or in hard copy via our academy office.

Though academies must provide sex and relationship education for students from the age of 11, up until the age of 19, only aspects of the science national curriculum are compulsory for students to learn. Therefore as parents/carers, you are entitled to request that your child be removed from sex and relationship education lessons.

Such requests should be submitted to myself, the headteacher, who will discuss this with you and your child's teacher and determine an appropriate substitute for these lessons. In most instances, children will be provided with self-directed reading or exercises which they can complete under the supervision of a trainee teacher.

If you have any concerns or queries about your child's participation in these lessons, please do not hesitate to contact either myself or your child's class teacher to discuss these.

Yours faithfully,

[Insert principal/headteacher's name]

Principal / Headteacher

