

RSE/PSHCE Policy 2020/2021

Rationale

This policy is a statement of the aims, principles and strategies for the PSHCE intent and implementation at Fortis Academy. The aim of this policy is to ensure that all students, regardless of starting point or barriers, are able to access a broad, well balanced and enriching curriculum. High quality, evidence-based provision and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They enable us at Fortis Academy to promote the spiritual, moral, social, cultural, mental, economic and physical development of pupils, at school and in society.

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| <p>Staff Responsibility:</p> | <ul style="list-style-type: none"> • Contribute to the reflective development of a comprehensive guided curriculum, following the 12 principles of RSE. • Ensure there are clear objectives and success criteria in lessons which the students understand • Deliver lessons where students feel safe and are encouraged to participate • Promote safe, equal, caring and enjoyable relationships between peers and staff. • Provide a working environment where expectations are high • Provide appropriate resources and support materials • Continue to widen their subject knowledge and participate in training on developments in PSHE education • Meet the needs of all students including those with special educational needs. • Communicate effectively with parents, keeping them informed on the content of lessons taught so they can support them further |
| <p>Student Responsibility:</p> | <ul style="list-style-type: none"> • Respect other students and all adults; be considerate and thoughtful • Respect the school environment and equipment • Be punctual and organised with appropriate materials/kit • Be ready to learn and engage in the learning experience • Be positive and eager to make use of all opportunities • Have pride in their work, their peers and Great Barr Academy • Take responsibility for their learning, work hard and do their best at all times |
| <p>Parents' Responsibility: (Home School Agreement)</p> | <ul style="list-style-type: none"> • Ensure their children attend regularly and punctually • Support the ethos of the academy • Share responsibility for their children's learning, be realistic and offer encouragement and praise • Contribute to the development of the PSHE curriculum through the Parent Forum • Encourage independence in their children • Communicate with staff any concerns about their children • Respect all members of the school community |
| <p>Review Date:</p> | <p>July 2021</p> |

1. Key Principles

Our Academy Vision is "Enriching Lives", this is underpinned by 4 core principles: Engage, Enquire, Explore and Excel. We believe that students' lives will be enriched, and be better, in every way because they came to Fortis Academy. We want our staff and students to be highly successful and proud of our academy and an integral part of this ambition is supporting students through a comprehensive range of policies which reflect our commitment to safeguarding our students from harm and promoting positive outcomes. Our RSE/SMSC/PSCHE programme is entitled the 'Edge'. Through this comprehensive programme we develop our students personal, social, moral, economic and cultural awareness. Building their independence and sense of responsibility. Our personal development curriculum is also promoted and complimented in many subject areas (e.g History, Geography, RS, Science, PE, English and Business). We seek to promote good relationships throughout the academy community and genuine tolerance and understanding of all cultures. We actively promote opportunities for students to work together, in a variety of situations both within and beyond lessons. Students have extensive opportunities to take responsibility through activities such as the school council, EAL ambassadors, Year 9 and Year 11 prefects, representing the school on interview panels, sports leadership and assisting at parents' evenings. Our Edge programme develops personal organisation and study skills, health education (including drugs education, relationship and sex education and personal safety), environmental education, economic and industrial awareness, knowledge of key dispositions within religious studies and careers education. The edge programme is taught by specialist staff and 'Edge' form tutors and within a dedicated 'Edge' session within year groups, supported by specialist outside speakers.

In teaching Relationships Education and RSE, all staff at Fortis Academy ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. We adhere to and comply with the relevant provisions of the Equality Act 2010, under which sexual orientation and gender reassignment are amongst the protected characteristics.

From September 2020 all students at Fortis Academy will participate in RSE education as part of our Edge provision. Part of these new guidelines from the Government ensure that all parents are made aware of their right to request that their child be excused from sex education (commonly referred to as the right to withdraw). Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE if they are aged 15 or under. Students over 16 and those under 16 for the three terms before they turn 16 have the right to choose themselves if they would like to participate in the RSE sessions.

Before granting any such request the academy would arrange for parents/carers and the student to meet with the campus principal to ensure that all parties wishes are understood and to clarify the nature and purpose of the curriculum.

This process will be documented and a record kept.

Once those discussions have taken place, except in exceptional circumstances, the academy will respect the parents' request to withdraw the student, up to and until three terms before the child turns 16. After that point, if the student wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the student with sex education during one of those terms.

There is no right to withdraw from relationships education at secondary level and we believe the content of this curriculum – such as family, friendship, safety (including online safety) – are important for all students to be taught.

With both relationships education and sexual education we feel that the benefits of receiving this important curriculum are vital to the safeguarding of our students. We would also like to make parents aware of the potential detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher.

Intent: Our clear intention is to deliver a RSE/PSHCE programme that enables every student to participate in and reflect upon a range of issues that could adversely impact their future opportunities. Our PSHCE programme builds understanding and skills enabling them to progress onto positive destinations and fulfil their high aspirations. We want our students to develop as confident young adults able to understand and express their opinions on topics which affect their interactions with others. It is our intention to develop enquiring minds that will give our students a wealth of opportunities in their lives, be given the opportunity to explore in depth a wide range of experiences, and by engaging in this, with the support of Fortis Academy, they will excel.

Implementation: To ensure this is the case we provide a comprehensive and carefully planned RSE/PSHCE programme drawing on the specialist skills of a work related learning and careers teams and by providing quality CPD for our staff to ensure they are confident in the delivery of topics relating to relationships and sexual health. We ensure that all aspects of the programme are delivered via a spiral curriculum model where topics are explored in age appropriate sessions and revisited across their 7 year learning journey. The activities undertaken support students by building their independence and developing a sense of responsibility.

Students have access to specific careers advice in every year group, they have interaction with our 'Next Steps' team of Careers and work-related learning specialists who plan organise and facilitate a wide range of experiences for all students in every year group. In year 12 all students are encouraged to participate in work experience week. Further exposure to careers information is delivered through PD days (3 annually). There are opportunities for students to meet with employers and attend careers fayres and University visits. All students in Y9, Y11 and Y13 have 1:1 interview to inform destination planning and applications. No student at Fortis Academy will be denied access to any part of the curriculum on grounds of race, faith, or gender.

Impact: We understand that the quality of our RSE/PSHCE programme will impact on our students ability to engage and excel in a wider academic context. Their ability to understand themselves and their place in the world in addition to the ability to form and maintain strong positive relationships will impact on their future success. We believe that students, staff and parents all have an important voice in ensuring our RSE/PSCHE Curriculum is high quality and meets the needs of all students.

We believe that children learn best when they:

- Are interested and motivated
- Achieve success and gain approval
- Are clear about expectations in their work
- Develop independence and use initiative
- Participate in enrichment activities and cross curricular learning

Learning will take place in a stimulating learning environment that:

- Is welcoming, happy, inclusive and caring
- Challenges students to achieve the highest standards and supports them to do this
- Celebrates success and encourages children to realise their full potential
- Expects mutual respect
- Is well organised, safe, tidy with well-presented displays
- Has resources that are appropriate, high-quality, attractive, and accessible
- Has an agreed code of behaviour 'owned' by the children: 'Ready, Respectful and Safe'.

We expect our RSE/PSHCE programme to:

- Provide all required statutory aspects of RSE education for all students
- Provide necessary exposure to the Gatsby Benchmarks and Bakers Clause.
- Develop students' independent learning skills and resilience, to equip them for further/higher education and employment
- Enable students to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support students' spiritual, moral, social and cultural development alongside developing their personal skills
- Promote a positive attitude to learning and a love of learning for life
- Ensure equal access to learning, with high expectations for every student and appropriate levels of challenge and support
- Give the students opportunities to thrive, follow their dreams and develop new talents

This policy reflects the requirements for Academies to provide a comprehensive broad and balanced curriculum as per the Academies Act 2010. To provide 'to promote the wellbeing of pupils at the school' as per the 2006 education and inspections act. It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010. The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving secondary education.

Inclusion

Teachers set high expectations for all students. They will use appropriate assessment to meet the needs of students and plan challenging work for all groups, including:

- More able students and students with low prior attainment
- Students from disadvantaged backgrounds
- Students with SEND
- Students with English as an additional language (EAL)

Teachers will plan lessons so that students with SEN and/or disabilities can study every topic within the RSE/PSHCE programme with additional support made available where necessary. Teachers will also take account of the needs of students whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all aspects of study. Further information can be found in our statement of equality information and objectives, and in

our SEND policy. For example, we have an “over and above” approach to Pupil Premium students, this means that staff should be aware of any historical gaps in opportunities or learning PP students may have and where this is the case, staff are expected to make reasonable adjustments to address any issues.

Monitoring and Evaluation

Our RSE/PSHE programme is monitored through baseline testing at the beginning of each discreet topic followed by exit monitoring. Student/Staff and Parent voice plays a large part in our monitoring of the impact of the programme on students attitudes and behaviour.

Curriculum Overview

| | Autumn 1 Health & wellbeing | Autumn 2 Living in the wider world | Spring 1 Relationships | Spring 2 Health & wellbeing | Summer 1 Relationships | Summer 2 Living in the wider world |
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| Year 7 | Transition and safety Transition to secondary school and personal safety in and outside school, including first aid | Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations | Diversity Diversity, prejudice, and bullying | Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM | Building relationships Self-worth, romance and friendships (including online) and relationship boundaries | Financial decision making Saving, borrowing, budgeting and making financial choices |
| Year 8 | Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use | Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work | Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia | Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies | Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception | Digital literacy Online safety, digital literacy, media reliability, and gambling hooks |
| Year 9 | Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation | Setting goals Learning strengths, career options and goal setting as part of the GCSE options process | Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes | Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid | Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography | Employability skills Employability and online presence |
| Year 10 | Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change | Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices | Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography | Exploring influence The influence and impact of drugs, gangs, role models and the media | Addressing extremism and radicalisation Communities, belonging and challenging extremism | Work experience Preparation for and evaluation of work experience and readiness for work |

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| Year 11 | Building for the future Self-efficacy, stress management, and future opportunities | Next steps Application processes, and skills for further education, employment and career progression | Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse | Independence Responsible health choices, and safety in independent contexts | Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships | |
| | Autumn 1 Health & wellbeing | Autumn 1 Relationships | Spring 1 Relationships | Spring 2 Health & wellbeing | Summer 1 Living in the wider world | Summer 1 Living in the wider world |
| Year 12 | Mental Health and Emotional Wellbeing Recognise signs of change in mental health and wellbeing, strategies for building and maintaining positive mental health, including managing stress and anxiety Recognise common mental health issues such as anxiety, depression, eating disorders, self-harm and compulsive behaviours. Recognise when they, or others, need support with their mental health and effective strategies to address difficulties and promote wellbeing Analyse and evaluate support available to manage common mental health issues, and how to access the most appropriate support | Relationship Values How to articulate their relationship values and to apply them in different types of relationships To recognise and challenge prejudice and discrimination and understand rights and responsibilities with regard to inclusion To recognise, respect and, if appropriate, challenge the ways different faith or cultural views influence relationships Forming and Maintaining Respectful Relationships To manage mature friendships, including making friends in new places To manage personal safety in new relationships, including online activity or when meeting someone for the first time whom they met online To develop and maintain healthy, pleasurable | Contraception and Parenthood To understand the implications of unintended pregnancy and young parenthood; to recognise the advantages of delaying conception, whilst acknowledging the changes in fertility with age To negotiate, and if necessary be able to assert, the use of contraception with a sexual partner How to effectively use different contraceptives, including how and where to access them To evaluate the most appropriate methods of contraception in different circumstances (including emergency contraception) To access the pathways available in the event of an unintended pregnancy and understand the importance | Sexual Health To develop a nuanced understanding of how to select appropriate contraception in different contexts and relationships Understand how to reduce the risk of contracting or passing on a sexually transmitted infection (STI) Learn how to take responsibility for their sexual health and know where, and how, to access local and national advice, diagnosis and treatment To consider drug use in relation to the risks, effects and law To consider drug use in relation to the risks, effects and law To understand how alcohol and drug use can affect decision making and personal safety, including | Financial Choices How to plan expenditure and budget for changes in circumstances (e.g. when moving out or going to university) To understand and manage salary deductions including taxation, national insurance and pensions To evaluate savings options To exercise consumer rights, including resolving disputes and accessing appropriate support To manage financial contracts including, mobile phone services and renting items and accommodation; how to identify appropriate advice To evaluate the potential gains and risks of different debt arrangements and repayment implications To evaluate the risks in different financial ventures | Work and Career How to identify and evidence their strengths and skills when applying and interviewing for future roles and opportunities How to produce a concise and compelling curriculum vitae and prepare effectively for interviews How to recognise career possibilities in a global economy Employer Rights and Responsibilities Their rights and responsibilities as students in casual, part-time jobs, including in the 'gig economy' The importance of professional conduct and how it can be demonstrated in different workplaces including following health and safety protocols |

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| | <p>relationships and explore different levels of emotional intimacy</p> <p>To evaluate different degrees of emotional intimacy in relationships, the role of pleasure, how they understand the difference between 'love' and 'lust'</p> <p>To use constructive dialogue to support relationships and negotiate difficulties</p> <p>To manage the ending of relationships safely and respectfully, including online</p> <p>To recognise the opportunities to build meaningful relationships in the workplace and the boundaries around professional relationships</p> <p>Consent</p> <p>To understand the moral and legal responsibilities that someone seeking consent has, and the importance of respecting and protecting people's right to give, not give, or withdraw their consent (in all contexts, including online)</p> <p>To understand the emotional, physical, social and legal consequences of failing to respect others' right not to give or to withdraw consent</p> <p>How to recognise, and seek help in the case of, sexual</p> | <p>of getting advice and support</p> <p>Bullying, Abuse and Discrimination</p> <p>To recognise and manage negative influence, manipulation and persuasion in a variety of contexts, including online</p> <p>To recognise and manage different forms of abuse, sources of support and exit strategies for unhealthy relationships</p> <p>To recognise forced marriage and 'honour' based violence; to get help for themselves or others they believe to be at immediate or future risk</p> <p>To understand their rights in relation to harassment (including online) and stalking, how to respond and how to access support</p> <p>Strategies to recognise, de-escalate and exit aggressive social situations</p> <p>To evaluate the dangers and consequences of being involved in gangs, serious organised crime or carrying a weapon</p> <p>Ways to celebrate cultural diversity, promote inclusion and safely challenge prejudice and discrimination</p> | <p>looking out for friends, safe travel and drink-spiking</p> <p>The impact of alcohol and drug use on road safety, work-place safety, reputation and career</p> <p>The risks of being a passenger with an intoxicated driver and ways to manage this</p> | <p>including illegal schemes e.g. illegal money transfers</p> | <p>To understand and appreciate the importance of workplace confidentiality and security including cyber-security and data protection</p> <p>To recognise bullying and harassment in the workplace in all its forms and ways to seek or provide support to resolve the situation</p> <p>The role of trade unions and professional organisations; when and how to constructively challenge workplace behaviours</p> <p>HE week – collapsed timetable</p> <p>How to apply for university, the range of courses available and career progression, UCAS national Convention visit.</p> <p>Understand how to complete UCAS form and work on personal statements.</p> <p>Use of Unifrog to develop understanding of wide range of courses on offer and routes to professions.</p> |
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| | | abuse, exploitation, assault or rape, and the process for reporting to appropriate authorities | | | | |
| | Autumn 1 Living in the wider world | Autumn 2 Living in the wider world | Spring 1 Looking after yourself | Spring 2 Managing Risk and Personal Safety | Summer 1 Revision Skills | Summer 2 N/A |
| Year 13 | Next Steps Where to next? Completion of UCAS application forms and personal statements. Review of available Degree and Higher Apprenticeships and experience of these in the work place. | Media Literacy and Digital Resilience To set and maintain clear boundaries around personal privacy and to manage online safety in all its forms, To effectively challenge online content that adversely affects their personal or professional reputation To build and maintain a positive professional online presence, using a range of technologies, how social media can expand, limit or distort perspectives and recognise how content they create and share may contribute to, or challenge this. To be a critical consumer of online information in all its forms, including recognising bias, propaganda and manipulation. When and how to report or access help for themselves or others in relation to extremism and radicalisation | Looking after yourself Living and learning on a budget How much money do you have when at university? In your first job? What are your incomings? What are your outgoings? What are your priorities? Healthy eating Nutrition and healthy eating Planning balanced meals Basic cooking skills | Managing Risk and Personal Safety To assess and manage risk and personal safety online and examining support in place to safeguard you and others Travel Safety To travel safely around the UK and abroad; understand legal rights and responsibilities when travelling abroad, including passport, visa and insurance requirements Cycle safety, passenger safety, using licensed taxis and getting home safely First Aid To learn how to perform first aid Evaluate when to summon emergency services, irrespective of any potential legal implications, for example, when the situation involves alcohol, drugs, gangs or violent crime | Collating and reviewing the revision skills done during tutor time, plan a final revision timetable for the weeks running up to and covering the examination period | |