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| Reviewed by | Ryan Goodwin | 01/10/2023 | 01/10/2024 |
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Legal Status

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships and Sex Education compulsory for all pupils receiving secondary education. They also make Health Education compulsory.

This policy is based on the Department for Education’s (DfE) statutory RSE guidance, The DfE states “schools should be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. Such factors should be taken into consideration in designing and teaching these subjects”

Policy Applies to: -

- All staff (teaching and non-teaching) and volunteers working within the school

Related Documents: -

- Safeguarding Policy
- Behaviour for Success Policy
- Anti Bullying Policy
- Special Educational Needs and Disability (SEND) Non-Discrimination Policy
- Spiritual, Moral, Social and Cultural Education Policy
- British Values Policy
- Statement of Equality
- Personal and Social Development SOW
- Team Building SOW
- PHSE Curriculum Overview & Rational

- Assembly SOW

Availability

This Policy is made available to staff, parents and pupils, a paper copy may be obtained from the School Office.

Monitoring and Review

This policy is subject to continuous monitoring, refinement, and audit by the principal.

Policy Aims

Our pupils grow up in an increasingly complex world. This presents many positive and exciting opportunities, but also challenges and risks. We believe that pupils in our school need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way

Our PSHE programme is adapted to suit the differing needs of our pupils as they move through the school and teachers will pay close attention to the individuals within their groups. The focus is on open and supportive sessions where everyone is encouraged to contribute and feel safe and welcome to speak, ask questions and assert opinions.

Our curriculum covers a wide range of PHSE content, we deliver weekly Assemblies, which also allows for targeted content, weekly Personal and Social Development lessons which specifically supports the personal development of our pupils, our Team Building lessons focus on pupils' social development, Sports Science focuses on physical health and our Cooking lessons focus on the importance of healthy eating. Lastly the John Muir Award encourages pupils to focus on improving their mental and physical health as well as their wellbeing, encouraging our pupils to be more active, to form positive relationships, care and respect the environment, others and self.

Tilt Education also aims to establish relationships with multidisciplinary services to provide the most comprehensive holistic curriculum as possible. Our staff will benefit from ongoing training in a variety of areas that affect our pupils and their family's wellbeing. We recognise that the journey most of our pupils have had before accessing our school has been turbulent and often lacking the correct support. From day one entry, we begin a process to develop new skills and confidence to help our students grow into well-adjusted young adults

Our pupils will learn about the importance of:

PHYSICAL HEALTH - You are less likely to feel emotionally or mentally unwell if you take care of your physical health. This includes eating healthily, exercising regularly and getting enough sleep. If you neglect your physical health, you may find this affects your moods and the way you are feeling.

STRESS MANAGEMENT - Everyone feels stressed sometimes, learning to cope with stress and not feel overwhelmed by stressful experiences is one of the most important ways you can take care of your wellbeing.

MINDFULNESS - Training yourself to pay more attention to the present and learning to relax and accept yourself can have an extremely positive impact on your wellbeing. Mindfulness usually includes relaxation techniques such as meditation, which usually increase feelings of wellbeing.

TALK TO OTHERS - Learning to express yourself in a useful way means you won't bottle up negative thoughts and feelings, which often come out in unproductive or unhelpful ways in the future. This might mean talking to someone if you are upset with them, instead of bottling up feelings and then shouting at them later. Staying in touch with other people and talking about how you are is also very important for your mental and emotional health.

ACCEPT YOURSELF - Accepting yourself and feeling comfortable with the way you are is an important component of mental and emotional wellbeing. If you are low in confidence and feel this restricts you, talking to a trained professional may help. You should also think about why you are low in confidence, if this is something you can control

GET HELP – Our teachers work closely with our pupils, enabling us to swiftly sign post for additional support if needed.

Personal and Social Development Lessons

*****Please also see our Personal and Social Development SOW and our Personal and Social Development Curriculum Overview & Rational*****

Each week our learners are timetabled to take part in an AIM Personal and Social Development Lesson. This accredited route allows our pupils to achieve the AIM L1 Personal and Social Development Award/ Extended Award/ Certificate/ Extended Certificate/ Diploma.

This qualification develops pupils knowledge of the society within which they live and work. It enhances and encourages the development of personal and social development, thus enabling learners to become increasingly independent and make positive and informed life choices. This qualification relates specifically to the national programme of study in Personal, Social, Health and Economic Education (PSHE) curriculum and RSE Relationship and Sex Education at Key Stage 3/4. The PHSE curriculum covers;

- Personal Identities
- Risk
- Diversity.
- Emotions
- Mental Wellbeing

This is further supported by our weekly Assembly program

Tilt Assemblies

*****Please also see our Tilt Assemblies SOW*****

Every Monday morning our pupils are timetabled to take part in an assembly, these are predominantly PHSE, SMSC, British Values based. (See Assembly SOW) As well as planned lessons, the assembly SOW leaves room to develop and deliver lessons based around the current needs and circumstances of our pupils' personal development. We have a subscription which enables us to access a variety of outstanding lessons. We also have a scheduled slot in the staff meeting each half term to discuss how to best meet our learners' ongoing needs.

Relationship and Sex Education Curriculum at Tilt Education

We strive to make the RSE curriculum an inclusive one, appropriate and relevant to all pupils regardless of, culture, gender, ability, disability, sexual orientation, religion, experiences, or family background. The RSE policy and curriculum reflects and is in line with the schools' equal opportunities policy.

The school will ensure that the content, approach, resources and use of inclusive language reflect the diversity of the school community, and help all pupils feel valued and included. RSE strives to meet the needs of all pupils regardless of their developing sexuality and deals honestly and sensitively with sexual orientation, answers appropriate questions, and offers support. Bullying of all kinds is not tolerated and any instances will be challenged and dealt with as part of our commitment to promoting inclusion, gender equality and preventing bullying.

In KS4 (age 14 plus) Tilt delivers Relationship and Sex Education as part of the AIM Personal & Social and Development qualification. This component of the qualification helps pupils to develop an awareness of different types of adult relationships. Pupils will be introduced to characteristics of positive consensual adult relationships and to legal issues surrounding relationships. By the end of the component pupils will have a greater awareness of sexual activity, contraception and relevant support services.

In KS3 Tilt delivers an introduction to relationships. Relationships can be a complex issue as pupils navigate new settings and social pressures. KS3 RSE covers feelings, friends, friendships and the characteristics of a healthy relationship. It provides a basic introduction to relationships in preparation for the delivery of subsequent lessons.

All RSE teaching at Tilt Education is taught sensitively and inclusively, with respect to the background and beliefs of pupils and parents.

We are committed to working with parents/ carers and the wider community in getting the support for the RSE programme. We ensure clear communication channels are open and training opportunities are taken.

We communicate with parents/ carers before the specific RSE sessions take place and encourage communication through adopting an open-door policy to help ensure that parents can discuss issues with the school staff in a positive, sensitive and proactive manner.

Relationships Education and Health Education is a statutory subject however parents do have the right to request that their child is withdrawn from some or all of the sex education delivered as part of statutory RSE. We will communicate our approach to RSE including the parental right to withdraw via the RSE curriculum information letter which is sent home and requires a signature for lessons to be delivered.

We share with parents/ carers that the RSE curriculum helps us as a school to fulfil our statutory duty to:

- safeguard and promote the welfare of their children,
- advance the 2010 Equality Act,
- encourage the spiritual, moral, social, and cultural development of pupils,
- foster British values, and
- prepare children and young people for the challenges, opportunities, and responsibilities of adult life

Any parent/carer wishing to exercise the right to withdraw their child from part or all of RSE are invited in to see the Headteachers/ SENCO to discuss their concerns and any impact that withdrawal may have on the child. Once a child has been withdrawn, they cannot take part in the RSE programme until the request for withdrawal has been removed. It is then the responsibility of the parents/carers to deliver the content of the RSE to their child as they see fit. Information and support materials are available for parents/carers to use and are offered by the staff. Pupils who are withdrawn from RSE continue with individual learning tasks in a different teaching group for that session.