





# **PSHE / RSE**

# **Curriculum Policy**

## **Document Control:**

**This document has been approved for operation within:**

**Date of last review:**

**Date of next review:**

**Review Period:**

**Owner:**

**Al Islah Girls High School**

**September 2023**

**September 2024**

**1 year**

**Al Islah Girls High School**

**Approved by the full Governing Body: September 2023**

**Key Contacts:**

<b>Role:</b>	<b>Name/ Details:</b>	<b>Contact:</b>
Designated Safeguarding Lead	Hifza Yaqoob	<a href="mailto:safeguarding@alislah.org.uk">safeguarding@alislah.org.uk</a>
Deputy Designated Safeguarding Lead	Nikhata Pardesi	safeguarding@alislah.org.uk
Nominated Governor for Safeguarding / Child Protection	Hasan Desai / Ismail Patel	<a href="mailto:Hasan.desai@alislah.org.uk">Hasan.desai@alislah.org.uk</a> / ismail.patel@alislah.org.uk
Chair of Governors	Hasan Desai	hasan.desai@alislah.org.uk
Local Authority Designated Officer (LADO)	Tim Booth, Donna Green, Shane Penn	<a href="mailto:admin@lancashire.gov.uk">admin@lancashire.gov.uk</a> 01772 536694
Prevent Co-ordinator	Nigel Lund	<a href="mailto:nigel.lund@education.gov.uk">nigel.lund@education.gov.uk</a> 07384 452146
Prevent Team Lancashire Police		01254 585260
Director of Children's Services	Edwina Grant	<a href="mailto:edwina.grant@lancashire.gov.uk">edwina.grant@lancashire.gov.uk</a> 01772 535493
CADS	CADS (Childrens Advice and Duty Service)	01254 666400 (8.45am – 5.00pm) 01254 587547 (Emergency out of hours)
Police	In an emergency For non-emergency but possible crime	999  101

## Introduction

### Overview

The PSHE programme is an integral and important part of the education programme at Al Islah Girls High School.

- It aims to foster the personal, moral, spiritual, social and cultural development of our students, as well as helping to enhance their ability to cope with life and its demands.
- It aims to inspire and encourage our students to become kinder, more confident, more thoughtful and more responsible citizens in the communities in which they live and work.
- Our scheme of work associated with PSHE is both proactive and reactive, and sets important stall with feedback from student-voice at every stage of annual delivery. This allows us to be emotionally intelligent in the way in which we constantly adapt our programme to the diverse needs of our student body across the school week to week.

PSHE 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, disabled people, 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. The Department for Education published draft statutory guidance on RSE in Spring 2018, in preparation for the introduction of relationships and sex education (in secondary schools) from September 2020.

This policy should therefore be read alongside the Secretary of State's 2018 guidance on SRE (until new statutory guidance is published) which Al Islah Girls High School has given due regard to in the formulation of this policy. This document uses RSE to include both relationships education and relationships and sex education.

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).

We are therefore committed to relationships and sex education which:

- Is an identifiable part of our personal, social, health and economic (PSHE) education curriculum, which has planned, timetabled lessons across all the Key Stages, and which is intrinsically linked to the programme;

- Is taught by staff regularly trained in RSE and PSHE (with expert visitors invited in to enhance and supplement the programme where appropriate);
- Works in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home;
- 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;
- Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion;
- 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;
- 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;
- 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;
- Includes learning about how to get help and treatment from sources such as the Health Centre and other health, advice and counselling services, including reliable information online;
- Fosters gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination in RSE lessons and in everyday school life;
- Meets the needs of all pupils with their diverse experiences - including those with special educational needs and disabilities;
- 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 community in shaping aspects of this policy.

However, it should be noted that the school'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 everyone in the community.

The PSHE policy observes the following minimum requirements:

- Sets out an agreed approach to RSE in the curriculum and acts as a management tool to help in future decision making.
- Offers a school-wide statement of intent or beliefs through the aims of RSE.
- Clarifies the school's intended outcomes through the objectives of RSE.

- Informs and reflects practice by considering a wide range of stakeholders' perspectives in shaping the policy, actively seeking student-voice and feedback, and being assessed and adapted as their needs change.
- Specifically it details the content covered and methodology used to enable learning in RSE.

The policy is used by:

- Teachers, who look to it to guide their lesson planning, and to put boundaries around the issues they can explore with the children and young adults, and the range of ways that these are explored.

- This is of great importance both in terms of guiding teachers and protecting them.
- Parents, who will look to see both the PSHE and specific RSE curriculum content and the values the school is promoting.
- Health professionals, visiting speakers and so on, who need to know the aims, objectives and values which the school's approach to PSHE and RSE promotes, agreed teaching methodologies and boundaries for our work with young people.

## **Diversity and Inclusion**

Our PSHE 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 school, like all public institutions, has specific responsibilities in relation to equality and protected characteristics. Our PSHE and RSE programme fosters gender and LGBT+ 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'.

This policy also sets out clearly how the school's RSE curriculum meets the needs of all of 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 school, 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.

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

- promotes the spiritual, moral, cultural, mental and physical development of students at the school;
- prepares students across the school for the opportunities, responsibilities and experiences of later life.

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

- the school's aims and wider mission statement, and the values it promotes and models through its culture and ethos;
- 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;

- how the school enables and empowers the students to develop the knowledge, strategies, skills, language and confidence required to behave according to their values in new situations.

