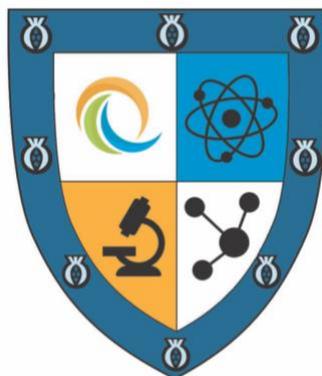




**PERSONAL, SOCIAL, HEALTH EDUCATION  
& CITIZENSHIP POLICY including  
RELATIONSHIP AND SEX EDUCATION  
(RSE) AND HEALTH EDUCATION, statutory  
from September 2020**

**FOR SECONDARY SCHOOLS WITHIN  
QUEST**

**University Collegiate School, Bolton**



January 2022  
Review date: Spring Term 2024

## **Personal, Social, Health Education and Citizenship Education Policy**

The personal, social health and citizenship education of the students at schools within QUEST has been considered and reviewed, in light of our curriculum and ethos in our schools, the views of parents, staff and Directors, and our legal requirement to

- Promote the spiritual, moral, cultural, personal well-being of pupils at the schools in modern British society;
- Prepare pupils for the opportunities, responsibilities and experiences of adult life.

### **Introductory Statement - Philosophy of PSHE & C at schools within QUEST**

At schools within QUEST we offer a Personal, Social, Health Education and Citizenship Programme, which is presented within a caring, moral and family orientated framework. This is stated in each school's prospectus and underpinned by our modern British Values. Citizenship is part of the teaching in all schools. Teaching at our schools will use the highest quality resources from both the education and health authorities, and be co-ordinated by the Principals, Assistant Principals and PSHE & Citizenship Co-ordinators.

Our curriculum will be in line with guidance from the Department for Education and Bolton LA. A proportion of our pupils have special educational needs and disabilities which will be addressed in this curriculum area. Students come from varied family and social backgrounds, which are taken into account, when planning teaching and schemes of work.

Jigsaw, the mindful approach to PSHE, provides a programme which offers us a comprehensive, carefully thought-through Scheme of Work bringing consistency and progression to our students' learning in this vital curriculum area. The overview of the programme can be seen on the school website.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our young people.

### **Aims and objectives**

PSHE and citizenship helps pupils to:-

- Develop self-esteem, confidence, independence and responsibility and make the most of their abilities.
- Help pupils to acquire and understand essential information on which to base the development of their skills, values and attitudes towards British and global citizenship and so play an active role as a member of a democratic society.
- Develop a healthy lifestyle and keep themselves and others safe.
- Develop effective and fulfilling relationships and learn to respect the differences between people.

### **Our PSHE policy is informed by existing DfE guidance:**

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)

- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between students in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE (mapping document available on the Community Area of [www.jigsawpshe.com](http://www.jigsawpshe.com)) and aligned to the definitions of Relationships and Sex Education offered by the Sex Education Forum (National Children's Bureau, April 2020).

### **Curriculum organisation/delivery**

The Jigsaw Programme covers all areas of PSHE for the secondary phase including statutory RSE and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

<b>Term</b>	<b>Puzzle (Unit)</b>	<b>Content</b>
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
<b>Spring 1:</b>	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
<b>Summer</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication

1:		skills, bereavement and loss
<b>Summer</b>	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change
2:		

Planned opportunities for promoting PSHE and British and global Citizenship exist across the curriculum in 4 main contexts. These build in the "breadth of opportunities" identified in the PSHE and citizenship framework:

- Designated time PSHE and Citizenship lessons, circle time, class council.
- Specific opportunities in existing curriculum areas, i.e. RE, Literacy.
- Enrichment activities, i.e. theatre groups, visitors, Life Education Centre.
- Whole school initiatives, i.e. Eco-schools programme, Healthy schools strategy.

Key opportunities for PSHE and British and Global Citizenship which students can experience at schools within QUEST are:-

- To take part in activities which are designed to promote success and receive special recognition for achievements.
- To have access to a range of options and to exercise some choice between them, e.g. in relation to their health.
- To meet and work with adults other than teachers including members of the community, locally, nationally and globally.
- To interact and work with people who are different from themselves.
- To organise a project or event in co-operation with others.  
To take responsibility for themselves individually and in a group with support and access to resources.
- To take responsibility for others, e.g. visitors, younger pupils.
- To take on some responsible role in school.
- To take part in the decision-making process of the school.
- To perform for an audience individually or as part of a group.
- To take part in adventurous and challenging activities in a supportive environment.
- To have a residential experience.
- To take part in a community project.
- To be involved in an environmental project.
- To learn from experience in a simulated situation, e.g. School Council, Eco-Committee, Pupil Ambassadors.
- To develop skills for financial well being and the creation of mini enterprises.
- To have time for reflection.

### **Relationships and Sex Education**

"The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like...it should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships..."

Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

RSE should provide clear progression from what is taught in primary school in Relationships Education.

Pupils should understand the benefits of healthy relationships to their mental wellbeing and self-respect."

“In teaching Relationships Education and RSE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of The Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics...

We expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum.”

*DfE Guidance page 15*

The Sex Education Forum offers the following definitions:

“Sex education is learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health.”

“Relationships education is learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life. Relationships education supports children to be safe, happy and healthy in their interactions with others now and in the future.”

*Sex Education Forum, 2020*

***What does the DfE statutory guidance on Relationships Education expect young people to know by the time they leave secondary school?***

RSE in secondary schools will cover ‘Families’, ‘Respectful relationships including friendships’, ‘Online and media’, ‘Being safe’ and ‘Intimate sexual relationships, including sexual health’.

**Health Education**

“It is important that the starting point for health and wellbeing education should be a focus on enabling pupils to make well-informed, positive choices for themselves.”

*DfE Guidance page 35.*

***What does the DfE statutory guidance on Health Education expect young people to know by the time they leave secondary school?***

Health Education in secondary schools will cover ‘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’.

**Sex Education**

The DfE Guidance 2019 integrates Relationships and Sex Education at secondary school level.

Most of the DfE outcomes relating to Sex Education sit within the ‘Intimate and sexual relationships, including sexual health’ section of the guidance and include aspects like:

- the facts about reproductive health...
- the facts about the full range of contraceptive choices ...
- how the different sexually transmitted infections (STIs), including HIV/AIDS, are transmitted...
- how to get further advice...
- consent and the law

*DfE Guidance page 29*

## **Equality**

### **This policy will inform the Trust's Equality Scheme.**

The DfE Guidance 2019 (p.15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics..."

At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum".

In Quest Schools we promote respect for all and value every individual student. We also respect the right of our students, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of RSE and Health Education.

### **Special Educational Needs and Learning Differences**

Our pupils have different needs based on their emotional and physical development, life experiences, and learning differences, but we aim to ensure that all pupils are properly included in RSE. Teachers will plan and deliver work in a variety of ways, in order to meet the needs of individual pupils with SEN or learning differences. We focus on activities that increase a pupil's assertiveness, communication and relationship skills, their self-esteem and understanding.

### **Specific issues**

#### **Answering difficult questions**

During both formal and informal PSHE/RSE sessions, pupils are encouraged to ask questions. Any questions from pupils are answered according to the age and maturity of the pupil concerned, and if the teacher delivering the session deems it appropriate to answer.

Teachers will:

- use specific ground rules for this work which will clarify boundaries for students/young people, and mitigate disclosures in class
- clarify that personal questions should not be asked
- clarify that pupils should not give out personal information in class but speak to someone they trust after the lesson, e.g. school nurse, teacher, pastoral staff. In some lessons, an anonymous question box may be used to allow students to ask questions about potentially sensitive or embarrassing topics.

Individual teachers will use their skill and discretion if explicit or difficult questions arise. Questions will be dealt with directly and if necessary will be addressed individually at a later time.

No question will be deemed wrong however age and maturity may make some inappropriate. The Principal will be consulted if there are issues of concern.

Students may also be signposted back to parents/carers who have ultimate responsibility in talking to their students about sensitive matters. We will also encourage parents to talk with school if they have any questions or queries, and if they would like advice on how to better support their child and continue learning outside of the classroom.

### **Child Sex Abuse**

Adult / child & child / child.

The school will follow the Trust's Safeguarding and Child Protection Procedure. Designated Safeguarding Leads for the schools – Director of Education, Principals, Assistant Principals and Pastoral Co-ordinators.

### **Confidentiality**

The member of staff concerned will maintain the child's confidentiality, but if they believe that the student is at risk or in danger they should talk to the Director of Education or Principals who will confer with the safeguarding and child protection Director and then decide on procedure. The child concerned will be informed and supported through this procedure. Confidentiality procedures will follow the guidelines defined in QUEST's Safeguarding and Child Protection Policy. Staff members will also be supported and offered external help if needed.

### **Complaints procedure**

If any parents/carers wish to voice complaints regarding any aspect of PHSE/RSE education they must make it in writing as per the Trust Complaints Procedure.

### **Use of Visitors**

#### **Procedures of involvement of school nurse, health professional and visitors**

The school nurse and health professionals may be involved with relationships education following specific guidance from the Director of Education/Principals or the PSHE co-ordinator.

Visitors will be involved with relationships education following specific guidance from the class teachers following consultation with the PSHE&C co-ordinator or the Director of Education/Principals.

All visitors involved with relationships education must work within the school's protocols and professional guidelines regarding child protection and confidentiality. Staff members will remain in the classroom at all times during any input from outside agencies involved. No visitor may go against the schools express wishes in these areas.

### **Working with parents/carers**

Parents/carers will be involved through meetings and presentations dealing with specific relevant issues.

### **Child withdrawal procedures**

The schools encourage parents/carers to allow their children to participate in all the school's relationships education and will keep them informed of the timing and nature of work carried out within the curriculum.

We recognise that parents and carers are the primary providers of PHSE/RSE for their children.

Our PHSE/RSE curriculum is designed to support and complement this. We aim to build a positive and supportive relationship with parents and carers through mutual understanding, trust and co-operation.

In promoting this we will:

- Inform parents about the school's policy and practice;
- Provide opportunities to view videos, lesson plans and resources used in the PHSE/RSE programme;
- Answer any questions that parents may have about PHSE/RSE for their child;
- Take seriously any issues or concerns that parents raise.

We believe that all of the content within our school's PSHE curriculum, including RSE, is of the utmost importance and relevance to all students. However, parents have the legal right to request that their child be withdrawn from some or all non-statutory sex education other than that which is part of the National Curriculum for Science.

Please note there is no parental right of withdrawal from Relationships Education or Health Education content within the school curriculum, or from any statutory sex education that forms part of the National Curriculum for Science. These are statutory requirements which the DfE mandates schools to teach; please see the statutory document if further information is required.

Parents and carers who wish to exercise their right to withdraw their child from non-statutory PHSE/RSE education are invited to write to the Principal who will explore their concerns and possibilities of adjusting the programme or approach.

If parents still wish to withdraw their child from non-statutory sex education lessons, this request will be recorded, and suitable alternative arrangements made for students during relevant lessons. The issue of withdrawal will be handled as sensitively as possible. Once the child has been withdrawn they will not be able to take part in the sex education programme until the request for withdrawal has been withdrawn in writing. Parents should also understand that the decision to remove their child from these lessons means that they themselves will assume responsibility for talking to their children about any related sex education themes covered outside of National Curriculum Science

#### **Dissemination of policy**

This policy will be made available to staff and Directors through the usual channels. Parents/carers will be informed of their right to read the policy through the school's prospectus and the website.

#### **Monitoring and evaluating**

The Relationships Education subject leader is responsible for monitoring the standards of the student's work and the quality of the teaching in relationships education. They are also responsible for supporting colleagues in the teaching of relationships education, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school.

This policy will be reviewed as part of the 2-yearly cycle of review, unless circumstances show a need for an earlier review.

Signed

*S. Bruton*

CEO