



PSHRE Policy

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This policy should be read in conjunction with other school policies:

- [Safeguarding and Child Protection Policy](#)
- Statement of British Values and Scheme of Work
- [Mental Health and Wellbeing Policy](#)

Further information and guidance that informs this policy can be accessed here:

[Relationships Education, Relationships and Sex Education \(RSE\) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers. \(DfE, 2019\)](#)

[Keeping Children Safe in Education \(Statutory Guidance\)](#)

[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 \(SMSC\)\)](#)

[The Equality and Human Right Commission; Advice and Guidance](#)

[SEND Code of Practice: 0 to 25 Years; Guidance on the special educational needs and disability \(SEND\) system for children and young people aged 0 to 25, from 1 September 2014.](#)

[Education Act 2011](#)

1. Rationale

All children have the right to an education. At the Raise Academy we believe this education should support the whole individual, therefore, we offer a bespoke, broad and balanced curriculum that encompasses personal, social, emotional, moral, spiritual, cultural and academic development of each and every child. Our aim is to enable our students to realise their full potential and ensure healthy growth and development of their minds, bodies and emotional wellbeing. Along with bespoke curriculums our Personal, Social, Health, Relationships and Economic (PSHRE) education programme promotes students' personal, social and emotional development, as well as their health and wellbeing.

Our PSHRE programme along with cross curricular schemes of work aim to help children understand how they are developing personally and socially, and tackle many of the moral, social and cultural issues that are part of growing up. We aim to provide children with an understanding of the rights and responsibilities that are part of being a good citizen and introduces them to some of the principles of prudent financial planning and understanding. Equipping our students with life skills and ensuring their health and wellbeing are key principals and aims at The Raise Academy.

2. Aims

At The Raise Academy we believe that the personal, social and health development of each child and a key understanding of British values plays a significant role in their ability to learn. The Raise Academy is committed to serving our community and surrounding areas. We recognise that the United Kingdom is a richly diverse, multicultural and multi-faith country, and understand our responsibility in promoting and encouraging a culture and ethos that upholds British Values.

Our school is highly inclusive and reflects British values in all that we do. We nurture our students on their journey through life so they can grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to British society and to the world. We encourage our students to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world.

We value the importance of PSHRE and British Values in preparing children for the opportunities, responsibilities and experiences of adult life. The Raise Academy aims to instil a sense of awe and wonder and reconnect our students with their education. In order to achieve this, we believe that students need to learn about the many emotional aspects of life and how to recognise their own 'triggers' and enable them to manage these successfully. We understand that all behaviour is communication and we aim to support our students through the challenges they face. As an Academy we recognise and are fully aware of how PSHRE supports

many of the principles of Safeguarding. (See The Raise Academy Safeguarding and Child Protection Policy.) At The Raise Academy we aim to help our students to:

- Develop confidence, responsibility and support them to make the most of their abilities.
- Prepare to play an active role as citizens.
- Develop a healthy, safe lifestyle with the ability to make appropriate risk assessments.
- Develop healthy relationships and respect the differences between people.
- Understand some basic principles of finances and equip them with skills for life.
- Make a positive contribution to the life of the school and wider community.

3. Teaching and Learning Styles

In order to meet the differing needs of our students, our teaching and support staff use a range of teaching styles and adapt approaches to accommodate and recognise individual learning styles. We place an emphasis on active learning by including students in:

- High order questioning skills.
- Agenda setting
- Values clarification
- Debating
- Understanding another point of view.
- Reflection, review and evaluation
- Climate building and group rules.
- Working together
- Information gathering and sharing
- Problem solving
- Working with feeling and imagination
- Circle time

PSHRE and British Values scheme of work will enable children to practise specific skills in structured contexts and in their daily life including:

- Encouraging everybody to take responsibility for their actions through the agreement of class rules and ensuring students have a vested interest in the ethos of the school.
- Involving children in the setting of their targets for development personally, emotionally and academically.
- Encouraging children to recognise and respect differences between people. This will be done through PSHRE, cross curricular schemes of work encompassing British Values and will be enhanced by outside visitors and assemblies.
- The election of a school council in a democratic manner, which actively develops and works alongside staff to forge a clear path and focus for the success of the Academy.
- Encouraging children to take responsibility for their own behaviour and success.

There are wider opportunities for personal and social development at school.

These include:

- The development of each student's ability to work as part of a team, become active within the school community and recognise the qualities of good citizen.
- Consideration of the holistic needs of every child with regard to their race, culture, language and faith.
- Planning class visits and trips which widen children's experiences beyond the immediate local environment.
- Coming together as a school, on a weekly basis to celebrate academic and personal achievements.
- Planning events which encourage the whole school to work together as one, Primary and Secondary will be involved in various events, that aim to build the Raise Family.

We seek to promote a healthy lifestyle and self-confidence for our school community by:

The provision of a range of enrichment activities: football, boxing, gym, music, golf, cookery and mountain biking which help foster a healthy lifestyle and encourage children to explore individual talents. We also promote healthy eating choices throughout the school day.

We seek the involvement of the whole school community through:

- Encouraging parents/ carers to attend whole school events.
- Good communication and opportunities for parents/carers to understand and ask questions about the school's approach help increase confidence in the curriculum. The Raise Academy also adopt an 'open door policy' that allows parents/carers to contact staff to discuss concerns or enquire about their child's progress
- Regularly canvassing the views of parents and carers.

Catering for a range of additional needs:

The study of PSHRE is planned and differentiated to provide students with a suitable range of activities and support appropriate to their abilities and needs. Curriculum planning ensures that all students have an equal opportunity to take part in every aspect of the curriculum. Gender, disability and cultural differences are reflected positively in the school.

The Raise Academy is aware that some students are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some students; for example, those with Social, Emotional and Mental Health needs or learning disabilities. Such factors are taken into consideration in designing and teaching these subjects.

As with all teaching we ensure that teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law. Alongside this due to the specialism of our school we attribute great importance to the PSD programmes within school on a daily basis. The Social, Emotional and Mental Health needs of our students, tailored content and teaching to meet the specific needs of students at different developmental stages are the driving force behind the design and teaching of our whole curriculum.

3. The role of the PSHRE lead:

- To undertake monitoring of standards in PSHRE and British Values and use this to inform the action plan.
- Provide leadership and management of the subject to secure high quality teaching and learning.
- Play a key role in motivating, supporting and modelling good practice for all staff, including the organisation of and presentation of staff meetings (when needed).
- Take a lead in policy development and review.
- To liaise with outside agencies and attend subject specific courses.
- To report to the Headteacher and governing body on PSHRE and British Values related issues.
- To plan and organise the allocation and purchase of resources in accordance with the available budget.

5. Cross curricular links:

Where possible staff are encouraged to make links with other subject areas, this will not only ease the pressures on a busy curriculum, but also help students to see that all learning links together to build life skills and develop us fully as a person. At the Raise Academy our curriculum aims to complement and enhance all aspects of PSHRE and British Values. This ensures all learners are confident and successful in the following aspects:

Spiritual - Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity. Creating a sense of awe and wonder in all.

Moral - Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

Social - Investigate and moral issues; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the fundamental values of British democracy.

Cultural - Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in cultural opportunities; understand, accept, respect and celebrate diversity.

Fundamental British Values - Democracy, rules of law, individual liberty, mutual respect and tolerance of other faiths.

Safeguarding – Keeping our students safe is a key priority for The Raise Academy. This will not only be done in our every day practices but explicitly taught through our curriculum. The Raise Academy will teach our students to keep safe through various platforms. These will include:

- Our PHSE and RSE curriculum
- Through our British Values scheme of work
- In one to one sessions and Emotional Literacy interventions
- In Pastoral sessions
- Through our 1:1 sessions and group work with the schools Mental Health Counsellor
- Life skills work
- Outside visitors and assemblies.

6. Sex and Relationship Education

Context:

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 students receiving primary education and Relationships and Sex Education (RSE) compulsory for all students receiving secondary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

The guidance also sets out both the rights of parents and carers to withdraw students from sex education (but not Relationships or Health Education) and the process that headteachers should follow in considering a request from a parent. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

- This policy aims to define sex and relationship education and,
- Describe how sex and relationship education is provided and who is responsible for providing it (Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019)

Aims:

Sex and relationship education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving, caring and respectful relationships. SRE will be taught in the context of relationships. In addition, SRE will promote self-esteem, emotional health and well-being, and help students to form and maintain worthwhile and satisfying relationships, based on respect for themselves, and for others whilst at home, school, work and in the

community. The aim of SRE is to provide children with age appropriate information, explore attitudes and values, as well as developing skills to empower them to make positive decisions about their health and related behaviour. This should take place with consideration of the qualities of relationships within families.

The objectives of Sex and Relationship Education are:

- To provide the knowledge and information to which all students are entitled
- To clarify/reinforce existing knowledge
- To raise students' self- esteem and confidence, especially in their relationships with others
- To help students understand their sexual feelings and behaviour, so they can lead safe, fulfilling and enjoyable lives
- To ensure that students are aware of the different methods to protect themselves from sexually transmitted diseases and unwanted pregnancy
- To help students develop skills (language, decision making, choice, assertiveness) and make the most of their abilities
- To provide the confidence to be participating members of society and to value themselves and others
- To help gain access to information and support
- To develop skills for a healthier safer lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies
- To be prepared for puberty and adulthood

The teaching programme for Sex and Relationship Education Legal requirements:

Entitlement

Every child is entitled to receive SRE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language, special needs, disadvantaged and looked after children. It is our intention that all students have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development with differentiated provision if required.

Through work in science children learn about:

- life cycles of some animals
- understand the idea of growing from young to old and learn that all living things reproduce.
- human reproduction
- the importance of personal hygiene to maintain good health.

In RE children reflect on:

- family relationships
- different family groups and friendships
- rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

In PSHRE they learn to:

- co-operate with others in work and play
- Healthy relationships
- how to recognise the range of human emotions and ways to deal with them.
- personal safety (including e-safety)
- safe sexual practice and the harms that can come from unsafe sexual practice
- the physical, emotional and social changes at puberty, which include personal hygiene.
- develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship.
- develop skills needed to form relationships and to respect other people's emotions and feelings
- how to make simple choices and exercise some basic techniques for resisting peer pressures.

Delivery:

Sex and relationship education should focus on the development of skills and attitudes not just the acquisition of knowledge.

Sex and relationship education is taught by classroom teachers, teaching assistants and if appropriate, outside visitors such as the school nurse. A range of teaching methods which involve children's full participation are used to teach Sex and Relationship Education. These include use of video, discussion, looking at case studies, drama and role play.

Resources to teach Sex and Relationship Education include fiction, reference books, leaflets and extracts from videos and online clips.

Cross curricular methods will also enhance learning and link ideas, in such lessons as RE and Science.

Specific Issues:

Parental consultation - The school includes information on Sex and Relationship Education on the school's website and full details are available on request. The Raise Academy works closely with parents/carers and their input is considered and included when planning lessons related to SRE. We ensure that all parents/carers are aware of what will be taught to their child and when. It is clearly communicated to parents/carers that they have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. We aim to ensure that parents/carers are given every opportunity to understand the purpose and content of Relationship and Sex Education. As an academy we understand that good communication and opportunities for parents/carers to understand and

ask questions about the school's approach help increase confidence in our curriculum.

Child Protection / Confidentiality - Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. The staff member will inform the Designated Safeguard Lead in line with the Academy's Safeguarding and Child Protection Policy. A member of staff cannot promise confidentiality if concerns exist. This is inclusive of support staff and outside agencies working on behalf of the school.

Dealing with difficult questions - Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. Teachers and support staff will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

Use of visitors - "Use of visitors should be to enhance teaching by an appropriate member of the teaching staff, rather than as a replacement for teaching by those staff." (Sex and Relationship Education Guidance DfE, 2019). If a visitor does come into school to deliver any section of PSHRE, the PSHRE Lead will discuss the detail of how the visitor will deliver their sessions and will ensure that the content is age-appropriate and accessible for our students. The PSHRE lead will ask to see the materials visitors will use as well as a lesson plan in advance, so that they can ensure it meets the full range of students' needs (e.g. special educational needs).

Monitoring and Evaluation - Monitoring is the responsibility of the PSHRE Lead. The Academy will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, sampling teachers planning, questionnaires to teachers and children, as well as seeking feedback from parents. The schools PSD data will also inform levels of success. The effectiveness of the SRE programme will be evaluated by assessing children's learning and implementing change if required. This policy will also be monitored and evaluated on an annual basis or in line with the publication of new documentation by the DfE.

8. Scheme of work

PHSCE overview The Raise Academy

Year group	Term	Topic title	Lessons
7	1	Relationships	<ul style="list-style-type: none"> - A good friend - Friendship - Bullying - Cyberbullying - Relationships - Falling in love - Families - Feelings and communication - Coping with disappointment - Influence and pressure - Bereavement
	2	Health and wellbeing	<ul style="list-style-type: none"> - Healthy eating - Physical health - Keeping clean - Immunisation - Puberty - Periods - Cigarettes and alcohol - Donations - Mental health - Resilience - E safety - Road safety
	3	Living in the wider world	<ul style="list-style-type: none"> - British citizenship - British values - British culture - Design a country - Needs and wants - Poverty - Raising awareness - Organisation - Aspirations

			<ul style="list-style-type: none"> - Money management
Year 8	1	Relationships	<ul style="list-style-type: none"> - Comfort zones and challenges - Running away - Friendship - Body image - Sex - Contraception - Consent and relationships - Nudes - CSE
	2	Health and wellbeing	<ul style="list-style-type: none"> - Solvent abuse - Smoking - Alcohol - Prescription drugs - Physical health - Fire Safety
	3	Living in the wider world	<ul style="list-style-type: none"> - Personal finance - Real game - Data - Equality act - Racism and xenophobia - Islamophobia - Extremism - Knife crime - The law and legal processes - Child rights - Sweatshops - Period poverty - Raising awareness
Year 9	1	Living in the wider world	<ul style="list-style-type: none"> - Call out culture - Suffrage - Feminism - FGM - Fertility treatment - Crime - Radicalisation - County lines - Debts

			- Consumer rights
	2	Health and wellbeing	<ul style="list-style-type: none"> - Positive body image - Self-harm - Animal testing - Leadership skills - Smoking and vaping - Alcohol - Drugs - Addiction
	3	Relationships	<ul style="list-style-type: none"> - Positive body image - Gender - Sex - Consent and underage sex - Unhealthy relationships - Emotional abuse - Grooming and CSE - Forced marriage - Divorce
Year 10	1	Living in the wider world	<ul style="list-style-type: none"> - Citizenship research - Voting - Fake news - Discrimination - Gender - Gangs - Income awareness - Employment rights - Debt - 9-5 -
	2	Health and wellbeing	<ul style="list-style-type: none"> - Sleep - Mental health 1 - Mental health 2 - Online gambling and gaming - Stress busting - Binge drinking - Drugs - Drugs and festivals

			<ul style="list-style-type: none"> - Cancer - FGM -
	3	Relationships	<ul style="list-style-type: none"> - LGBTQ+ - Relationships and sending nudes - Break ups - Domestic violence - Sexual harassment and sexual assault - Honor based violence -
Year 11	1	Relationships	<ul style="list-style-type: none"> - Sexual health - First love - Safe sex - LGBTQ+ - Nudes and porn - Self-love - Healthy relationships including sex - Marriage - Pornography - Relationships - Parenting -
	2	Health and wellbeing	<ul style="list-style-type: none"> - STIs - Smear test - Pregnancy - Miscarriage - Abortion -
	3	Living in the wider world	<ul style="list-style-type: none"> - Britishness - Criminal and civil law - Taxes and public spending - Women in the media - Pay inequality - Sexual harassment 1 - Sexual harassment 2 -

