



# Personal, Social, Health & Economic Education Policy

**Reviewer: Mrs J Shaw**

**Reviewed: September 2020**

**RATIFIED BY THE GOVERNING BODY**

**Signed:** \_\_\_\_\_  
(Chair of Curriculum and Standards Committee)

**Date: 13<sup>th</sup> November 2020**

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**This policy has utilised the guidance provided by the PSHE Association and Warrington Borough Council, designed to support schools when reviewing and updating their policy on Personal, Social, Health and Economic Education (PSHEE). This policy covers Culcheth High**

**School's approach to PSHEE and was produced by Ms J Shaw (Head of PSHE/Subject Leader) through consultation with students, staff, Senior Leaders, Governors and Parent/Carers.**

## 1. Our School's Values

Culcheth High School believes that much of what takes place in school contributes to the personal and social development of young people. Besides intellectual development, we consider that it is essential that the school should concern itself with the personal, social and emotional development of our students. By its very nature, personal, social health and economic education (PSHEE) permeates the whole curriculum, both the formal and the informal. PSHEE in its broadest sense is part of every student's entitlement through a curriculum that promotes these ends. It is, therefore, the responsibility of all teachers and a major priority for school management.

We want everyone to work in a caring school where everyone is valued and everyone values relationships. Our emotionally intelligent school community will celebrate individual differences and people will understand how their actions will impact upon, and be perceived by, those they affect.

We expect all members of our school community to be the best they can be and help others to be the best that they can be by valuing: **Respect, Honesty and Excellence.**

While promoting the values above, we will ensure that students are offered a balanced programme by delivering lessons that are sensitive to a range of views, which ensure that students always have access to the learning they need to stay safe and healthy, and protect and enforce their human rights. This will include clear, impartial information in relation to matters such as forced-marriage, female genital mutilation and abortion and thereby ultimately enabling our students to acquire learning that will allow them to make their own choices, whilst also teaching them a set of 'acceptable' choices.

In keeping with our school's purpose and value's, we expect all members of our school community to **be the best they can be** and help others to be the best that they can be by valuing: Respect, Honesty and Excellence. Our school believes that RSE encourages the following values:

- Respect for self and others
- Tolerance towards others who may have different backgrounds, culture or views
- The importance of stable loving relationships, family life, and marriage
- The importance of honesty, care and love in relationships

Good quality RSE promotes the core values of respect, love and care. It also provides the opportunity for children and young people to reflect on their own attitudes and beliefs and those of their peers and others. The process of values clarification and development is common across the broader subject of PSHE Education.

## 2. Policy Statement

Personal, Social, Health and Economic education (PSHE education) is a planned programme of learning opportunities and experiences that help children and young people to grow and develop as individuals and as members of families and of social and economic communities. Every aspect of a school's working life contributes to the development of each students' knowledge and practical skills, in order to live a healthy, responsible, safe and fulfilled life. CHS' PSHE course will draw on skills and knowledge from all curriculum areas, and be relevant to ALL students, of any age, ethnicity, gender or social origin.

The non-statutory guidelines consist of a framework for personal, social health and economic education for Key Stages 3 and 4. Students develop knowledge, skills and understanding in the following areas:

- Developing confidence and responsibility and making the most of their abilities
- Developing a healthy, safer lifestyle
- Developing good relationships and respecting the differences between people.

## 2.1: Current Curriculum Requirements

[The Department for Education \(2015\)](#) wants all schools to provide high quality PSHE. It recognises that age-appropriate RSE teaching is key in keeping children and young people safe and healthy, and can provide them with the information they need to stay safe and build resilience against the risks of exploitation.

## 2.2: Delivering a Broad and Balanced Curriculum

Every state funded school including special schools maintained, free and academies- must offer a curriculum that: 'Promotes the spiritual, moral, cultural, mental and physical development of students at the school and of society, and prepares students at the school for the opportunities, responsibilities and experiences of later life'.

## 2.3: Compliance With the Statutory SRE Guidance (until new Relationships Education and RSE guidance are in place from September 2020)

- The current statutory guidance for schools is [Sex and Relationship Education Guidance \(2000\)](#)
- [Under the Education Act \(1996\)](#), all maintained schools are required to have an up to date policy on Sex Education which should be available to parents and others with an interest.

## 3. Aims

Every student should be guaranteed a PSHE education that covers mental health and wellbeing; physical health (including healthy lifestyles and first aid); learning about safe, healthy relationships and sex (including understanding consent, negotiating life online, intimate relationships).

The overarching aim for PSHE education is to provide students with:

- Accurate and relevant knowledge
- Opportunities to turn that knowledge into personal understanding
- Opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- The skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives

## 4. Guidelines

## 4.1: Roles and Responsibilities

### 4.1.1: Lead Members of Staff

Whilst all staff have a responsibility to promote PSHEE to all students, staff with a specific, relevant remit include:

- NBR - Designated Child Protection / Safeguarding Officer
- JSH - PSHE Subject Leader
- AJO - Citizenship Subject Leader
- LQU - CEIAG Subject Leader

The subject leader is responsible for:

- The overall planning, implementation and review of the programme
- Meeting termly with the partner middle schools and for the effective promotion of PSHEE
- Ensuring that teachers are aware of, and are responding to, local guidelines and national policy statements in relation of PSHEE.
- Organising the delivery of PSHEE is through a team of dedicated teachers.
- Ensuring that a variety of teaching approaches will be used to give students relevant information, to enable issues to be explored, and to acquire appropriate skills.

All staff are required to teach within the school's aims.

## 4.2: Organisation

- Students are taught in mixed gender groups, set against English sets.
- A wide range of teaching resources are available to teachers and for inspection by parents through the subject leader.
- PSHEE resources are user friendly with detailed lesson plans and guidance on the delivery.
- The departmental lead staff meet each term to review, plan, evaluate and modify PSHEE lessons.
- Support is offered through an in-service training programme.

### 4.2.1. Timetabling PSHE Education

PSHE education is most effectively taught through a 'spiral programme'. This simply means organising learning into a series of recurring themes, each lasting for a given number of lessons per term, which students experience every year. At each encounter, the level of demand increases and learning is progressively deepened.

An example of such a theme is 'Health', which offers a context for developing the key concept of 'a healthy lifestyle' and the key skills of 'critical reflection', 'decision-making' and 'managing risk'. The context is 'healthy eating' in Year 7, 'safe and healthy lifestyles' in Year 8 and 'risky behaviours' in Year 9 – through which the key concepts are expanded and the key transferable skills rehearsed and developed.

This approach avoids PSHE education becoming a string of ‘topics’ or disconnected ‘issues’. Ofsted have made it clear that ‘drop down days’ or ‘long block timetabled events’ enrich the schools planned PSHE education programme. However, a school that offers such days instead of a planned developmental programme would be judged ‘inadequate’ for their provision of PSHE education (Follow this link for [Ofsted grade descriptors](#) for the subject inspection of PSHE education). Therefore, PSHEE is delivered within the PERSONAL DEVELOPMENT programme, via timetabled lessons, assemblies and tutor activities, and via a range of whole-school awareness events.

In line with PSHE Association guidance, we believe that PSHE education should be led and taught by trained teachers who ideally will have accessed CPD specifically on PSHE education (such as that provided by the PSHE Association or through the national CPD programme). Whilst at primary level, teachers would normally teach their own class for most subjects, including PSHE, PSHE delivery in tutor periods in secondary schools is discouraged. Where form tutor delivery of PSHE education is unavoidable, appropriate INSET training for all form tutors is provided.

## 5: Curriculum Provision

In Culcheth High School, the PSHEE content is delivered through the ‘Personal Development’ programme in years 7-11, through a structured course taught by a range of teachers and specialist external agencies.

The course has several components:

1. PSHEE lessons which focus on topical issues related to personal, social and health development, including aspects of Financial Capability and Enterprise, Citizenship and Careers Education, Information, Advice and Guidance (CEIAG). All curriculum content is compliant with the DfE Relationships and Sex Education criteria, 2020.
2. Practical skills-based workshops which aim to provide instruction in a variety of skills in a non-competitive recreational environment.
3. Further delivery is through school events, educational visits, careers guidance, work experience, pastoral care and guidance, the assembly programme, student voice, and through teaching and learning in other subject areas.

### 5.1: Visitors to the classroom

External visitors contributing to PSSE include school nurses, youth workers, peer educators, theatre-in-education companies, staff from local sexual health or domestic violence charities, members of a faith or community group. If external visitors contribute to PSHE they are selected because they have the right skills and experience to make a unique contribution and add value. External visitors are not used as a substitute for a teacher (who will always be present in the lesson) and they also comply with the school policy on confidentiality and safeguarding (a copy of which they will be provided with).

We will ensure external contributors’ input is part of a planned programme. Workshops offered will vary according to the availability of specialists.

The school currently offers a range of workshops to all year groups delivered by external agencies, including (but not exclusively) Warrington Youth Health Team, the School Health Service, Cheshire Police and Warrington Borough Council Road Safety Team. These focus on supporting Emotional Health and Well-being, Mental Health, Risky Behaviours and Road Safety.

In addition to this, Warrington Youth Service provide a mobile unit which can be accessed by all students during lunchtimes for a given number of weeks, and which can be tailored to suit the needs of the school at any given time (e.g. Risky Behaviours, Transition, Safe & Healthy Lifestyles). KOOH and the School Health Team provide lunchtime workshops that focus on areas of Positive Mental Health.

Visitors to the classroom bring their expertise or personal stories to enrich student's learning. However, the classroom teacher will always manage this learning, ensuring that learning objectives and outcomes have been agreed in advance, and any input from visitors will be part of a planned, developmental programme rather than a substitute for it. Teachers will always be present to manage the learning.

## 5.2: Warrington School Health Service

Warrington School Health Service is currently provided by Bridgewater Community Healthcare NHS Trust. This service offers all secondary schools a Named School Nurse who is supported by a wider school health team which includes Community Nurses, Nursery Nurses and Support Workers. Each school is offered:

- A school health delivery plan reviewed annually.
- Weekly drop in with a School Nurse; including the offer of enhanced provision sexual health service if agreed.
- Targeted direct work with young people and their families via referrals into the school nursing team or through identification at drop in.
- Support as requested with health promotion opportunities.
- Supporting the delivery of RSE lessons in Year 9 & year 10 within the secondary school setting.
- Signposting and referrals to other services and partner agencies if identified.

### 5.2.1: School Nurse weekly holistic drop in service

This is a confidential service for young people in high schools delivered by public health school nurses. It allows young people to ask questions about their wider health and sexual health which they may be too embarrassed to ask in an RSE lesson.

Culcheth High School has a weekly drop in from the School Nurse. Appointments can be made directly with the school nurse or through the pastoral support teams in school. We advertise the dates, times and room in school on the digital signage and through the pastoral communications with form tutors and PSSOs.

### 5.2.2: Warrington School Health Service Contributions to PSHE - Secondary Schools

As part of the core offer, school health can deliver lessons which cover contraception and the prevention of Sexually Transmitted Infections. The lessons also include risk taking behaviours, consent, confidentiality and how to access relevant support and services. These are delivered using

PowerPoint, interactive exercises and group work. Lessons can be adapted for the needs of the young people within the school setting if this is identified.

### **5.2.3: Warrington School Health Service School Health Enhanced RSE Offer**

Warrington High Schools can request this additional service from the School Nursing Service. Normally this is discussed and agreed by the school Governors, staff and Parents.

This includes:

- Emotional/sexual and relationship support and advice
- Pregnancy testing
- Chlamydia and gonorrhoea screening
- Emergency contraception
- Condom demonstration and issuing

Please see Warrington School Health Service School Health Enhanced RSE Offer Governor Presentation.

Health professionals need to decide whether a child is mature enough to make decisions around contraception and will use the Gillick competency and Fraser guidelines. Please see 5.5.

## **5.3: Youth Service**

Warrington's Youth Service is a key aspect of the council's Early Help offer. The purpose of Early Help is to prevent issues from getting worse by offering support at the right time and the Youth Service does this through working with young people, aged 11-19 up to 25 for SEND, to support their personal, social and emotional development at the times when they need it most.

Relationship and Sexual Health information and advice is available at all youth work sessions.

Young people can access this support by dropping into one of our open access sessions or by referral via the MARS into one of our targeted groups. The current Youth work Offer can be found on [www.mylifewarrington](http://www.mylifewarrington).

## **5.4: Risky Behaviours Programme**

PSHE is a planned, developmental programme of learning through which young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. The Risky Behaviour Team can complement school's curriculum with learning opportunities aimed at improving Health, Wellbeing and Safety.

Core themes will include

- How to develop and maintain a variety of healthy relationships
- How to make informed choices about their wellbeing including mental, emotional and sexual health
- How to deal with risky or negative relationships



- Learn about the concept of 'consent' in a variety of contexts
- How to make informed choices about smoking, drinking and substance use
- How to assess and manage risks to their health and wellbeing keeping themselves and others safe
- How to identify and access help, advice and support

Examples of workshops include, Drug and Alcohol awareness, Exploitation (understanding the grooming process Sexual, Criminal online, offline) and Gambling. The Youth Service will contact each School to agree workshops.

### **5.4.1: Youth Service Young people's Drug and Alcohol Service**

The Young People Drug and Alcohol Service provides support to young people, with drug or / and alcohol issues, possibly with other vulnerabilities. Young people will be offered a structured and bespoke programme focusing on recovery, if the young person agrees this can also include whole family working. Referral for this service is via a MARS or the young person can self-refer.

For more information please see: [Smoking, drinking and drug use among young people in England 2018](#)

### **5.4.2: Support for Young Parents**

Warrington Family Nurse Partnership (FNP) is commissioned as part of the 0-19 Public Health Integrated Services to provide 75 places to first time young parents aged 19 and under who live in the Warrington area. FNP is an evidence-based, preventive programme for first time young mothers. It is a licensed programme, developed in the USA.

Participation in the FNP programme is voluntary. When a mother joins the FNP programme, the Healthy Child Programme is delivered by the Family Nurse instead of by Health Visitors as part of the FNP programme. The Family Nurse plays an important role in any necessary safeguarding arrangements, alongside statutory and other partners, to ensure children are protected.

Schools or health professionals will need to complete the FNP notification form for first time under 19 mothers who might want a place on the FNP programme [Warrington's FNP notification form](#).

### **5.4.3: Support for Pregnant Teenagers and Young Fathers**

Any student who is continuing with a pregnancy will be given time with the Pastoral Lead or designated staff member to ensure she knows how she may continue her education within this school and if appropriate how she may continue in post-16 education. This discussion will include advice on benefits and child care as well as support from other agencies. The school nurse will help her to access antenatal and postnatal care.

The school will also be sensitive to the needs of young fathers ensuring support around behaviour of peers, and information on sources of advice on legal and other issues, for example, the Citizens' Advice Bureau.

### **5.4.4: Gillick Competency and Fraser Guidelines.**

Health professionals need to decide whether a child is mature enough to make decisions around contraception. The Gillick competency and Fraser guidelines are widely used to help assess whether a child has the maturity to make their own decisions and to understand the implications of those decisions. They help people who work with children to balance the need to listen to children's wishes with the responsibility to keep them safe.

Key issues a health professional will bear in mind include:

- The child's safety is paramount. Child protection concerns must always be shared with the relevant agencies, even if this goes against the child's wishes.
- Underage sexual activity is a possible indicator of child sexual exploitation and children who have been groomed may not realise they are being abused.
- Sexual activity with a child under 13 is a criminal offence and should always result in a child protection referral.

For further information please refer to: [Gillick Competency Factsheet](#)

## 6: Programme of Study

Culcheth High School utilises the guidance from The PSHE Association, who published a comprehensive [Programme of Study](#) to support the post September 2014 national curriculum. It identifies the key concepts and skills to be taught through PSHE education and a broad range of topics through which these can be developed, expanded and rehearsed. PSHE education is delivered through three overlapping and linked 'Core Themes'.

The Core Themes are:

- Health and Wellbeing
- Relationships
- Living in the Wider World, Economic Wellbeing, Careers and the World of Work

Students will study course content that specifically encompasses economic wellbeing & financial capability, and personal wellbeing, by encouraging students to reflect on and clarify their own values and attitudes, and explore conflicting values they may encounter. PSHE education also encourages young people to be enterprising and support them with positive career and education choices, along with the ability to manage their own finances effectively.

At **Key Stage 3**, students build on the skills, attitudes, values, knowledge and understanding they have acquired and developed during the middle school phase. PSHE education acknowledges and addresses the changes that learners are experiencing, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the skills that will equip them for the opportunities and challenges of life. Students are encouraged to manage diverse relationships and the increasing influence of peers and the media. PSHE education allows them to be more confident in addressing the challenges of effective learning and making a full and active contribution to society.

At **Key Stage 4**, students extend and rehearse the skills, further explore attitudes and values, and deepen knowledge and understanding acquired during Key Stage 3. PSHE education reflects the fact that learners are moving towards an independent role in adult life, taking on greater responsibility for themselves and others. By Key Stage 4 increasing numbers of students may be gaining direct experience of issues taught through PSHE education.

### [Programme of Study for Health and Wellbeing](#)

Students are taught:

- How to maintain physical, mental and emotional health and wellbeing including sexual health
- About parenthood and the consequences of teenage pregnancy
- How to assess and manage risks to health and to stay, and keep others, safe how to identify and access help, advice and support
- How to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; emotional health and wellbeing and sexual health
- How to respond in an emergency including administering first aid  
the role and influence of the media on lifestyle.

### **Programme of Study for Relationships and Sex Education (see Relationships and Sex Education Policy found on school website)**

Students are taught:

- How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills
- How to recognise and manage emotions within a range of relationships
- How to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters
- About the concept of consent in a variety of contexts (including in sexual relationships)
- About managing loss including bereavement, separation and divorce  
to respect equality and be a productive member of a diverse community  
how to identify and access appropriate advice and support

### **Programme of Study for Living in the Wider World, Economic Wellbeing, Careers, and the World of Work**

Students are taught:

- About rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy
- How to make informed choices and be enterprising and ambitious
- How to develop employability, team working and leadership skills and develop flexibility and resilience
- About the economic and business environment
- How personal financial choices can affect oneself and others and about rights and responsibilities as consumers.

## **7: Teaching Methods and Learning Approaches**

Good teaching relies on using appropriate methods for the aim of the lesson or unit of work. All teachers are encouraged to develop a repertoire of flexible, active learning methods. Including:

- Effective starting and ending strategies
- High order questioning skills
- Climate building and ground rules
- Working together
- Values clarification
- Information gathering and sharing

- Consensus building
- Problem solving
- Understanding another point of view
- Working with feelings and imagination
- Reflection, review and evaluation
- Circle time
- Drama and role-play
- Discussion and debate
- Whole group teaching, pair work, one-to-one support
- The use of video and ICT resources
- The use of flash cards, visual aids, practical equipment
- Where available, resources to increase opportunities for practical or experiential learning
- Outside visitors - e.g. External agencies
- The range of communication skills: speaking & listening, reading & writing
- Assessment-through-teaching strategies
- Regular review and over-learning (where appropriate to individual needs)
- Using PHSE content to mediate literacy and numeracy skills
- Self-supported study (in particular for key stage 4 students).

It is important that students be helped to make connections between the learning they receive in PSHE education and their current and future 'real life' experiences. The skill of critical reflection is therefore at the heart of assessment for learning in PSHE education.

(See [Personal, Social, Health and Economic Education: From Theory to Practice](#), PSHE Association, 2009, for more information)

We promote the needs and interests of all students, irrespective of gender, culture, ability or personal circumstance. By ensuring that all curriculum content and teaching takes into account the age, ability, readiness, and cultural backgrounds of children (and those with English as a second language) to ensure that all can fully access PSHE education provision. We promote diversity and inclusion across the entire school community and use PSHE education as a way to address diversity issues and to ensure equality for all. The Personal Development curriculum content considers all students' needs and in turn, we expect our students to consider others' needs also.

## 7.1: Inclusion & Differentiated Learning

As far as is appropriate, students with special educational needs will follow the same PSHE education programme as all other students.

Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will be adapted. Learning support assistants work with individual students where required, sometimes on a one-to-one basis.

It is not the school's policy to withdraw students with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important as academic achievement.

## 7.2: Ensuring Equality

We have a responsibility under the Equalities Act 2010 to ensure that our school strives to do the best for all students, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children.

Our school will always respect how our students choose to identify themselves, understanding that depending on their age and maturity, their sexual orientation and gender identity may be 'emerging'. Our PSHE education will therefore be sensitive to the different needs of individual students and may need to adapt over time as the student population changes. It is also crucial for lessons to help our students to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying), use of prejudice-based language and how to respond and ask for help.

### **7.3: Confidentiality**

Due to the nature of PSHE education, students' learning may result in them seeking advice or support on a specific personal issue. No teacher can offer complete confidentiality, and it is important for everyone's safety that teachers and students are clear about what can and cannot be kept confidential. It is also very important for external contributors, including school nurses, to be clear about these rules and that whilst working in the classroom, they are bound by Culcheth High School's confidentiality policy, not their own. Ground rules will be set at the start of every lesson and any staff/visitors delivering content to our students will be referred to our Child Protection and Safeguarding Policies.

### **7.4: Safeguarding**

RSE plays a vital part in meeting safeguarding obligations. The 2016 DfES Statutory guidance 'Keeping Children Safe in Education' states that schools and colleges should ensure children are taught about safeguarding, including online.

For further information please see the statutory [Keeping children safe in education guidance](#) for schools and colleges on safeguarding children.

## **8: Assessment, Reporting and Recording**

As with any learning process, the assessment of students' personal, social and emotional development is important. It provides information that indicates students' progress and achievement and informs the development of the programme.

RSE & Personal Development is monitored and evaluated in line with the school's quality assurance and self-review procedures and protocols. This is the same for every subject and curriculum area.

Students do not pass or fail within this area but have the opportunity to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them. The process of assessment has a positive impact on student's self-awareness and self-esteem and is in line with the Culcheth High School Feedback Policy.

## **9: Monitoring, Evaluation and Review**

The policy will be evaluated and reviewed every two years by the subject leader and teaching staff within the department.

## 9.1: Consulting Students

Consultation and involvement of students in PSHE education is crucial if teaching is to meet their needs and address the issues they are facing. Without such engagement, teachers are left to 'guess' what is needed. Involvement of students also means that teachers can learn what students think of what is currently being taught. An annual survey of the student body will seek the views of students and Student Voice activities will be carried out throughout the year as part of the departmental self-review process as per the CHS Self-Review calendar.

## 9.2: Working with Parents/Carers

We are committed to working with parents and carers and will offer support by offering material for parents or carers to explore with their children via the school website. We will also offer a parents' and carers' evening or workshop for interested parents and carers to find out more about PSHE education or topics such as RSE. Our school will maintain an open dialogue between parents and teachers; as we value and welcome any questions about our school's approach to the RSHE curriculum. Parents at Culcheth High School are regularly updated with the Personal Development & RSE curriculum provision through the monthly newsletter. All documents are on the school website and parents will always be consulted with any future changes to this policy. Parents are kept informed of student progress in Personal Development through the school's reporting and assessment procedures.

### 9.2.1: RSE – Parent's Right of Withdrawal

There are likely to be a number of reasons why parents may choose to withdraw their children from sex education. We hope that a good understanding of the importance of sex education (including its importance for keeping young people safe), familiarity with teaching approaches and resources to be used, and the opportunity to have questions answered and concerns heard, are likely to reduce the chances of parents requesting to withdraw their child. If a parent/carer has concerns, they will be encouraged to meet with the Head teacher.

### 9.2.2: The Right of Withdrawal up to September 2020

The new statutory regulations and guidance apply from September 2020, and until then the statutory Sex and Relationships Education Guidance (2000) is still in effect.

- Under the current SRE guidance, until September 2020, parents can choose to withdraw their child (up to the age of 18) from any or all aspects of Sex and Relationships Education that are not included within the statutory National Curriculum.
- This means that parents are not permitted to withdraw their child from elements of sex education (for example reproductive and biological aspects) that are within the science curriculum.
- Schools must make alternative arrangements for students whose parents choose to withdraw them from RSE lessons.

### 9.2.3: The Right of Withdrawal from September 2020

The statutory guidance for RSE and Health Education will come into effect in all secondary schools from 2020, including academies, free schools and independent schools.

### **In secondary education from September 2020:**

- Parents will not be able to withdraw their child from any aspect of Relationships Education or Health Education.
- Parents will be able to withdraw their child (following discussion with the school) from any or all aspects of Sex Education, other than those which are part of the science curriculum, up to and until three terms before the age of 16.
- After that point, the guidance states that 'if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.'
- Where students are withdrawn from sex education, schools should document the process and will have to 'ensure that the student receives appropriate, purposeful education during the period of withdrawal.'

### **Sex and relationships topics can arise incidentally in other subjects and it is not possible to withdraw students from these relatively limited and often unplanned discussions.**

A parent's choice to withdraw a child from RSE does not affect the child's right to use confidential health services provided at the school or elsewhere. For further information see the Sex Education Forum factsheet: Confidentiality: promoting young people's sexual health and well-being in secondary schools (2007).

In order to allay fears about the content and purpose of RSE at Culcheth High School, parents were given an opportunity to view the policy on the school website and encouraged to contact the school with any questions/concerns (as part of the consultation period) prior to ratification by the school governing body.

Parents have been informed via the school website and Eagle Newsletter about their right to withdraw their child from RSE but in the rare case that this occurs, parents are encouraged to provide RSE at home if they choose to withdraw their child. Culcheth High School will offer to support parents opting out of school RSE by providing copies of materials used with students in school.

For further information, see the [CHS RSE Policy](#) on the school website .

## **9.3: Arrangements for Monitoring and Evaluation**

The RSE curriculum will be reviewed annually and evaluated to ensure it meets the needs of all learners. The monitoring process will be conducted by the Head of PSHE who will feed this information back to governors, students and parents. This will include;

- Quality Marked Assessment of RSE at Key Stage 3
- Students undertaking peer/self-assessment as part of the planned programme of work and completing a yearly PSHE Survey, which will allow...
- Teachers to evaluate their RSE lesson content and delivery to inform future planning.
- RSE being reported on to parents via the end of year Personal Development reports.

**Monitoring** is an ongoing process that checks the degree to which a programme, course or scheme of work is being effectively implemented. Monitoring answers the questions:

- Is the programme effectively managed and are staff clear about their roles and responsibilities?
- Does the planned programme reflect national guidance, local priorities and students' needs?
- Are all students being taught the programme as planned?

- Is the quality of teaching consistent across all classes and does it exemplify best practice?

These questions can be answered by using SIMS to record pupil attendance in RSE lessons, effective PSHE leadership which follows the CHS system of lesson observations (QA Calendar) and peer support, and a system for regular review of the RSE policy and programme including looking at staff records and samples of students' work.

**Evaluation** is the process that measures whether the lesson or unit of work is effective and worthwhile. The assessment of student learning will contribute to the lesson/unit evaluation. Evaluation answers the questions:

- Has this lesson or unit enabled the students to learn what was intended?
- Does it meet the needs of the students?
- What do we think of it? (teachers and students)
- What are its good and bad points?
- Do we need to modify it in any way to improve it?

These questions are answered by both structured and informal pupil and staff feedback in the form of:

- Teacher evaluation of lessons, units and the overall RSE programme
- evidence from lesson observations/Learning Walks/Learning Talks
- evaluation of contributions of external partners
- feedback and evaluation by students via 'Student Voice' activities
- scrutiny of assessment records
- sampling students' work and portfolios

**Evaluation is a means of improving provision and raising standards. Evaluation helps to identify issues for development and can prompt a review process and this may result in changes to the RSE programme or policy.**

## 10: Dissemination of the Policy

This policy is available on the school website, and upon request to parents and carers, the LA and Ofsted through the Main Office.

## 11: Links to Other policies and Areas of the Curriculum

This policy supports/complements the following policies...

- Anti-Bullying
- Assemblies
- Careers Guidance
- Child Protection & Safeguarding Children
- Equalities & Diversity
- E-Safety
- Inclusion
- Literacy
- Numeracy
- Positive Mental Health
- Relationships and Sex Education
- Substance Misuse



Learning in PSHE classes will link to/complement learning in ICT/Computing, Citizenship, RE and other relevant areas of the curriculum via close liaison/consultation with the Subject Leads for RE & Citizenship, ICT/Computing, Physical Education and Food Technology.

## **12. Training for School Staff**

### **12.1: Warrington Borough Council**

WBC advertise relevant training for schools via the Public Health Training Hub and on My schools service including Designated Safeguarding Leads training.

### **12.2: PSHE Association**

The association for PSHE teachers, leads and other practitioners advertises PSHE resources and training <https://www.pshe-association.org.uk/cpd-and-training>

### **12.3: Sex Education Forum**

The Sex Education Forum provide schools and other educators with the latest practice, research, policy information and training courses and events for school staff.

### **12.4: Positive Mental Health**

The PSHE Lead and other members of staff within the school have been trained as Mental Health First Aiders via Mental Health First Aid England to support the mental and emotional health and well-being of all students and staff within our school community.

## **13. Policy Review Date**

This policy will be reviewed every two years by the PSHE Lead and ratified by the Curriculum & Standards Governor Committee.