



Policy Name	PSHE and RSE Policy
Policy Number	LFTSFQ/0027
Date of Issue	28 September 2020
Author	Faye Rose
Reviewed by	
Date of next review	28 September 2021

1. Scope of the policy

At Landau Forte Academy QEMS and Sixth Form we aim to support the development of all students' mental, physical, spiritual and health needs. Our aim is to ensure that students are prepared for the increasingly complex world we live in, equipping them with the necessary skills, capability and confidence to succeed in all aspects of their lives.

Our PSHE and RSE Curriculum is wide-ranging, carefully planned to take into account students' age, developmental stage and prior understanding. We aim to teach sensitively and inclusively, taking into consideration the background and beliefs of students, always providing students with an understanding of the law and legal implications of their actions.

The aims of PSHE and RSE at our school are to:

- Provide a framework in which sensitive discussions can take place.
- Foster self-esteem, independence and responsibility.
- Prepare students to deal with key aspects of everyday life.
- Develop a healthy, safer lifestyle
- Develop good relationships and respect the differences between people.
- Create a positive culture around issues of sexuality and relationships

2. Purpose of the policy

As a secondary academy school we must provide PSHE and RSE to all students as per section 34 of the [Children and Social work act 2017](#).

In teaching PSHE and RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Landau Forte Academy QEMS and Sixth Form we teach PSHE and RSE as set out in this policy.

3. Policy Detail

This policy has been developed in consultation with staff, students and parents during the academic year 2020-21. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff will be given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents and any interested parties will be invited to submit feedback about the policy during the autumn term 2020.

4. Student consultation – we will investigate what exactly students want from their PSHE and RSE lessons.
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

Personal, Social Health Education (PSHE) is about the qualities, attitudes, knowledge and understanding, competencies and skills in relation to oneself and others. It aims to foster self-esteem, independence and responsibility as well as preparing students to deal with key aspects of everyday life.

Relationships and Sex Education (RSE) is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

The PSHE and RSE curriculum is concerned with helping students prepare for the range of roles they will fulfil in life.

5. Curriculum

The curriculum has been developed in accordance with national guidance. The Landau Forte Academy QEMS and Sixth Form programme of study covers the 3 PSHE themes:

- Healthy Lifestyles
- Wider World
- Relationships and Sex Education (RSE)

We will have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't feel they need to seek answers online.

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary. The RSE provision at QEMS is covered through the iAchieve programme for years 7-9 initially. Years 10-12 will receive RSE lessons separate to the qualification.

The iAchieve programme allows students to work towards a recognised qualification in Relationships, Sex and Health Education as follows:

Year 7 and Year 8 can achieve NCFE CACHE Level 1 Award in Relationships, Sex and Health Education.

6. Delivery of PSHE and RSE

At Landau Forte Academy QEMS and Sixth Form we aim to support the development of all students' mental, physical, spiritual and health needs. Our aim

is to ensure that students are prepared for the increasingly complex world we live in, equipping them with the necessary skills, capability and confidence to succeed in all aspects of their lives.

Content is delivered in PSHE lessons, Science lessons, Gatherings (assemblies), external speakers (including the School nurse, theatre groups, charities) extra-curricular activities and tutor time activities.

Content is delivered in a sensitive and open manner. Students' age and background are taken into account when dealing with these issues. Some issues are dealt with in smaller groups or on a one-to-one basis. A safe and supportive climate is promoted, with all students' views and opinions being respected, but misconceptions dealt with appropriately.

Our PSHE and RSE Curriculum is wide-ranging, carefully planned to take into account students' age, developmental stage and prior understanding. We aim to teach sensitively and inclusively, taking into consideration the background and beliefs of students, always providing students with an understanding of the law and legal implications of their actions.

For more information on the PSHE and RSE curriculum please see Appendix 1 and.

7. Roles and responsibilities

7.1 The Governing Board

The governing board will approve the PSHE and RSE policy, and hold the Principal to account for its implementation.

7.2 The Principal

The Principal is responsible for ensuring that PSHE and RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory/non-science components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering PSHE and RSE in a sensitive way
- Modelling positive attitudes towards all elements of PSHE and RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

Mrs Rose will coordinate and lead on the delivery of PSHE and RSE in the Academy supported by various members of staff and suitable visitors.

7.4 Students

Students are expected to engage fully in PSHE and RSE. Students will be encouraged to assess evidence, negotiate, make decisions, solve problems, work independently and in groups and learn from each other. When discussing the

sensitive and controversial elements of PSHE and RSE students are expected to treat others with respect and sensitivity.

8. Parents' right to withdraw

Parents have the right to request to withdraw their children from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing and addressed to the Principal. A copy of withdrawal requests will be placed in the student's educational record. The Principal will discuss the request with parents and take appropriate action.

Alternative work will be given to students who are withdrawn from the sex education element of RSE. Students who withdraw will not be able to achieve the iAchieve qualification.

9. Training

Staff are trained on the delivery of PSHE and RSE as part of their induction and it is included in our continuing professional development calendar.

The Principal will also invite visitors from outside the school to provide support and training to staff teaching PSHE and RSE. This may include sexual health professional and other suitable external agencies.

10. Monitoring arrangements

The delivery of PSHE and RSE is monitored by the Vice Principal through:

- planning scrutinies
- learning walks
- Observations
- Moderation of iAchieve portfolio

Students' development in PSHE and RSE is monitored by class teachers as part of our internal assessment systems.

Appendix 1: KS3 and 4 curriculum

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 is shown in the final column on the table below, titled Intimate and sexual acts including sexual health) but not the relationships or health education elements. These elements will be taught as individual lessons over the year. The school should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education.

Year 7

<u>Healthy Lifestyles</u>	<u>Living in the Wider World</u>	<u>Relationships and Sex Education</u>	<u>Intimate sexual acts including sexual health</u>
What do we mean by a healthy lifestyle? Health introduction.	Being an aspirational student.	Keeping good friendships and avoiding toxic ones.	
How can I keep healthy? Food groups, diet and nutrition.	The importance of self-esteem.	Family relationships – the different types and why we don't always get along	
Eating responsibly – Food labels and health hazards.	How can we budget our money?	Love and relationships – falling in love and dealing with new feelings.	
Healthy Living – exercise and keeping active.	How can I create a personal budgeting plan?	Bullying or banter? Why do people bully others and how can we help stop this?	
Not eating healthily - what are the consequences?	What are savings, loans and interest?	What is cyberbullying? Why do people bully online?	
What's the big deal about energy drinks?	What are the different types of financial transactions?	How do we keep safe and positive relationships (on and off line)?	
The dangers of cigarettes and alcohol.	What are the different types of financial products?	What is my personal identity and why is diversity important?	
What are drugs? Why are they dangerous? (class A, B and C)	How can we shop ethically?	Extremism – why does radicalisation happen and how does it challenge our values?	
Introduction to mental health issues – depression focus.	What are wants and needs and why do we need to know the difference?		
How can we manage our anger?	How can we enjoy social media but keep our accounts safe and private?	Puberty – what happens, when and why?	
	What is stereotyping and prejudice? Racism focus	Periods – what happens, when and why?	
	How can we be resilient and face challenges?	FGM – what is this and why is it so dangerous?	

Year 7 iAchieve unit 1 overview:

Learning Outcome 1: Understand how I manage influences on my relationships:
 Learning Outcome 2: Understand how respect impacts on relationships

Learning Outcome 3: Understand that the choices I make affect my relationships, health and future

Learning Outcome 4: Understand how to be healthy

Year 8:

<u>Healthy Lifestyles</u>	<u>Living in the Wider World</u>	<u>Relationships and Sex Education</u>	<u>Intimate sexual acts including sexual health</u>
Personal development and target setting – how can I improve my skills and behaviour?	Internet Safety – what is online grooming and why must we be so careful?	What is consent and why is it important to know about it?	How do we have safe sex and use different forms of contraception?
How can self-confidence boost our achievement?	How can we care for our environment and why is it changing?	What is sexting and why is it so risky to send personal images?	How do we keep good sexual healthy and avoid STIs?
How can I manage my behaviour to achieve targets and goals?	Careers and development focus – how can we develop our communication skills?	What is pornography and why can it be dangerous?	
Why do teenage parents have it so tough? How can we avoid teenage pregnancy?	Careers and development focus – how can we develop our teamwork skills?	How can we prevent radicalisation and recognise the signs of extremism?	
Stereotyping, discrimination and prejudice. Disability focus.	How can we become entrepreneurs?	Who are extremist groups and why are they so dangerous?	
How can we look after ourselves and others in an emergency? Personal safety and first aid.	LGBT+ focus: Homophobia.	Where does extremism come from?	
What is vaping and is this as bad as smoking?	Finance – budgeting and saving personal finances.	How do religious extremists attract converts?	
What is mindfulness? How can this aid positive mental health?	Finance – what is income and expenditure?	Islamophobia – do Muslims really want Sharia Law in Britain?	
Emotional literacy – why is self-awareness in our actions towards others so important?	Careers and finance – what are national insurance and income tax? Reading payslips.	Stereotyping, discrimination and prejudice. Religion focus.	
Cancer Awareness	Why do we pay tax and how is this spent?	How can British Values teach us tolerance and respect for others?	
	Stereotyping, discrimination and prejudice. Teens and the media focus.	Domestic conflict – why do people run away from home and why is this so dangerous?	

Year 8 iAchieve unit 2 overview:

Learning Outcome 1: Understand how to identify influences and differences and use these positively in my relationships.

Learning Outcome 2: Understand how respect and equality, or the lack of these, affects relationships.

Learning Outcome 3: Understand that choices I make now can affect my future.

Learning Outcome 4: Understand how to manage risks to my health and wellbeing.

Learning Outcome 5: Understand how to recognise and manage the internal and external influences on my relationships.

Learning Outcome 6: Understand factors that can make an intimate relationship happy and healthy.

Year 9:

<u>Healthy Lifestyles</u>	<u>Living in the Wider World</u>	<u>Relationships and Sex Education</u>	<u>Intimate sexual acts including sexual health</u>
Why do we need to keep rules in order to succeed?	How does knife crime impact on our communities, why do teens get involved and what are the consequences?	Who are the LGBT+ community and what would they like us to know?	
How can we foster a Growth Mindset to succeed and achieve?	How does the law deal with young offenders?	Why are British communities so diverse? Immigration and diversity focus.	
How can I develop interpersonal skills to help me succeed?	How can we be self-disciplined to achieve our aims at school and in the wider world?	What are domestic violence and abusive relationships? Healthy and unhealthy relationships.	
How can we manage the stress of school and exams?	Employability Skills – preparing for and applying to the world of work and careers	CSE – how are children and young people lured into dangerous relationships	
Why can't some people access education?	What other skills do we need to develop for the work environment?	Body image and the media ² – focus on girls	
Why do people take illegal drugs and what does the law say about drug use?	What does it mean to be 'enterprising' and what is an 'enterprising personality'?	Body image and the media ³ – does the media contribute to eating disorders?	
Why do people become selfie obsessed and what consequences can this have?	What is sustainability and why is this essential to our environment?	Can we respect and celebrate British values and the religion and culture of our choice?	
What are the short and long term consequences of excess alcohol drinking?	Navigating accounts, savings loans and financial institutions.	What is peer pressure – why is it so powerful and how can we overcome this?	
What is self-harm and why do people do this?	What rights do we have as shoppers and consumers?		
How are we protected from prejudice and discrimination?	How can I stay financially savvy and avoid debt?		
Mental health – how can I deal with and manage anxiety?	What can we learn from successful business people and entrepreneurs?		

Acid attacks – why are these on the increase and what can we do if we witness one?	Should we send aid to foreign countries – is aid the answer?		
Responsible health choices – blood donation, stem cells, vaccinations.	How can extreme views lead to human rights abuses and atrocities?		
	How do charities like UNICEF help across the world?		

Year 9 iAchieve unit 3 overview:

Learning Outcome 1: Understand how to the choices I make and the risks I take impact on my health and relationships.

Learning Outcome 2: Understand how prejudice, discrimination and bullying can arise and how these can affect mental health.

Learning Outcome 3: Understand my own mental health and how to recognise signs of mental ill-health in myself and others.

Learning Outcome 4: Understand how substances can affect wellbeing

Learning Outcome 5: Understand that respect and choice underpin healthy intimate relationships.

Learning Outcome 6: Understand how change can affect mental health.

Year 10:

<u>Healthy Lifestyles</u>	<u>Living in the Wider World</u>	<u>Relationships and Sex Education</u>	<u>Intimate sexual acts including sexual health</u>
How can we manage our time effectively to help us succeed?	What is Fake News and why do we need critical thinking skills?	Same sex relationships (LGBT+)	
Can tattoos and piercings be dangerous?	What is anti-social behaviour and how does this affect communities?	Gender and Trans Identity LGBT+	
Why do some people commit suicide?	How can we successfully prepare for work experience?	What are forced and arranged marriages and what do we need to know?	
How can we manage grief and bereavement?	What rights and responsibilities do we have in the workplace?	How can we manage conflict successfully?	
How can we manage social anxiety?	What is money laundering and why are some students taken in by this crime?	Why do sexism, gender prejudice and stereotypes still exist?	
Why do some people become homeless and why is homelessness on the increase?	What are employers looking for in CVs?	What is community cohesion and why is this important? (British Values)	
What are hate crimes and why do these still happen?	British Values – how does the criminal justice system work?	Revenge Porn – what is this and how can we prevent ourselves from being victims?	
What is binge drinking, what are the risks and why do people still do it?	What is overt and covert racism and why are people still prejudiced?	Do we have healthy or unhealthy relationships with our role models?	

Study Skills – the power of mind and memory.	Why do some religious people become terrorists?	Harassment and stalking – what are these things and what does the law say about it?	
Social Media and Self-Esteem	Why pursue a careers in the STEM industries?	Parenting, the different types and styles and looking after a child.	
Internet Safety – the dangers of excessive screen time	How do we choose a career that suits our personality, ambition and qualifications?		
How can we take steps to live more sustainably? (carbon footprint)	Crime, gangs and County Lines		
	Why do we still need an International Women's Day?		

Year 11:

<u>Healthy Lifestyles</u>	<u>Living in the Wider World</u>	<u>Relationships and Sex Education</u>	<u>Intimate sexual acts including sexual health</u>
Why is PSHE so important?	GCSE Revision and Study Skills	Bullying – Body Shaming	What is 'Good Sex'?
Risk Taking	Applying to College and University	Relationship Break Ups	What is Chem Sex and what do we mean when we talk about safe sex?
Gambling and Online Gaming	Independent Living	How can we make ourselves and other people feel more positive and why is happiness important?	
Perseverance and Procrastination	Internet Safety – the Dark Web	Relationship types and sexuality	
Privilege – How does this affect us all?	How is plastic pollution destroying our environment?	Why is it essential we know about consent, rape and sexual abuse?	
Why do we need sleep and how does sleep deprivation affect us?	How can we protect animal rights and aid sustainability?		
Why is our digital footprint important?	How can trade unions protect our rights at work?		
How can we celebrate diversity and our identities?	What is cyber crime?		
What is body positivity and is why is this controversial? (obesity issues)	How can we successfully prepare for a job interview?		
Personal Safety in the Wider World	Globalisation – how does this affect us?		

First Aid - CPR	What is multiculturalism?		
Fertility and reproductive health issues	What is right-wing extremism?		
	Why is Health and Safety at work so important?		

Year 12

<u>Healthy Lifestyles</u>	<u>Living in the Wider World</u>	<u>Relationships and Sex Education</u>	<u>Intimate sexual acts including sexual health</u>
Critical Thinking skills	Personal branding	Coercive and controlling relationships	
Plagiarism	Literacy and numeracy skills – employers	Honour based violence	
Motivation	Applications and personal presentation	Gender and language	
Relaxation	Careers in STEM	Masculinity	
Cosmetic surgery	Personal Statement	Date rape	
Class A drugs	Employability skills	Sexual health	
Class B drugs	Payday loans	Miscarriage and unplanned pregnancy	
Class C drugs	Free speech		
Risks – Festivals, parties and clubbing	Social justice		
	Feminism		
	Subculture		

Appendix 2: Example classroom materials

Monthly Budget Planner for _____ 20____

Income:				
Outgoings	Budget	Actual	Difference	Notes
Bills				
Gas				
Electric				
Water				
Internet				
Television				
Phone				
Council Tax				
Rent/Mortgage				
Savings				
Birthdays				
Christmas				
Holiday				
Clothing				
Household				
Food/Drink				
Insurance				
Window Cleaning				
Vehicle				
Road Tax				
Insurance				
Maintenance				
Fuel				
Parking				

Firstly, as a little experiment, lets see how many of us actually know how expensive it is to live in the UK today.

In the column labelled 'budget' write down what you think the average person might spend each month on each of these items.

We will then fill in the 'actual column' - what your teacher has filled in for their sheet - and we'll see how far off we were with the difference!

Part 2 – Complete the activity below:


My On and Offline Relationships

Two things that might influence my online behaviour:

- 1.
- 2.

Two things I can do support my friendships **offline**:

- 1.
- 2.





LANDAU
FORTE
CHARITABLE
TRUST

Date	28 September 2020
Change Made	
Made By	Faye Rose