

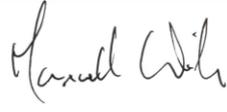
Frome College

Frome College Policy for Personal, Social & Health Education (PSHE) Provision

Policy Review

Review Cycle	Date of Current Policy	Author(s) of Current Policy	Review Date
	November 2021	Katie Duncan	

Policy Ratification

Role	Name	Signature	Date
Chair of Governors	Max Wide		26 th January 2022
Principal	Emma Reynolds		26 th January 2022

Details of Policy Updates

Date	Details

The Governing Body of Frome College has endorsed the adoption and use of the Somerset County Council **Frome College Policy for Personal, Social and Health Education (PSHCE) Provision** with the appropriate details modified to make it relevant to the College.

All changes to the LA Model Policy must be evaluated and any necessary College policy updates brought to the next appropriate Governor meeting for approval.

The latest Model Policy incorporated was issued by the **LA in October 2021**.

This College Policy shall be reviewed annually

Contents

1. Rationale and Ethos
2. Roles and Responsibilities
3. Legislation (statutory regulations and guidance)
4. Curriculum Design
5. Safe and Effective Practice
6. Safeguarding
7. Monitoring and Review

1. Rationale & Ethos

This policy covers our College's approach to Personal, Health and Social Education (PSHE). It has been produced by the Religion & Philosophy team and will be reviewed and endorsed by the SLT and Governing body.

Parents and Carers will have access to the policy through the College website and on request. If a version of the policy is required in an alternative format then the college will attempt to comply with any reasonable request to do so.

The overarching aims and objectives for our students are to ensure that they are equipped as young people to develop the tools they need to develop healthy, nurturing relationships of all kinds, that they have the skills and knowledge to identify and practice behaviours that will support their physical and mental health and have an introduction to wider world issues that will place their learning and future goals in context as well as supporting the path to achieving them,

We will create a safe and supportive learning environment by ensuring that lessons are well planned and that staff are clear on their duty to challenge language, behaviour and ideas that are contrary to this.

We will ensure that where students indicate that they may be vulnerable and at risk, they will get appropriate support by ensuring that we share our curriculum with the pastoral team so that they can flag extra need, provide trigger warnings when introducing sensitive materials and that all staff are made aware of safeguarding flags.

We promote the needs and interests of all students, irrespective of gender, culture, ability, or aptitude by using inclusive language and materials in our lessons and ensuring that staff are trained in awareness when delivering the content.

Teaching will also consider the ability, age range, readiness and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access PSHE education provision. Clear identification of means and opportunities of decolonisation of the curriculum are identified and implemented.

We promote social learning and expect our students to show a high regard to the needs of others by focussing explicitly on discussion techniques and respectful behaviours in the classroom. Staff will be trained and supported in the delivery of this.

We will use PSHE education as a vehicle to address diversity issues and to ensure equality for all by ensuring we continue to be responsive to the whole College

2. Roles & Responsibilities

Responsibility for the PSHE policy ultimately lies with the governing body and will be developed and reviewed and approved by that body.

The Religion and Sex Education programme will be led by the R&P team. They will produce overviews for the curriculum being taught, which will be published

online on the College website and lesson plans and resources in line with the appropriate guidance from the PSHE Association & Sex Education Forum in particular.

Post 16 PSHE lessons will be the responsibility of the Head of Post 16 with the support of the R&P team.

It will be taught by a variety of staff from across the curriculum areas in discreet timetabled lessons once a fortnight. These staff will receive appropriate support and training both in house and from external professionals.

It will be supported by tutors, HOH's and professionals where appropriate. An example of this may be Police speakers, mental health professionals or LGBT+ support groups.

3. Legislation (statutory regulations and guidance)

We are required to teach relationships education/ RSE as part of the Department of Education statutory guidance 2020/2021. In secondary education from September 2020:

- Parents will not be able to withdraw their child from any aspect of Relationships Education or Health Education
- Parents will be able to withdraw their child (following discussion with the school) from any or all aspects of Sex Education, other than those which are part of the science curriculum, up to and until three terms before the age of 16. After that point, the guidance states that 'if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.'
- Where pupils are withdrawn from sex education, schools should document the process and will have to 'ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.'

The PHSE policy is in line with the following legislation;

- Education Act (1996)
- Learning & Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary guidance SRE for the 21st century (2014)
- Keeping children safe in education – statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)

The following college policies may also be relevant – behaviour, safeguarding, RSE

4. Curriculum Design

The PSHE curriculum will be delivered through a spiral programme of lessons organised across three main themes. These themes will be RSE (Relationship and Sex Education – see separate policy document), the Wider World, which will include elements of the careers programme and Healthy Living (both mental and physical).

Pupils will have one lesson per fortnight from year 9 to year 11 inclusive and 1 lesson fortnight in post 16.

There will also be opportunities for visiting speakers and small workshops to supplement lessons and areas of need.

This policy links to the policy on Curriculum at Frome College.

5. Safe & Effective Practice

Teachers and students of all year groups will agree ground rules at the beginning of the year, that are referred to throughout. This will include;

- Being open but not personal
- Creating a safe space
- Being respectful
- A right to pass
- Using respectful language
- Ensuring opportunities to ask appropriate questions

6. Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue and that this must be treated in line with the College safeguarding policy.

Teachers will consult with the designated safeguarding leads Vicky West & Andrew Tugwell. Visitors/ external agencies will need to be escorted at all times whilst on site including and be asked to sign in a wear the visitor lanyard is provided.

Visiting speakers/ external agencies will need to be vetted to ensure that they have no agenda that is incompatible with the school ethos. Those arranging visits will also ensure that they have an overview of any presentation/ speeches prior to accepting the visitors on site. Further guidance on this can be found here:

<https://www.sexeducationforum.org.uk/sites/default/files/field/attachment/External%20visitors%20and%20SRE.pdf>

7. Monitoring & Review

Governors will be informed of the RSE policy and curriculum development.

Student voice will be used to review and tailor our RSE programme to match the different needs of pupils.

Teachers will be asked to critically review their work in delivering RSE formally at the end of each academic year.

This policy will be reviewed in light of any new statutory guidance and according to the College's review cycle thereafter.