



Centre Academy London PSHE & RSE POLICY 2023

Date: 17.9.23

Next review: 17.9.24

Signed: 

Head of School: Ms K Lee-Douglas



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AIMS OF PSHE

Centre Academy London aims to teach Personal, Social and Health Education using a whole-school approach with the aim of creating a community and environment that respects, supports and encourages each pupil. Whole school approach includes PSHE taking place during assemblies, mentor time, and whole school events. The curriculum is delivered by every teacher at Centre Academy during mentor time; timetabled PSHE lessons are delivered by staff members who are confident in the delivery of topics.

Under section 78 of the Education Act 2002 and the Academies Act 2010, the PSHE curriculum must

- Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.
- Prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

Centre Academy London takes a comprehensive approach towards PSHE, providing a programme which offers a diligently devised Scheme of Work across all year groups supporting the development and learning capacity of each pupil. Our PSHE curriculum is tailored to suit our students' needs, therefore PSHE leads liaise with the whole school to discuss and address rising concerns, and are vigilant in assessing pupil discourse to help inform our curriculum. In addition, the DSL alerts PSHE leads of topics that must be addressed in accordance to the concerns raised throughout their practise.

PSHE makes a significant contribution to the promotion of young people's personal and social development. This is an essential aspect of education, supporting learning across all curriculum areas. Through the promotion of PSHE, skills are developed that our pupils need for them to grow and flourish as individuals and members of society. Studying PSHE contributes to helping children and young people to build their personal identities, confidence, and self-esteem. It helps them to make career choices, understand managing their finances and what influences their decision-making process. PSHE enables them to recognise and manage their emotions and to communicate positively in a range of different scenarios.

In addition, we run the Rights Respecting School programme. The RRSA supplements Centre Academy London's ethos as it promotes a safe and inspiring place to learn, ensuring children are respected and their talents are nurtured enabling them to thrive. The award embeds these values in daily school life and gives children the best change to lead happy, healthy lives and to be responsible, active citizens.

Finally, our Careers Lead ensures students practise what they have acquired through PSHE by applying the skills developed in the work place. Centre Academy London personalises our students' work setting depending on their skills and abilities. This tailored approach allows students to flourish in an environment that is comfortable and safe, enabling them to further acquire skills they can apply in their future years. Our Careers Lead regularly invites speakers from all walks of life to inspire, motivate and educate our students; this offers students an opportunity to look up to 'real' models and installs a sense of validity in themselves.

Overall, the PSHE curriculum at Centre Academy the 'Personal Development' and 'Behaviour and Attitude' aspects required under the Ofsted Inspection Framework, as well as contributing significantly to the Safeguarding and Equality Duties, the Government's British Values agenda and the Spiritual, Moral, Social, Cultural (SMSC) opportunities provided to all pupils.

STATUTORY RSE AND HEALTH EDUCATION

Relationships education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under section 34 and 35 of the Children and Social Work Act 2017, make Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”

“This is why we have made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools.”

“In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. At secondary, teaching will build on the knowledge acquired at primary and develop further pupils’ understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex.”

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

Secretary of State Foreword, Relationships Education, Relationships and Sex Education (RSE) and Health Education. DfE Guidance 2019 p.4-5.

“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.”

*Relationships Education, Relationships and Sex Education (RSE) and Health Education.
DfE Guidance p.8*

“All schools must have in place a written policy for Relationships and Sex Education.”

*Relationships Education, Relationships and Sex Education (RSE) and Health Education.
DfE Guidance p.11.*

The DfE Guidance 2019 at secondary school level relates to the ‘intimate and sexual relationships, including sexual health’ section of the guidance and includes:

- Facts about reproductive health
- Facts about the full range of contraceptive choices
- How sexually transmitted infections (STIs) including HIV/AIDS are transmitted



- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment
- Consent and the law

Relationships Education, Relationships and Sex Education (RSE) and Health Education.
DfE Guidance page29

Centre Academy London include the statutory Relationships, Sex and Health Education within the PSHE curriculum as our pupils need help and advice to help them develop healthy relationships, not just those of an intimate nature, but of all kinds.

We aim to help them understand what a healthy relationship looks like and teach them what is and is not acceptable behaviour. We want to enable our pupils to understand and respect who they are and empower them with a voice which enables them to act according to their beliefs and that supports them throughout their lives.

SAFEGUARDING AND RESPONSIBILITY

PSHE and RSE work with pupils' real-life experiences and it is key that both staff and pupils are protected in these lessons. A safe and supportive environment is created by the use of ground rules;

- Listen to each other (only one person talks at a time)
- Keep to time
- Challenge the statement; not the individual making it
- The 'right' not to answer questions
- No personal questions to be asked by pupils or teachers
- If giving an example make it anonymous.
- Everyone has a right to his or her own space.
- Right to Privacy.

Many issues covered in PSHE and RSE are of a sensitive nature. The ground rules provide a safe working environment for both pupils and staff. All staff at Centre Academy London receive safeguarding training, and PSHE leads receive training that is then cascaded to the rest of the staff at Centre Academy. Training includes navigating controversial topics or difficult questions from pupils and ensuring staff do not let their personal beliefs and attitude influence teaching.

Teachers can raise any concerns about their ability to teach certain areas of the curriculum without letting their personal beliefs and attitudes affect them.

Due to nature of the topics covered in the PSHE and RSE education programmes, all teachers are made aware of the Centre Academy London guidelines on confidentiality and disclosure. The boundaries around confidentiality are made explicit to learners.

EQUALITY

The PSHE and RSE policy at Centre Academy London promotes respect and value for each individual pupil. 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. Schools within the Trust are free to determine how and when they teach the pupils about LGBT content (Lesbian, Gay, Bisexual, Transgender) and all pupils are taught the LGBT content at a timely point as part of the curriculum.

At Centre Academy London, we respect the right of pupils, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be different with our approach to some aspects of RSE and Health Education.

SEND

Centre Academy London prides itself on its inclusive policy and how we make provision for all pupils' needs. This is no exception for PSHE and RSE. High quality teaching is differentiated and personalised to meet the needs of all pupils.

ASSESSING

As with any learning, the assessment of pupils' PSHE and RSE is important as it enables the teacher to gauge their progress and it also informs the development of the lessons. Pupils do not pass or fail this area of learning, but have the opportunity to reflect upon their personal learning experience, set goals, and record their understanding in a range of ways; posters, leaflets, reflective diaries etc.

Their progress is also monitored during class discussions, group work, questionnaires / surveys and peer assessment. Pupil voice via the School Council is also used to adapt and amend material for PSHE and RSE and ensure it is relevant and effective to both our learners and wider community.

Concerns raised are shared with parents, as well as resources to support parents at home when students have further questions. PSHE/RSE is always discussed during parents evening, and parents have an opportunity to ask and explore our PSHE curriculum with the PSHE lead.

ROLES AND RESPONSIBILITIES

The Governors

The PSHE and RSE policy will be approved by Centre Academy London governing body and they will hold the Head of School to account for its implementation.

Head of School

It is the responsibility of the Head of School to ensure that PSHE and RSE is taught consistently across the school.

It is also their responsibility to manage any requests to withdraw pupils from non-statutory components of RSE

Staff

The staff across Centre Academy London are responsible for:

- The delivery of PSHE and RSE in a sensitive way
- Modelling positive attitudes to PSHE and RSE



- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents / carers wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Head of School.

Pupils

There is an expectation that all pupils in Centre Academy London fully engage in PSHE and RSE and follow the ground rules (as specified above) thus ensuring they treat others with respect and sensitivity.

Parents

All parents have access to the PSHE and RSE policy and are invited to feedback directly to the school and participate with surveys and questionnaires as part of our consultation process that is regularly reviewed.

PARENTS RIGHT TO WITHDRAW FROM RSE

Secondary schools

Parents' have the right to withdraw their child from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wished to receive sex education rather than being withdrawn, the school will arrange this. Students are not able to be withdrawn from the 'Health Education' topics within the new curriculum.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the Head of School.

A copy of withdrawal requests will be placed in the pupil's educational record. The Head of School will discuss the request with the parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from sex education.

VISITORS

Centre Academy London value working with external partners as they enhance the delivery of PSHE and RSE with specialist knowledge and different ways of engaging our pupils. As part of the PSHE and RSE educational package, outside visitors will be invited to deliver appropriate sessions to pupils within the Trust.

All visitors are subject to the Centre Academy London's Child Protection and Safeguarding policy and the credentials of visiting organisations and any visitors linked to external agencies are always checked. The Trust also ensures that the teaching delivered by visitors fits with the planned programme of study. The content of lessons provided by external agencies is age appropriate and accessible for all pupils and is approved by the school in advance of delivery.

As with all PSHE and RSE lessons, Centre Academy London will ensure that guest speakers / visitors are aware of the confidentiality and safeguarding policy. Any matters reported by visitors to the lead teacher will be dealt with in line with CAL's Safeguarding Policy

CURRICULUM DESIGN

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

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

POLICY REVIEW

Policy Name	PSHE and RSE Policy
Author	Halima Shaker
Statutory, regulatory and/or contractual considerations	Statutory
Implementation Date	September 2023
Review Date	September 2024
Review Cycle	Annually

The PSHE and RSE policy at the Ambitions Academies Trust is informed by the DfE guidance:

- Keeping Children Safe in Education
- Respectful School Communities
- Behaviour and Discipline in Schools
- Equalities Act 2010
- SEND code of practice: 0 to 25 years]
- Mental Health and Behaviour in Schools
- Preventing and Tackling Bullying including cyberbullying
- Sexual violence and sexual harassment between children in schools
- The Equality and Human Rights Commission Advice and Guidance
- Promoting Fundamental British Values as part of SMSC in schools

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Appendix 1: Curriculum Outline

	Year 7	Year 8	Year 9	Year 10	Year 11
T1	<p>Living in the Wider World</p> <p>L1 - Self Aspirations</p> <p>L2 - Wants and Esteem needs</p> <p>L3 - Racism and Stereotypes</p> <p>L4 - Safer Social Media</p> <p>L5 - Being a resilient student</p> <p>L6 - Finance - Ethical Consumers</p>	<p>Relationships: RSE</p> <p>L1 - Consent</p> <p>L2 - Contraception</p> <p>L3 - Dangers of pornography</p> <p>L4 - Sexting and Images</p> <p>L5 - STI's</p> <p>L6 - Male Body Image</p> <p>L7 - Domestic conflict</p>	<p>Relationships</p> <p>L1 - Eating Disorders</p> <p>L2 - Body Image</p> <p>L3 - CSE</p> <p>L4 - Abusive relationships</p> <p>L5 - Peer pressure</p> <p>L6 - BV: Religion and Culture</p> <p>L7 - BV: Identity</p> <p>L8 - LGBTQI+</p>	<p>Health Living and Choices</p> <p>L1 - Grief and Bereavement</p> <p>L2 - Suicide</p> <p>L3 - Managing Social Anxiety</p> <p>L4 - Social media and Self Esteem</p> <p>L5 - Screen Time</p> <p>L6 - Study Skills</p> <p>L7 - WEX and CV Skills</p>	<p>Healthy Living and choices</p> <p>L1 - What is Diversity?</p> <p>L2 - Identity and Positivity</p> <p>L3 - Obesity and Body</p> <p>L4 - Fertility and Health</p> <p>L5 - Fertility and Health</p> <p>L6 - Fertility and Health</p> <p>L7 - What is CPR</p>
T2	<p>Living in the Wider World</p> <p>L1 - Finance In and out</p> <p>L2 - Finance Budgeting</p> <p>L3 - Finance Bank Accounts</p> <p>L4 - Finance Credit Cards</p> <p>L5 - Finance E-Money</p> <p>L6 - Finance Christmas</p> <p>L7 - RSE & BV</p>	<p>Relationships: RSE & BV</p> <p>L1 - Family relationships</p> <p>L2 - Love and Feelings</p> <p>L3 - Bullying or banter?</p> <p>L4 - Cyber Bullying</p> <p>L5 - Safe Relationships</p> <p>L6 - BV: Radicalisation</p> <p>L7 - Identity</p>	<p>Healthy Living and choices</p> <p>L1 - Alcohol Awareness</p> <p>L2 - Drugs and the Law</p> <p>L3 - Vaccinations, OD, Stem Cells</p> <p>L4 - Vaccinations, OD, Stem Cells</p> <p>L5 - Acid Attacks</p> <p>L6 - Self Harm</p> <p>L7 - Christmas</p>	<p>Healthy Living and choices</p> <p>L1 - Time management</p> <p>L2 - Living Sustainably</p> <p>L3 - Homelessness</p> <p>L4 - Hate Crime</p> <p>L5 - Tattoos and Piercings</p> <p>L6 - Binge Drinking</p> <p>L7 - Christmas</p>	<p>Healthy Living and choices</p> <p>L1 - Perseverance and Procrastination</p> <p>L2 - The importance of sleep</p> <p>L3 - Risk and decision making</p> <p>L4 - Gambling on and offline</p> <p>L5 - Digital Footprints</p> <p>L6 - Personal Safety</p> <p>L7 - Christmas</p>
T3	<p>Relationships: RSE & BV</p> <p>L1 - Family relationships</p> <p>L2 - Love and Feelings</p> <p>L3 - Bullying or banter?</p> <p>L4 - Cyber Bullying</p> <p>L5 - Safe Relationships</p> <p>L6 - BV: Radicalisation</p> <p>L7 - Identity</p>	<p>Living in the Wider World: Careers</p> <p>L1 - Finance: In and Out</p> <p>L2 - Finance: NI and tax</p> <p>L3 - Finance: How is tax spent?</p> <p>L4 - Finance: Spending & Saving</p> <p>L5 - Careers: Entrepreneurs</p> <p>L6 - Careers: Teamwork</p> <p>L7 - Careers: Communication</p> <p>L8 - Assessment</p>	<p>Healthy Living and choices</p> <p>L1 - Behaviour to achieve</p> <p>L2 - Human Rights: Education</p> <p>L3 - Interpersonal Skills</p> <p>L4 - Discrimination</p> <p>L5 - Growth Mindset</p> <p>L6 - Coping with Stress</p> <p>L7 - Managing Anxiety</p> <p>L8 - Selfie Safety</p>	<p>Living in the Wider World: Careers</p> <p>L1 - The right career for me</p> <p>L2 - Employability Skills: CV</p> <p>L3 - Careers in STEM</p> <p>L4 - Preparing for WEX</p> <p>L5 - Rights and Responsibilities</p> <p>L6 - International Women's Day</p>	<p>Relationships: RSE & BV</p> <p>L1 - Bullying and body shaming</p> <p>L2 - Types of relationship</p> <p>L3 - Consent, Rape and SH</p> <p>L4 - What makes good sex?</p> <p>L5 - Safe and Chemical Sex</p> <p>L6 - Relationship breakups</p> <p>L7 - Happiness and positivity</p>
T4	<p>Relationships: RSE & BV</p> <p>L1 - Family relationships</p> <p>L2 - Love and Feelings</p> <p>L3 - Bullying or banter?</p> <p>L4 - Cyber Bullying</p> <p>L5 - Safe Relationships</p> <p>L6 - BV: Radicalisation</p> <p>L7 - Identity</p>	<p>Healthy Living and Choices</p> <p>L1 - Self-confidence & goals</p> <p>L2 - Personal target setting</p> <p>L3 - Behaviour to Achieve</p> <p>L4 - Emotional Literacy</p> <p>L5 - Mindfulness</p>	<p>Living in the Wider World: Careers</p> <p>L1 - My future, My control</p> <p>L2 - Work skills & experience</p> <p>L3 - Enterprise and skills</p> <p>L4 - Workplace Skills</p> <p>L5 - Kudos</p> <p>L6 - Kudos</p> <p>L7 - Kudos</p>	<p>Living in the Wider World: Careers</p> <p>L1 - The Criminal Justice System</p> <p>L2 - Anti-Social Behaviour</p> <p>L3 - County Lines</p> <p>L4 - Money Laundering</p> <p>L5 - Terrorism and Holy War</p> <p>L6 - Overt and Covert Racism</p> <p>L7 - Fake News and Crit Thinking</p>	<p>Living in the Wider World: Careers</p> <p>L1 - Animal rights and sustainability</p> <p>L2 - The environment</p> <p>L3 - Globalisation</p> <p>L4 - Multiculturalism</p> <p>L5 - Right Wing Extremism</p> <p>L6 - The Dark Web</p> <p>L7 - Cyber Crime and Online Fraud</p>
T5	<p>Healthy Living and Choices</p> <p>L1 - Healthy Lifestyle</p> <p>L2 - Balanced diet</p> <p>L3 - Nutrition choices</p> <p>L4 - Consequences: poor choices</p> <p>L5 - Energy Drinks</p> <p>L6 - Exercise</p> <p>L7 - Smoking</p> <p>L8 - Drugs: How dangerous?</p>	<p>Healthy Living and Choices</p> <p>L1 - Vaping & addiction</p> <p>L2 - Cancer Awareness</p> <p>L3 - Personal Safety and First Aid</p> <p>L4 - Teenage pregnancy</p>	<p>Preparing for the Wider World</p> <p>L1 - Avoiding Debt</p> <p>L2 - Managing Money</p> <p>L3 - Consumers and the Law</p> <p>L4 - Employability</p> <p>L5 - Kudos</p>	<p>Relationships: RSE & BV</p> <p>L1 - Conflict Management</p> <p>L2 - Forced and Arranged marriage</p> <p>L3 - Harassment and Stalking</p> <p>L4 - Revenge Porn</p> <p>L5 - Relationships & Role Models</p>	<p>Relationships: RSE & BV</p> <p>L1 - GCSE revision and Study Skills</p> <p>L2 - Apply: college and Uni</p> <p>L3 - Independent Living</p> <p>L4 - Job Interviews</p> <p>L5 - Health and Safety at work</p> <p>L6 - Trade Unions</p>
T6	<p>Healthy Living and Choices</p> <p>L1 - Mental Health: depression</p> <p>L2 - Emotional Literacy</p> <p>L3 - Puberty</p> <p>L4 - Periods</p> <p>L5 - FGM</p> <p>L6 - Summer</p>	<p>Living in the Wider World</p> <p>L1 - Protected Characteristics</p> <p>L2 - Stereotypes: disability</p> <p>L3 - Homophobia: LGBT</p> <p>L4 - Stereotypes: Teenagers</p> <p>L5 - Avoiding Online Grooming</p> <p>L6 - Our environment</p>	<p>Healthy Living and Choices</p> <p>L1 - UNICEF around the world</p> <p>L2 - Human Rights: Trafficking</p> <p>L3 - UK: helping other countries</p> <p>L4 - Sustainability</p> <p>L5 - Young Offenders and the Law</p> <p>L6 - Knife Crime: Consequences</p>	<p>Relationships: RSE & Diversity</p> <p>L1 - Same Sex Relationships</p> <p>L2 - Gender and Trans Identity</p> <p>L3 - Community Cohesion</p> <p>L4 - Sexism</p> <p>L5 - Parenting</p> <p>L6 - Obesity and Body Positivity</p>	

Appendix 2: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			
TO BE COMPLETED BY THE SCHOOL			
Agreed actions from discussion with parents			