

## Secondary Personal Development (PSHE Education) Policy Including Statutory Relationships and Sex Education (RSE) and Health Education

### The Totteridge Academy

#### 1. School Background Information

1.1	Type of School	Secondary
1.2	Member of Healthy Schools Scheme since	2017
1.3	Average No. on roll	687
1.4	No. of tutor groups in each year group	Year 7 7 Year 8 7 Year 9 5 Year 10 5 Year 11 5

#### 1.5 Ethnic Breakdown

Any other Asian background	11
Any other Black background	12
Any other ethnic group	62
Any other mixed background	22
Any other white background	163
Bangladeshi	4
Black African	52
Black - Caribbean	23
Chinese	4
Gypsy - Roma	1
Indian	10
Info not yet obtained	10
Pakistani	7
Traveller of Irish Heritage	2
White British	255
White Irish	5
White & Asian	22
White and Black African	25
White & Black Caribbean	33

#### 1.6 Gender

Male - 476
Female - 247

#### 2. Key contacts

2.1	Safeguarding Lead:	Janina Aitken
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Deputy Safeguarding Lead:	Frances Steel
2.2 Personal Development (PSHE) Lead:	Jen Tilley
2.3 Lead Governor:	Anahita Milligan

### 3. Policy Development

This policy was developed by the school governors, Vice Principal and the Personal Development (PSHE) Lead, in consultation with students, staff, parents and carers and wider community partners.

### 4. Links to other School Policies

This policy should be read in conjunction with the following school policies:

- 4.1 Safeguarding/Child Protection Policy
- 4.2 Confidentiality Policy
- 4.3 Behaviour/Anti-Bullying Policy
- 4.5 Online Safety Policy
- 4.5 Equalities Policy
- 4.6 SMSC Policy
- 4.7 SEND Information Report

### 5. Compliance with Statutory Requirements

Guidance from the DfE under sections 34 and 35 of the Children and Social Work Act 2017 makes RSE and Health Education statutory in all secondary schools. Our policy complies with the following statutory requirements and recommendations, as outlined and delivered through our PSHE curriculum:

- 5.1 Relationships and Sex Education will be compulsory in all Secondary Schools (or those students receiving Secondary Education) – this includes academies, free schools, and independent schools.
- 5.2 Health Education will be compulsory in all Secondary Schools (or those students receiving Secondary Education) – this includes all academies and free schools but not independent schools as PSHE is already statutory in these schools.

### 6. Purpose of the Personal Development (PSHE) Policy

This Personal Development (PSHE) policy has been written as part of our statutory requirement to produce an RSE and Health Education policy and sets out the following:

- Our approach to delivering statutory RSE and Health Education within a comprehensive Personal Development (PSHE) curriculum, in line with non-statutory programmes of study.
- Our overall aims for delivering Personal Development (PSHE), including RSE, Health Education and Living in the Wider World
- Our definitions for RSE and Health Education

- Guidance for staff and outside visitors about approaches, organisation and content for our PSHE curriculum
- Information for parents and carers about what is taught and when in Personal Development, along with specific information about their involvement with RSE and the right to withdraw
- Guidance for monitoring and evaluating Personal Development, including arrangements for policy review

## 7. Aims of Policy

This policy outlines our commitment to providing students with the knowledge, skills and attributes needed to manage their lives, now and in the future. Delivering a broad and balanced life-skills Personal Development curriculum, through our three strands of RSE, Health Education and Living in the Wider World (refer to Section 9), is essential for us in helping our young people to stay healthy and safe, while preparing them to make the most out of school, work and life. Through quality delivery, our PSHE programme aims to develop:

- confident individuals who know and understand how to live safe, happy, healthy, fulfilling lives.
- young people who are able to maintain positive, respectful and healthy relationships, within which they can thrive personally and socially.
- responsible citizens who understand they have rights and responsibilities that help them make a positive contribution to society; and
- successful learners who enjoy overall learning, making progress and achieving success

Further to this, the following aims will be achieved by providing students with the knowledge, skills, attitudes, and attributes within the RSE elements of the programme, supporting them to be able to:

- develop confidence to talk, listen and think about feelings and relationships
- address concerns and correct misunderstandings and be able to protect themselves and ask for help
- develop positive attitudes and values and respect differences in opinions
- develop a positive self-image and high self esteem
- know about the importance of personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness, and a sense of justice, underpinned by an understanding of the importance of self-respect and self-worth.
- develop skills to make and maintain healthy, nurturing and positive relationships of all kinds, including family relationships, friendships, intimate relationships and other kinds of relationships that are an equally important part of becoming a successful and happy adult.

- gain accurate knowledge and understanding about the facts and law about sex, sexuality, sexual health including contraception, and gender identity in an age-appropriate and inclusive way
- be clear about issues relating to consent within all relationships, including when developing intimate relationships, and resisting pressure and/or not applying pressure to have sex.
- develop personal responsibility for one's actions
- know where to get confidential advice and support

## 8. Definitions for RSE and Health Education

### 8.1 Relationships and Sex Education (RSE)

“RSE is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It is learning about the physical, social, emotional and legal aspects of human relationships including friendships, intimate, sexual and committed relationships and family life. It should equip young people with the information, skills and positive values to have happy, healthy and safe relationships, to enjoy their sexuality, to take responsibility for their sexual health and well-being, now and in the future.”

### 8.2 Health Education

“Health Education is learning about the characteristics of good physical health and mental wellbeing and the equally important role that each of these play in our everyday lives. It explores the important role that physical health has on our mental health and vice versa. Health Education supports our young people to be happy, healthy and safe in their health-related choices and behaviours, both physically and mentally, now and in the future.”

## 9. Organisation of Personal Development lessons within The Totteridge Academy

- 9.1 Timetable allocation: 2 x 30-minute tutor sessions per week
- 9.2 Groupings will primarily be organised in tutor groups. Some changes will be made to this when delivering Personal Development Day activities (*refer to 11.6*)
- 9.3 Staff Involved. The subject will be delivered by the Form Tutors on a weekly basis. However, some topics will be delivered by Science, PE and Food Technology teachers, alongside practitioners from GROW as part of their curriculum offer. There will be a specialist RSE team delivering some topics alongside external organisations. It is important to note that where outside visitors help to deliver RSE they are not there to replace teachers but to enrich existing programmes by supporting the school.
- 9.4 Where taught:
  - Dedicated Personal Development tutor lessons
  - Science, PRE, PE and Food Technology lessons
  - Through the GROW curriculum
  - Assemblies

- Personal Development Drop Down Days

## 10. Content of Personal Development Curriculum:

We deliver our comprehensive Personal Development curriculum under the 3 areas

- Health and Wellbeing including Sex Education in Statutory Science Curriculum
- Relationships
- Living in the Wider World

See our website for our Personal Development Education Curriculum Overviews

### 10.1 Statutory Relationships and Sex Education and the Science Curriculum

#### Relationships and Sex Education (RSE)

##### (KS3&4: Age 11-16 years)

- Families
- Respectful Relationships, including Friendships.
- Online and Media
- Being Safe
- Intimate and Sexual Relationships, including Sexual Health.

#### Statutory Science Curriculum (contributing to Sex Education alongside RSE)

##### Key Stage 3 (age 11-14 years)

Students should be taught about:

- Reproduction
  - reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta.

##### Key Stage 4 (age 14-16 years)

Students should be taught about:

- Health, disease and the development of medicines.
  - the relationship between health and disease
  - communicable diseases including sexually transmitted infections in humans (including HIV/AIDs); non-communicable diseases; the impact of lifestyle factors on the incidence of non-communicable diseases.
- Coordination and control.
  - principles of hormonal coordination and control in humans, hormones in human reproduction, hormonal, and non-hormonal methods of contraception
  - Evolution, inheritance, and variation
  - sex determination in humans

### **10.2 Health Education (KS3&4: Age 11-16 years)**

- Mental Wellbeing
- Internet Safety and Harms
- Physical Health and Fitness
- Healthy Eating
- Drug, Alcohol and Tobacco
- Health and Prevention
- Basic First Aid
- The Changing Adolescent Body (Puberty)

### **10.3 Living in the Wider World (KS3&4: age 11-16 years)**

- Economic Wellbeing
- Being a Responsible Citizen
- Careers

## **11. Approaches for Delivering Effective Personal Development sessions**

### **11.1 Creating a Safe and Supportive Learning Environment**

Personal Development often works within students' real-life experiences, addressing a range of personal, social, emotional and health issues. A safe, supportive and respectful learning environment is created by establishing clear ground rules, developed and agreed with all students across the school, and referred to during Personal Development lessons. This helps to secure an atmosphere within which students feel able to discuss concerns, feelings, sensitive issues.

### **11.2 Confidentiality**

In the course of Personal Development lessons, students may indicate in some way that they are vulnerable or at risk. In these circumstances staff are aware that they must refer to the Child Protection/Safeguarding policy to ensure that they are clear about what is required in such circumstances.

The school will ensure that students know that teachers cannot offer unconditional confidentiality and are reassured that their best interests will be maintained. They will be reminded that if confidentiality has to be broken, they will be informed first and then supported as appropriate. They are encouraged to talk to their parents or carers and are provided with support to do so.

The school will ensure that staff understand that they cannot offer unconditional confidentiality to students. They will work within the school's agreed procedure for recording and reporting disclosures and the nature of access to this information.

### **11.3 A Range of Learning Approaches**

Active and interactive engagement is most effective in Personal Development lessons. In every section of the course a variety of teaching and learning styles are used including videos, information sheets, pamphlets, visual aids and models, games, role-play, interactive CD ROMS, the Internet and visits by theatre groups.

### **11.4 Relevant resources**

Resources will be assessed to ensure that they are current, relevant and appropriate to the age and maturity of students. They will consider equality of opportunity through their use of language, cultural attitudes and images, avoiding stereotyping, racism and sexism. The school is supported by a number of partner organisations which are detailed in Appendix 1. These partners are specialist organisations who may provide accredited resources, training or advice.

### **11.5 Use of External Organisations**

We work with various external organisations to enhance the delivery of Personal Development across our planned programme, in order to bring in specialist knowledge and different ways of engaging with our young people.

We work in partnership with all external organisations to ensure that all activities and resources used are delivered in accordance with the aims of this policy and the content of our planned programme. All external contributors are made aware of our confidentiality and safeguarding policies to make sure that any safeguarding issues that arise are dealt with in line with school policy and procedure. All external contributions are used to complement the teaching delivered by our own staff, to enhance and enrich the overall experience of our students.

### **11.6 Groupings**

The Personal Development curriculum will be delivered through a range of whole class lessons, smaller group work, tutor group sessions and where relevant, on one-to-one sessions.

### **11.7 Responding to Students' Questions**

It should be recognised that questions from students will be addressed and dealt with in the most appropriate manner and not disregarded. The form in which these questions are addressed may be in group activities, or on a one-to-one basis, as appropriate.

### **11.8 Meeting the Needs of SEND Students**

Personal Development lessons need to be accessible to all students including those with special educational needs and disabilities. The SEND code of practice outlines the need for schools to

prepare young people for adulthood outcomes. These students can be more vulnerable to exploitation and bullying which means that sensitive and age-appropriate SRE and Health Education is an essential part of their learning. We will ensure that our curriculum is accessible to all students by using appropriate resources, small group work and providing CPD for teachers using the expertise of the SENCo and LA team.

## 12. Specific Issues Related to Sex Education

### 12.1 Engaging Parents/Carers and the Right to Withdraw from Sex Education

On entry to the school, parents are invited to read the Personal Development policy, including our approach to Relationships and Sex Education. This helps to establish consultation and a partnership with parents, which reinforces the dual responsibility for PSHE learning.

We take every opportunity to inform and involve parents/carers in the following ways:

1. By making our commitment clear in the school handbook/brochure.
2. By inviting parents/carers to discuss personal development when their child enters school
3. Informing parents/carers of Personal Development updates through the weekly newsletter.
4. By consulting with parents/carers through questionnaires. Click below to access most recent consultation results. [Parental consultation results July 2020](#)

As such, parents are specifically made aware of their right to request that their child be withdrawn from some of the sex education we deliver within statutory RSE, but not from those lessons which fall under the statutory science curriculum (refer to section 9).

The parental right to withdraw your child applies up until three terms before your child turns 16. After that point, if the young person wishes to receive sex education rather than be withdrawn, they have the statutory right to request to do so without their parents being notified or seeking their permission. At these times, the school will make arrangements to provide the child with sex education during one of those three terms.

Parents/carers do not have the right to withdraw their child from any lessons on Relationships or Health Education.

If a parent wishes to withdraw their child from Sex Education we ask that they discuss it with the Head Teacher and then complete a 'Request for Withdrawal from Sex Education Lessons' Microsoft form, which can be accessed [HERE](#). This will be sent to the Principal and parents/carers will then be invited to discuss their concerns and the reasons for withdrawal. Alternative work will be given to pupils who are withdrawn from sex education.

### 12.2 Answering Pupils' Sex Education Questions

We encourage curiosity in young people as it is an important part of their learning and they ask questions related to sex education, both in and outside of lessons. This means that students who are withdrawn from a lesson may also ask a question in relation to sex education outside of the lesson time. We feel it is important to answer questions honestly, with factual information and in an age-appropriate way. If we have a concern with regards to safeguarding due to the nature of a



question, we would follow our safeguarding procedures. We need to be mindful that young who do not have their questions answered may look to other sources for information, such as the internet, which might provide inaccurate information.

### 13. An Inclusive Approach through a Moral and Values Framework

As an inclusive school we value difference and diversity within our school community and the wider world. As such PSHE is delivered within the context of our school aims, values and moral framework, and equal opportunities policy, taking into account the following considerations:

- The school has duties under the Equalities Act, British Values, and the Ofsted framework and must reflect British Law.
- Different faiths, beliefs, cultures, and sexual orientation should be tolerated and not be the cause for prejudicial or discriminatory behaviour.
- Respect for ourselves and others helps develop understanding of the need for non-exploitation within relationships.
- We all have rights, duties and responsibilities, we need to know what these are and have the ability to exercise them.
- Young people are growing up in a diverse world and will need to be able to work, live and play with people from all backgrounds.
- Some students and staff will identify as LGBT+.
- Families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.
- Some young people may have a different structure of support around them (for example: looked after children or young carers.)

We believe that students should receive comprehensive, balanced and accurate information that relates to their needs. The personal beliefs and attitudes of teachers will not influence the teaching of any elements of Personal Development (PSHE). For example, care is taken to ensure there is no stigmatisation of young people based on their different home circumstances when teaching about the importance of marriage, or stable relationships, for family life and bringing up children, or when considering the characteristics and legal status of other types of long-term relationships.

Within the RSE elements of our programme, young people are supported and guided in lifelong learning about relationships, emotions, the human biology of sex, sexuality, and sexual health. Along with parents and carers, we aim to help our young people to understand and manage their physical and emotional development in adolescence and prepare for the decisions to be made in adult life, and to learn the communication skills necessary to help them take increasing responsibility for their own sexual behaviour.

In exploring their own feelings and attitudes, and those of peers and the wider society, our pupils are able to develop values on which to base decisions about relationships, health and living in the wider world.

### 14. Assessing Personal Development (PSHE) and Monitoring the Programme

The Personal Development Lead will be responsible for:

- Ensuring the policy and programmes are implemented as agreed

- Monitoring teaching within lessons through observations, team teaching, student work scrutiny and discussions with those involved
- Supporting staff to assess students' progress, in line with the school's assessment procedures
- Evaluation of the programme will be made by assessing the attitudes of the students, the development of their personal skills and the knowledge and understanding they have gained. Review forms part of the content and is an ongoing process. The views of students, staff and parents will be sought and taken into account as the programme develops and changes.
- Recommending targets for whole school development

### 15. Training staff to deliver PSHE

It is important that staff delivering RSE work within the values framework of this policy and feel confident, skilled and knowledgeable to deliver effective RSE. Continuing professional development will be provided through a range of options: individual study and development/ in-house CPD/ external training courses. Training could include:

- What to teach and when
- Leading discussions about attitudes and values
- Information updates
- Practicing a variety of teaching methods
- Facilitating group discussions
- Involving students in their own learning
- Managing sensitive issues
- Access to relevant CPD, including online, face-to-face and self-study


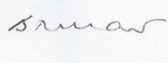
### 16. Disseminating and Monitoring the Personal Development Policy

A copy of this policy will be supplied to all staff and governors and included within the school handbook, staff handbook, governor handbook and new staff induction materials. A full copy will be published on the school website and made freely available to parents on request and if appropriate a summary will be published in the school prospectus. Copies will also be supplied to other professionals whose work relates to PSHE or who may be involved in its delivery.

**Written by:** Jen Tilley

**Role:** Head of Business, HSc and Personal Development

Signed off by:

<p><b>Name:</b> Chris Fairbairn</p> <p><b>Signature:</b> </p> <p><b>Role:</b> Principal</p>	<p><b>Name:</b> Bronwen Tumani</p> <p><b>Signature:</b> </p> <p><b>Role:</b> Chair of Governors</p>
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Approved By:	LGB
Last Review Date:	June 2021
Review Frequency:	Annually
Next Review Date:	June 2022

The guidance should be read in conjunction with:

- [Keeping Children Safe in Education](#) (statutory guidance) (2019)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline) (2018)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between students) (2016)
- [Equality Act 2010 and schools](#) (2010)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance) (2015)
- [Alternative Provision](#) (statutory guidance) (2013 – updated 2016)
- [Mental Health and Behaviour in Schools](#) (advice for schools) (2018)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on [cyberbullying](#)) (2017)
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools) (2018)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of students' spiritual, moral, social, and cultural (SMSC) (2018)
- [National Citizen Service](#) guidance for schools (2017)