



PSHCE POLICY

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Introduction

Personal, Social, Health, Citizenship and Economic education (PSHCE) is an integral part of the education programme at Wymondham College and within the Sapientia Trust. The primary principles of the PSHCE curriculum is to:

1. Encourage and inspire young people to become kinder, more confident, more thoughtful and more responsible citizens in the communities in which they live, study and work.
2. To foster personal and Spiritual, Moral, Social and Cultural development (SMSC) as well as helping to enhance their ability to cope with life and its demands.

The curriculum has been designed to be both proactive and reactive and enables students to have a greater understanding and the ability to adapt to complexities that life can bring. Our use of Student Voice, as well as our links to outside agencies and organisations, enables us to enhance our commitment to give our students a well-resourced and ambitious curriculum to meet the diverse needs of our student body across the College. The curriculum is designed around active engagement in learning, rather than passively receiving information. Students will be given opportunities to consider and clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills.

This policy was produced through consultation with staff, pupils, and parents through (but not limited to) the following channels: -

1. Department Review and Feedback
2. Department training via LELE, PSHE Association, Sex Education Forum, and other similar organisations
3. Parent Voice
4. Student Voice
5. Wellbeing surveys
6. On-going feedback from pastoral teams.

Our PSHCE curriculum aims

PSHCE aims to help our students develop an increased understanding and knowledge of:

• **Health issues:** drugs, sex education, mental health, healthy lifestyle, and work/play balance.

• **Personal issues:** goal setting, self-awareness, self-esteem, relationships, emotional wellbeing and mental health interventions, duty of care, child protection, safety, and safeguarding, including specific coverage of online issues, including cyber-bullying and peer-on-peer.

- **Social issues:** relationships including family, friends, workplace, teams, people with disabilities, protected characteristics, and an understanding of the Equality Act of 2010; workplace law and legislation; and specific learning and engagement around Fundamental British Values [FBV]
- **Emotional literacy:** supporting personal and social development by encouraging resilience, positive self-esteem, and confidence. The moral and ethical aspects of issues are discussed to enable students to explore their own feelings and thoughts, as well as developing emotional empathy.
- **Economic Wellbeing:** managing personal finances, banking, credit lending, interest, etc.

We have been guided in our planning and implementation of RSE by the Sex Education Forum's 'Twelve principles' of good quality RSE, which are supported by the PSHE Association, children's charities and education unions (published November 2017) and by the most recent guidance issued by the DfE (2020).

We are therefore committed to relationships and sex education which:

1. Is an identifiable part of our personal, social, health, citizenship and economic (PSHCE) education curriculum, which has planned, timetabled lessons across all the Key Stages.
2. Is taught by a team of Wymondham College staff (with expert visitors invited in to enhance and supplement the programme where appropriate).
3. Works in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home.
4. Delivers lessons where pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills.
5. Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion.
6. Promotes safe, equal, caring, and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online.
7. Gives a positive view of human sexuality, with honest and medically accurate information, so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity.
8. Gives pupils opportunities to reflect on values and influences (such as from peers, media, faith, and culture) that may shape their attitudes to relationships and sex, and nurtures respect for different views.

9. Includes learning about how to get help and treatment from sources such as the Medical Centre, The Hive and other health, advice and counselling services, including reliable information online.
10. Fosters gender equality and LGBTQIA+ (lesbian, gay, bisexual, trans+) equality and challenges all forms of discrimination in RSE lessons and in every-day school life.
11. Meets the needs of all pupils with their diverse experiences - including those with special educational needs and disabilities.
12. Seeks pupils' views about RSE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change.

This policy is made available for consultation to the parent and pupil body, professional colleagues, and governors. It is our aim to foster a spirit of wider engagement of the College community in shaping aspects of this policy.

However, it should be noted that the College's governing body ultimately holds the final responsibility for the policy and the subsequent learning in the curriculum, as it is virtually impossible to meet the values or viewpoints of every individual in the College community.

Safe and Effective Practice

PSHCE and RSE often draw on pupils' real-life experiences. A safe and supportive learning environment will be created by establishing ground rules in each context for the delivery of subject material. Staff delivering PSHCE and RSE will ensure the students, who indicate they may be at risk, get appropriate support by liaising with the appropriate pastoral team and adhering to the College's Safeguarding Policy.

Equality of Opportunity

Classroom practice and pedagogy will consider students' age, ability, cultural background, SEND, and readiness: the curriculum planning and delivery will be adjusted to enable all students to access the learning. We use PSHCE and RSE education to address diversity issues and to ensure students have an understanding of equality for all. PSHCE and RSE delivery is designed to comply with the Equality Act 2010. Provisions within the Equality Act allow the College to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of **protected characteristics**.

Our PSHCE policy, including RSE, is sensitive to the range of religious and cultural views about sexual behaviour whilst still ensuring that pupils have access to the learning, they need to stay safe, healthy and understand their rights as individuals.

It includes clear, impartial scientific information on matters such as the changes of puberty, abortion, and assisted conception, as well as covering the law in relation to, for example, forced marriage and Female Genital Mutilation (FGM).

It pays due regard to the concept of equality and legislation relating to it. The College, like all public institutions, has specific responsibilities in relation to equality and protected characteristics. Our PSHCE and RSE programme fosters gender and LGBTQIA+ equality, challenging all forms of discrimination and bullying, in line with the Equality Act 2010.

We are respectful of how pupils choose to identify themselves, understanding that their sexual orientation and gender identity may be 'emerging' (Transgender Policy).

This policy also sets out clearly how the College's RSE curriculum meets the needs of all our students, with their diverse experiences, including those with special educational needs and disabilities (SEND). Whilst it should be observed that this policy works for the College, it is important to note that it is the needs of pupils that drives the policy and is paramount, rather than the professional or personal comfort of the adults.

Curriculum Design

Years 7 to 11

PSHCE Curriculum delivered by PSHCE teachers in weekly one-hour timetabled lessons. Assemblies that are delivered by Heads of House, Senior Leadership Team members, guest speakers, the Reverend (weekly chapel services) and the Headteacher will also address a wide range of PSHCE issues. Lunch time and after school Wymondham Life activities complement the PSHCE curriculum, while our Outstanding and world class pastoral care system embeds the knowledge and understanding of key PSHCE principles into daily life.

Years 12 and 13

A PSHCE curriculum is delivered by external speakers and fortnightly one-hour lessons conducted by Wymondham College teachers. Pupil and staff led assemblies and Chapel Services addressing a range of PSHCE issues are also conducted weekly. Appropriate time within the curriculum is dedicated to students' Next Steps and UCAS applications. Lunch time and after school Wymondham Life activities complement the PSHCE curriculum, while our Outstanding and world class pastoral care system embeds the knowledge and understanding of key PSHCE principles into daily life.

All year groups receive key messages of the PSHCE curriculum from tutors and through cross-curricular links. Pastoral care and guidance, through involvement in the life of the College and wider community, also contribute.

Parents' right to withdraw their child

Parents will not be able to withdraw their child from relationships education, but parents will be able to withdraw their child from sex education (other than the sex education which sits in the curriculum as part of science).

However, a child will also have a right to opt into sex education from their 15th birthday (specifically three academic terms before they turn 16) even if it is against his/her parents/carers' wishes. Before granting such a request, the Headteacher or member of the Senior Leadership Team will meet with parents and, as appropriate, with the pupil to ensure their wishes are understood and to clarify the nature and purpose of the curriculum. The College will respect the parents' request to withdraw the pupil up to and until 3 terms before the pupil turns 16. After that point, rather than be withdrawn, if the pupil wishes to receive sex education, the College will make the provision. If a pupil is withdrawn from sex education, the College will ensure the pupil receives purposeful education during the period of withdrawal. The College will keep a record of all such decisions.

In defining this policy, it has been our aim to provide a balanced and broadly-based curriculum which:

1. promotes the spiritual, moral, cultural, mental, and physical development of students at the College.
2. prepares students across the College for the opportunities, responsibilities, and experiences of later life.

In framing this policy, we have considered carefully and reflected upon the following points.

1. the College's aims and wider mission statement, and the values it promotes and models through its culture and ethos.
2. the learning experiences that help our students to develop their own moral values, which may include reflecting on a variety of different issues, beliefs and viewpoints.
3. how the College enables and empowers the students to develop the knowledge, strategies, skills, language and confidence required to behave according to their values in new situations.