

PHSEE Policy

Primary person responsible for updates to this policy: Chris Randell

Job title: Principal

Last review date: June 2025

Next review date: June 2026

Relevant ISI coding (if applicable)

Circulation: This policy has been adopted by the governors and is available to parents on request. It is addressed to all members of staff and volunteers and applies wherever they are working with children.

‘Parents’ refers to parents, guardians and carers.

PHSEE Policy

Definitions of terms used in this policy:

Staff = all those employed in any capacity by or on behalf of Abbey College Manchester/Abbey DLD Education Ltd. (APEL)

Parents = parent, guardians, House parents, Assistant House parents or Host Family

College = the main College building, Clydesdale House, Host family lodgings, the Unitarian Chapel, all venues where enrichment takes place.

The Content of the PSHEE programme

- Action Planning and Self Review
- Personal Safety & Respect the Law
- Sex and Relationship Education
- Drugs and Tobacco Education
- Emotional Wellbeing
- Careers Education
- Broad knowledge of public institutions and services in the UK
- Reference to newsworthy/topical events e.g. politics

The Aims of the PSHEE programme

- To provide opportunities for all students to learn, achieve and develop self-confidence, self-worth and self-esteem
- Provide essential knowledge, skills and understanding relating to a student's spiritual, moral, social and cultural development
- To prepare all students for the opportunities, responsibilities and experiences of life
- To develop skills relating to problem solving, critical analysis and conflict resolution to help students make independent and informed decisions
- To encourage personal autonomy and self-reliance
- To develop the ability to assimilate knowledge, to study independently and to have a positive attitude towards lifelong learning
- To introduce and develop an understanding of democratic processes and the implications of working together and sharing
- To help students develop a personal philosophy of life which reflects spiritual and moral values
- To encourage students to take responsibility for the choices and decisions related to their career development
- To research how public institutions and services support students through their teenage and adult lives e.g. Connexions, The Police, Advice Clinics
- To use newsworthy events to illustrate and raise awareness of such issues as voting and disasters emergency relief
- To promote responsible attitudes towards the maintenance of good health through an understanding of the factors contributing to healthy lifestyles
- To provide the opportunity for exploration of values and attitudes and the growth of skills necessary to build relationships, communicate and make decisions
- To encourage students to develop self-awareness and skills in social interaction while respecting the attitudes and beliefs of others

- To enable students to cope confidently with change and to actively seek involvement in the change process
- To provide opportunities for the enrichment of interpersonal relationships

SEX EDUCATION POLICY

Sex education provides an understanding that positive, caring environments are essential for the development of a good self-image and that individuals are in charge of and responsible for their own bodies.

It provides knowledge about the processes of reproduction and the nature of sexuality and relationships. It encourages the acquisition of skills and attitudes that allow students to manage their relationships in a responsible and healthy manner. Sex education takes place in GCSE PSHE lessons, which are weekly 45-minute sessions. Some sex education takes place in Science lessons only as a supplement to the weekly sessions. Issues can and do come up across the whole curriculum and all teachers must be aware of the college's policy.

Aims of the sex education programme

- a. To promote the personal, social, moral and physical development of students so that they can reach towards self-knowledge, self-fulfilment and maturity.
- b. To prepare students for the opportunities, responsibilities and experiences of life.
- c. To encourage students to have due regard to the moral considerations involved in family and sexual relationships.
- d. To enable students to understand the biological facts related to human growth and development including reproduction and contraception.
- e. To provide reassurance that change is part of the life cycle and to give help in adjusting to these changes.
- f. To understand the value of family life, the implications of parenthood and the needs of the very young.
- g. To understand and respect the varied cultural and religious influences on individual sexuality.
- h. To develop a range of personal skills and qualities that will help young people to have fulfilling personal and social relationships.
- i. To develop awareness of sexual identity and to challenge prejudice based upon race, gender or sexuality.
- j. To understand that some people are in same-sex relationships
- k. To be aware of sources of help and advice available within the family, the college and the community.
- l. To provide students with sufficient information to protect themselves and their partner from infection or unwanted pregnancy and to value their own body.
- m. To understand aspects of legislation relating to sexual behaviour, parental involvement and parental rights.

Following the 1993 Education Act, colleges have an obligation to ensure parents are fully informed about:

1. The content of the college's sex education programme is stated in a letter that is sent to parents on behalf of the Principal.
2. Their opportunities to review teaching materials and to appreciate their role in the classroom.
3. The part they can play in developing and reviewing the sex education programme and the written policy.

4. Their rights to withdraw their student from lessons which have a sex education component which is not included in the National Curriculum. Parents are strongly encouraged not to withdraw their student from sex education lessons. Where they wish to do so they are requested to discuss this with the Principal and other teachers involved. If a student wishes to attend, he/she can apply for a Court Order to overrule their parents' decisions.

Parents should have the opportunity to be involved at all stages of the development and review of the sex education programme and should be informed at regular intervals of any changes in the planning or implementation.

Treatment of sensitive issues

There will, inevitably, be some issues that arouse strong views and feelings or where there are complex legal and ethical implications. Avoiding these is not recommended as it may leave the students confused or at risk. All official documentation is in favour of including contraception, abortion and HIV/AIDS. Students may be warned in advance of the discussion of these issues so they can make the teacher aware that they find these sensitive topics. Students' views and values should be discussed even if they are not in agreement with the teacher's. The use of ground rules may help create a supportive environment for class discussions.

Confidentiality

Confidentiality cannot be promised to students. In accordance with the 1993 Education Act: Sex Education in Colleges (5/94), teachers should not give individuals contraceptive advice. If students wish to discuss contraception or other aspects of sexual behaviour (including potential abuse) with a teacher, they should be made aware that teachers are not health professionals and will recommend that they consult such professionals. Where a student's actions are likely to place that student at moral or physical risk or in breach of the law, the teacher is obliged to inform the Head of Year or Director of Pastoral/Students, who may in turn be obliged to inform the Principal and relevant external authorities and agencies.

Abortion

Students need to be presented with a balanced view that respects a range of religious beliefs and the possible (unknown) experiences of some students. The programme should include:

- Awareness that there are differing opinions about the stage at which the foetus becomes an individual human being.
- Consideration of the congenital factors and medical conditions that could affect the health of the mother; the development of the foetus and the potential quality of life of both.
- Values clarification, e.g. in what circumstances abortion is a positive choice.
- Understanding that both physical and emotional trauma can be experienced after abortion and that a variety of sources of help and advice are available before and after termination.
- Discussion of the prevailing views for and against abortion.