



Title:	PSHE Policy
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Learning4Life-GY

Personal, Social, Health and Economic Education Policy

Our vision

As stated by the DfE within the Relationships Education, relationships and Sex Education (RSE) and Health Education Statutory guidance (2020) children and young people within today's society are: "growing up in an increasingly complex world and living their lives seamless on and offline. This presents many positive and exciting opportunities, but also challenges and risks. At Learning4life-GY we have developed our approach to PSHE so that our learners are able to feel positive about who they are and know how to be healthy, safe, responsible and manage their academic, personal and social lives in a positive way. Through active learning opportunities, all learners will learn to recognise and manage risk, take increasing responsibility for themselves, their choice and behaviours and make positive contributions to their families, school and communities.

Learners will learn to recognise, develop and communicate their qualities, skills and attitudes. They build knowledge, confidence and self-esteem and make the most of their abilities. Learners will learn to identify and articulate feelings and emotions, learn to manage new or difficult situations and form and maintain effective relationships with a range of people. It is our aim therefore that PSHE is provided to all learners through designated PSHE lessons that are timetabled. Our PSHE curriculum compliments our overall ethos which encourages respect for other people, with particular regard to the protected characteristics (as identified within the Equality Act, 2010).

Our PSHE Curriculum however is not the only means of promoting PSHE; all of our Curriculum and the Learner Journey as a whole entity encourages respect for people in a general way and ensures that Part 2: Spiritual, Moral, Social and Cultural development of pupils (SMSC) of the Independent School Standards (2019) are an integral part of everyday school life and the DfE Statutory Guidance for Relationships Education, relationships and Sex Education (RSE) and Health Education (2020) is embedded to ensure that a whole school approach to PSHE is evident. This includes the emphasis in having strong communication links with staff, pupils and parents.

PSHE is developed throughout all parts of Learning4life-GY's curriculum by nature of the schools ethos; its expected behaviours; and more explicitly so in specific subjects and activities. Learning4life-GY's approach to differentiation in the planning and execution of learning activities further ensures that Relationships Education, relationships and Sex Education (RSE) and Health Education is explored in an age appropriate way. Furthermore, all staff at Learning4life-GY will actively promote the fundamental British values by challenging any behaviours and opinions that undermine them without avoidance of debate and discussion on the issues involved.

All learners at Learning4life-GY will:

- Develop accurate and relevant knowledge of spiritual, moral, social and cultural issues
- Have the opportunity to transfer knowledge to long term memory and personal understanding
- Explore, clarify and if necessary, challenge their own and others' values, attitudes, beliefs, rights and responsibilities.

As such, all staff within Learning4life-GY will:

- Create a learning environment where all learners are confident in discussing their hopes, fears and sensitive issues
- Develop ground rules in alignment with our values of Ready, Respectful and Safe
- Model good practice in the way that we communicate and interact with learners and others
- Provide enrichment opportunities to develop learner social and emotional skills
- Work with external providers to provide the best possible experiences and expertise for our learners
- Remain flexible with our Curriculum and respond to issues as they arise
- Ensure differentiation in accordance with age-related expectations and learner starting points in terms of academic skills

Relationship and Sex Education

Relationship and Sex Education is defined by Learning4life-GY as the information needed to help young people to develop healthy, nurturing relationships of all kinds, not just intimate relationships. It is the development skills to enable learners to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. Relationship and sex Education covers contraception, developing intimate relationships and teaches acceptable and unacceptable behaviour in relationships. Relationship and sex education will help learners to understand the positive effects that good behaviour have on mental wellbeing, and will enable learners to identify when relationships are not right and understand how such situations can be managed

Curriculum Plan

PSHE lessons are broken down into units of manageable sizes and communicated clearly to learners at the onset of the year in the provision of the Curriculum Plan during the first lesson. The logical sequencing of the Curriculum is evident in the Curriculum Plan and Scheme for Work for PSHE which is split into age appropriate content. The curriculum includes well-chosen opportunities and contexts for learners to embed new knowledge so that it can be used confidently in real life situations.

Topics to be covered within the PSHE Curriculum are as follows:

- Self-awareness
- Self esteem
- Personal Beliefs
- Values and Behaviours
- Critical Thinking
- Families
- Respectful relationships
- Online and Media
- Being Safe online

- Intimate and sexual relationships
- Mental wellbeing
- Internet Safety and harms
- Healthy lifestyles
- Healthy eating
- Smoking, drugs, and alcohol
- Basic First Aid
- Health Prevention
- Fundamental British Values
- Equality and Diversity
- Religion
- LGBTQ
- Sustainability
- Employability
- Aspirations
- Progression

Learners aged 14-16

Will receive two hours of PSHE lessons per week delivered by their teachers. To compliment, the content delivered within their Topic Lessons, within Science and in PE are all also focused around the development of skills for independent life.

Relationships and Sex Education will be taught through the PSHE lessons delivered and will provide learners with the information that they need to develop healthy, nurturing relationships of all kinds by building on the learning that they have already undertaken in Primary Schools. The relationship and Sex Education classes for 14-16 year olds will cover the following:

- Safer sex and sexual health including contraception
- Developing intimate relationships and resisting pressure to have sex (and not applying pressure)
- Acceptable and unacceptable behaviour in relationships
- Understanding human sexuality and respect for self and others
- Family relationships, friendships and other kinds of healthy relationships
- The facts and the law about sex, sexuality, sexual health and gender identity
- Grooming, sexual exploitation and domestic abuse including coercive and controlling behaviours
- Internet safety and how to keep safe online

Learners aged 16+

Although not a mandated element of the Post-16 Curriculum, Learning4life-GY believe that continued reinforcement of the values and SMSC guidelines is integral to the development of learners within Learning4life-GY and more specifically for those with English as an additional language. All on the ESOL Study Programme will receive 2 hour per week of PSHE delivered through tutorial by their teachers. Those learners on 16-19 SEND Study

Programme will undertake PSHE lessons if this will benefit the development of their social and emotional skills which will compliment the topics chosen within their Topic lessons. Topic lessons are also focused around the development of skills for independent life and any Term 3 work experience undertaken will also focus upon development of self-knowledge, self-esteem and self-confidence. All topics as detailed within the 14-16 Curriculum will be delivered to the ESOL 16-19 Study Programme learners, however emphasis is placed on the development of learner vocabulary alongside development of SMSC and in understanding the differences in cultural expectations in relation to gender, relationships and health; alongside the fundamental British values.

Parental consent

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of the PSHE curriculum plan at Learning4life-GY. Within appendix 1 is a copy of the letter sent to all parents at the onset of the academic year/ induction (if a learner joins programme later in the year). The parental letter provides an overview of the relationship and sex education curriculum and asks for consent. If a parent/ carer does not provide consent for the delivery of sex education the Principal will contact to discuss the request and as appropriate with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. This discussion will be documented and stored within learner files. Within the meeting the Principal will discuss the benefits of the education and any detrimental effects of withdrawing might have on the learner. This could include any social and emotional effects of being excluded as well as the likelihood of the learner hearing their peers' version of what was said in the class, rather than what was directly said by the teacher.

Once these discussions have taken place, except in exceptional circumstances Learning4life-GY will respect the parent's wishes to withdraw the learner, up to and until three terms before the child turns 16. After that point, if the learner wishes to receive sex education rather than be withdrawn, Learning4life-GY will make arrangements to provide the child with sex education during one of those terms.

This process is the same for learners with SEND. However, there may be exceptional circumstances where the Principal may want to take learners specific needs arising from their SEND into account when making this decision.

If a learner is excused from sex education, Learning4life-GY will ensure that the learner receives appropriate, purposeful education during the period of withdrawal.

Working with external agencies

Learning4life-GY will work with external agencies to enhance the delivery of the subjects within PSHE lessons by bringing in specialist knowledge and different ways of engaging with learners. As with any visitors; Learning4life-GY will ensure that the Visitors Policy is adhered to and that the credentials of the visitor are checked. Learning4life-GY will ensure that the teaching delivered by the visitor fits with the planned programme and the PSHE Policy. Learning4life-GY will hold discussions with the visitor prior to delivery to discuss the detail of

delivery and to check the material used to ensure that it is age appropriate and accessible for all learners (this will include lesson plans and resources). The teacher will remain present for the lesson as visitors will not be considered replacements for teaching, but rather enhancement of teaching by an appropriate member of teaching staff.

Communication of the PSHE policy

The Learning4life-GY PSHE Policy (2020) will be available for all parents, carers and the wider community on the Learning4life-GY website and also available in paper copy for anyone who requests a copy. This Policy has been approved by the Learning4life-GY Governing Body at its Scrutiny Panel prior to being published.