

PSHE/RSHE

Statement of Practice



Our Christian Mission is:

“I am able to do all things through Christ who strengthens me”

Philippians 4:13

Our Christian Values are: Wisdom, Hope, Community and Dignity

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PHSE & RSHE at the Nottingham Emmanuel School

Statement of Practice

At The Nottingham Emmanuel School, we are very proud of the way in which we work with students to ensure that they not only achieve their very best academically but also given opportunities to develop their character and understand all forms of diversity preparing them to build positive relationships with other members of society. Our Relationships Sex and Health Education (RSHE) is underpinned by two key biblical passages:

So God created humankind in his image, in the image of God he created them. (Genesis 1:27)

I have come in order that you might have life—life in all its fullness. (John 10:10)

RSHE should ensure that students are able to cherish themselves and others as unique and wonderfully made; keep themselves safe and able to form healthy relationships where they respect and afford dignity to others. The RSHE curriculum provides students with the knowledge that will enable them to navigate and contextualise a world in which many will try to tell them how to behave, what to do and what to think. It will help them to develop the skills to express their own views and make their own informed decisions. This is a responsibility that should normally be shared between parents and school.

At Nottingham Emmanuel School, RHSE is taught in a faith-sensitive and inclusive way. We seek to understand and appreciate the differences within and across the teachings of differing faiths and communities that Nottingham Emmanuel School serves.

Church of England Charter for Faith Sensitive and Inclusive Relationships Sex and Health Education (RHSE)

In Nottingham Emmanuel School we seek to provide Relationships Sex Education and Health Education (RSHE), which will enable all students to flourish. We sign up to the Church of England Charter for RSHE and commit:

- 1. To work in partnership with parents and carers.** This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.
- 2. That RSHE will be delivered professionally and as an identifiable part of PSHE.** It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSHE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the schools published policy for RSHE.
- 3. That RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community.** It will not discriminate against any of the protected characteristics in the Equality Act and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the

underpinning and backdrop for relationships. It will encourage students to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.

4. That RSHE will seek to build resilience in our students to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography in all its forms. It will give students opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our students need to make their own informed decisions.

5. That RSHE will promote healthy resilient relationships set in the context of character and virtue development. It will reflect the vision and associated values of the school, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.

6. That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights. It will distinguish between different types of knowledge and opinions so that students can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.

7. To take a particular care to meet the individual needs of all students including those with special needs and disabilities. It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of students who have special educational needs and disabilities (SEND) and recognise the possibilities and rights of SEND students to high quality Relationships and Sex Education.

8. To seek students' views about RSHE so that the teaching can be made relevant to their lives. It will discuss real life issues relating to the age and stage of students, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about student readiness for this information in consultation with parents and carers.

Statutory Guidance

The new RSHE curriculum came into effect from September 2020. The 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 secondary education.

Whilst we always try to work with parents to explore their views, we also accept that parents can exercise their right to excuse their child from the sex education elements of our programme (other than that which comes within the Science/Biology curriculum). There is no right to withdraw from Relationships Education or Health Education. The RSHE we provide is planned to meet the needs of all students and give them the knowledge and skills they need to lead healthy lives. Withdrawing students from RSHE can be detrimental and lead to them receiving less accurate, second-hand information from peers. To request that a student be excused from Sex Education parents should write to the Principal (Sandra Stapleton). The Principal will arrange to speak with parents to explore their views and ensure that the nature and purpose of RSHE is understood. A written record will be kept of this discussion. Except in exceptional circumstances the Trust

will respect a parent's right to excuse their child up until three terms before a student's 16th birthday when the child can choose to be included in Sex Education.

The process above is the same for students with SEND, however in exceptional circumstances the Principal may take account of a student's specific needs arising from their SEND when agreeing or not any application to be excused.

Teachers will plan appropriate, purposeful education for students who are withdrawn from sex

RHSE Curriculum

The Planning and Co-ordination of RSHE is planned and co-ordinated by **Charlotte Bassett** and is line managed by **Jonathan Wright**, Assistant Principal in charge of Curriculum.

Years 7-10 are allocated two RHSE days per year off timetable. Our RSHE 'drop down days' are delivered by a combination of teaching staff and external providers; ensuring that students are receiving the most up to date and expert teaching whilst providing a safe learning environment. In addition to this provision, years 7-9 have 1 x RSHE tutor session per week which supports and extends the learning that takes place on the 'drop down days' and ensures we go well beyond the statutory requirements laid out by the DfE. Year 10 have 14 x RSHE tutor sessions and Year 11 have 7 x RSHE tutor sessions during the year. Selected aspects of RSHE are also delivered through 'Safeguarding Assemblies' which take place once every half term.

An overview of the topics covered here at The Nottingham Emmanuel School can be found at the link below (this may be subject to small changes):

<https://www.emmanuel.nottingham.sch.uk/wp-content/uploads/sites/9/2020/09/PSHE-curriculumoverview-2020-2021-combined-DDD-and-tutor-sessions.pdf>

Please refer to the policy at for further information about RSHE

<https://www.archwaytrust.co.uk/wp-content/uploads/sites/2/2021/01/ALT-RSHE-Policy-Secondary.pdf>

We work to objectives in each year group that support the achievement of outcomes outlined in the government RSHE guidance. Some elements of RSHE are delivered through national curriculum Science:

Key Stage 3 Students should be taught about:

- 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.
- The effects of recreational drugs (including substance misuse) on behaviour, health and life processes •
- Comparing energy values of different foods (from labels) (kJ)

Key Stage 4 Students should be taught about:

- The relationship between health and disease
- Communicable diseases including sexually transmitted infections in humans (including HIV/AIDs)
- Reducing and preventing the spread of infectious diseases in animals and plants
- The impact of lifestyle factors in the incidence of non-communicable diseases

- Hormones in human reproduction, hormonal and non-hormonal methods of contraception
- Sex determination in humans

In addition to the Science curriculum we will work towards the outcomes outlined in the government's RSHE Guidance, under the headings shown below. Each topic will be covered in an age-appropriate way during a student's time at Nottingham Emmanuel School, with regular repetition of key themes. These elements will be delivered through scheduled drop down days, tutor time and assemblies/Acts of Worship. Learning will also be supported through cross-curricular approaches.

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships including sexual health *
- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy Eating
- Drugs, Alcohol and Tobacco
- Health and Prevention
- Basic First Aid
- Changing adolescent body
- Careers
- Character
- Finance

Resources

As with any other subject, the breadth of the RSHE curriculum necessitates the use of a wide variety of age-appropriate activities, textbooks and resources.

Teaching and Learning

Academy RSHE Coordinator (Alice Carlisle) is responsible for planning lesson content and providing relevant resources to all teaching staff who deliver. Teaching assistants may provide additional support for students with SEND. Everyone involved in the teaching of RSHE will follow the Trust policy. The personal beliefs and attitudes of staff will not influence the delivery of RSHE. A balanced and non-judgmental approach will be taken.

Teachers, and all those contributing to RSHE, will work to the agreed values within this policy. To ensure that all students feel able to contribute effectively to RSHE a number of teaching strategies will be used, including:

- Establishing a group agreement with students
- Using 'distancing' techniques (e.g. Case studies and role-play)
- Dealing with questions in an age-appropriate manner
- Using discussion and appropriate materials

- Encouraging reflection.

RSHE will be delivered all year round – parents/carers will be informed of what will be covered.

External Speakers

We may use outside visitors to enhance the RSHE provision delivered by teachers. We plan these inputs carefully to ensure effectiveness.

All visiting speakers will:

- be suitably qualified to deliver RSHE sessions
- be aware of the Trust policy on RSHE and work within this
- be supervised by a member of staff at all times when on the Nottingham Emmanuel School premises
- alert the teacher to any safeguarding concerns
- understand their contribution they make to the broader RSHE programme
- be suitably vetted prior to being booked

Safe Learning in RSHE

Safe learning in RSHE It is important that all students feel safe and able to participate in RSHE lessons. To support the involvement of all students, teachers will create a group agreement with each class outlining expectations around rights, responsibilities and respect. The group agreement will be a working document that all students agree to follow. As with any topic students will ask questions during RSHE to further their understanding. Due to the sensitive nature of the topic teachers will employ strategies to ensure that questions are asked and answered in a factual, balanced and age-appropriate way. The group agreement will remind students that personal questions of the teacher or other students are not appropriate. Some staff may feel it is appropriate to use a 'question box' to allow all students an opportunity to write questions down if they do not choose to ask these in front of the whole class.

Teachers will use the following strategies to deal with unexpected questions:

- If a question is personal, the teacher will remind students of the rules set in the group agreement
- If the teacher doesn't know the answer to a question, the teacher will acknowledge this and will research the question and provide an appropriate answer later.

Sometimes students may ask questions about issues that are not part of the planned programme, this could show that the taught curriculum is not meeting their needs. These questions will be answered in a factual and balanced manner appropriate to the age of the students. The questions will also be fed back to the Coordinator as part of the evaluation and monitoring process.

Staff Training

All staff delivering RSHE will receive training. If a staff member has additional learning and development needs these will be supported either through mentoring from a more experienced staff member in the Trust, team-teaching, observations, or attendance at an internal or external training event. Training on more specific RSHE topics will take place as and when required to support the needs of teachers, students and the the Trust as a whole.

Assessment and Review

Teachers use a range of assessment strategies to track students' progress towards our published learning outcomes. Teachers will use a range of assessment strategies to assess understanding. These strategies will be in line with the PHSE Association's Secondary Assessment guide.

Parents

We believe that RSHE is a partnership between Nottingham Emmanuel School and parents/carers. We recognise that parents are the first teachers of their children and welcome their engagement with our RSHE programme. It is important that RSHE delivered in the school is explored in more detail within the context of individual families. We will regularly consult with parents on an annual basis about any needs they may have in relation to our RSHE programme e.g. parent satisfaction survey. Any parents wanting more information about our RSHE curriculum can contact the school.

Confidentiality, Safeguarding and Child Protection

Everyone involved in RSHE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers will discuss confidentiality with students through the development of a group agreement at the start of lessons, making it clear that teachers cannot offer unconditional confidentiality. Students will be informed if confidentiality has to be broken, due to safeguarding concerns, and supported as appropriate. Please see our Safeguarding policy for more details of risk factors.

Through taught lessons, teaching staff will signpost students to sources of confidential local and national support services.

Menstrual Wellbeing

Students who are menstruating will be supported in the following ways:

- Sanitary disposal units are available in female and unisex/accessible toilets
- Students can access emergency sanitary products from their year leader or student reception
- For those experiencing period poverty free sanitary protection can be accessed from Pastoral Team