

## **PHSCE Curriculum (Including RSE and Health Education)**

### Intent

Our intent is to provide an academic PSHE curriculum that provides opportunities for pupils to reflect on and clarify their own values and attitudes and explore complex and sometimes conflicting range of values and attitudes they encounter now and in the future. We want to ensure that students have access to trustworthy factual and well-balanced information about relationships; health and wellbeing; personal development; and careers. The PHSCE curriculum is designed to ensure that students develop the skills and knowledge needed to succeed in life after school as successful, well-rounded, thoughtful global citizens.

### **Key aims of our PHSCE curriculum include:**

1. To ensure that our students have the key knowledge required to keep themselves and others safe, online and in the physical world.
2. To ensure that students are empowered to make well informed, positive decisions about their lifestyles.
3. To provide important contextual knowledge which enables our students to develop strong sense of self, identity, acceptance and belonging.
4. To enable our students to explore and develop the necessary skills and knowledge required to succeed as modern-day, global citizens: including knowledge about personal, social, health and economic education; careers education; citizenship education; and relationships/sex education.
5. To enable learners to consider, reflect on and understand their social responsibilities, locally, nationally and globally.

### Implementation

Students are able to access learning through a series of taught lessons which is complimented by our pastoral, SMSC (Spiritual, moral, social and cultural development) and enrichment curricula, and our wider safeguarding practices and processes. Students access a weekly 1hr of sessions which are delivered exclusively via tutor time. This allocation is 'topped up' through a series of termly enrichment day sessions and special assemblies. Curriculum trips and visits from external guest speakers also enhance the learning experience of our students.

The lessons follow the typical INA pedagogy (details of which can be found in the INA Curriculum, Teaching/ Learning and Assessment Policy). All PSHE topics are age-appropriate and have been planned in accordance with advice from the PSHE Association and the Department of Education's statutory RSE guidance. Health and wellbeing, SMSC, and British values are also taught via the PHSCE curriculum. The curriculum spans several social, cultural, health and education issues and is highly contextualised to the local needs and demographic of the Academy and local area.

Students do not sit a formal exam in PHSCE. Teachers assess students' learning through extended writing tasks, applied learning time activities, participation in class and dialogue of learners. There are end of unit tests and a series of low stakes tests employed to assess progress. As with any subject, effective AFL strategies are used throughout the course enabling teachers to address misconceptions quickly and identify topics which may need further teaching.

A member of the Senior Leadership Team has strategic oversight for PSHE and therefore RSE also. This member of staff works closely with the Pastoral Leader who has responsibility for PSHE. Together, they will collaborate with other key members of staff to ensure a curriculum that is both quality and consistent. These other members of staff will include curriculum leads in other areas (such as Science, PE, computing), Designated Safeguarding Lead and Pastoral Leaders, amongst others

### Content

	<b>AUT1</b>	<b>AUT2</b>	<b>SPR 1</b>	<b>SPR 2</b>	<b>SUM 1</b>	<b>SUM 2</b>
<b>Reception</b>	Me and my world	Who can help?	Emotions	Get growing	The world	Animals
<b>Year 1</b>	Resourcefulness	Anti- Bullying	Being safe	Emotional intelligence	Integrity	Discovery

<b>Year 2</b>	Resourcefulness	Anti- Bullying	Being safe	Emotional intelligence	Integrity	Discovery
<b>Year 3</b>	Resourcefulness	Anti- Bullying	Being safe	Emotional intelligence	Integrity	Discovery
<b>Year 4</b>	Resourcefulness	Anti- Bullying	Being safe	Emotional intelligence	Integrity	Discovery
<b>Year 5</b>	Resourcefulness	Anti- Bullying	Being safe	Emotional intelligence	Integrity	Discovery
<b>Year 6</b>	Resourcefulness	Anti- Bullying	Being safe	Emotional intelligence	Integrity	Discovery
<b>Year 7</b>	Respectful relationships	Respectful relationships	Internet safety	Mental well being	Physical health	Citizenship
<b>Year 8</b>	Respectful relationships	Citizenship	Internet safety	Mental well being	Physical health	Careers
<b>Year 9</b>	Respectful relationships	Careers	Physical health	Citizenship	Physical health	Citizenship
<b>Year 10</b>	Respectful relationships	Citizenship	Relationships	Physical health	Careers	Citizenships
<b>Year 11</b>	Respectful relationships	Post 16 destinations	Physical health	Careers		
<b>Year 12</b>	Study skills for success	University and beyond	Citizenship and equality	Physical health and mental wellbeing	You r money matters	Careers and destinations
<b>Year 13</b>	Physical health and mental wellbeing	Destinations	Relationships	Careers		

## Inclusion

In teaching Relationships Education and RSE, INA ensures that the needs of all students are appropriately met, and that all pupils understand the importance of equality and respect. We make reasonable adjustments to alleviate disadvantage and are mindful of the SEND Code of Practice, when planning for these subjects. High quality teaching that is differentiated and personalised is the starting point to ensure accessibility, and we meet with parents of pupils who are vulnerable, which could include some pupils with SEND. The school considers the religions and beliefs of the school community and has taken and continues to take into account parent views on the provision and resources used to deliver the RSE curriculum.

## Working with parents

“The role of parents/carers in the development of their children’s understanding of relationships is vital. Parents are the first educators of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.” Relationships Education, Relationships and Sex Education (RSE) and Health Education, draft statutory guidance (DfE July 2018) At INA we welcome feedback from parents on any area of our curriculum, including the PSHE and RSE curriculum. The member of staff with overall responsibility for PSHE is available to meet with parents to discuss any questions or share overviews on certain topics.

## Withdrawal

Parents have the right to request for their child to be withdrawn from some or all the sex education lessons delivered in school, other than when it is part of the science curriculum. Parents do not have a right to withdraw their child from Relationship Education. If a parent chooses to withdraw their child, then parents will need to make a request in writing to the Principal, stating their views and reasons for the request, demonstrating how they will deliver sex education to their child at home. The Principal will then meet with parents to clarify the nature and purpose of the curriculum and outline any possible detrimental effects that the withdrawal may have on the child. Such detrimental effects could include the following:

- Being excluded from their class can be very upsetting for children
- Pupils are likely to hear their peer’s version of what was taught in the lessons, rather than what was directly said by the teacher
- Pupils may become more curious and research questions on the internet

Once those discussions have taken place, except in exceptional circumstances, the school will respect the parents’ request to withdraw the child, up to and until three terms before the child turns 16. After

that point, 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.

As mentioned above, some of sex education is taught as part of the science curriculum. At key stage 3 and 4 this includes teaching about reproduction in humans, for example the structure and function of the male and female reproductive systems, menstrual cycles, gametes, fertilisation, gestation, birth and HIV/AIDS. There continues to be no right of withdrawal from any part of the national curriculum.

### **Monitoring and evaluation**

At INA we hold the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas. Our curriculum builds upon the knowledge pupils have previously acquired, including in other subjects. Resources used are under constant review by Pastoral Leaders, the Pastoral Leader i/c of PSHE and the member of SLT with overall responsibility. This policy will be reviewed annually and take on board views of parents, staff, students as well as any further policy developments from the DfE

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