



Co-op Academy  
Manchester

**Personal, Social, Health and  
Economic Education, Relationship  
and Sex Education and Citizenship  
Policy**

**(PSHE, RSE AND CITIZENSHIP)**

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## **Introduction**

The Governing Body is required to have a copy of the PSHE, RSE and Citizenship Policy available to parents and carers, and this should be read in conjunction with the academy's Safeguarding and Child Protection and Anti-Bullying policies.

The Principal is responsible for ensuring that this policy is fully implemented and that staff are appropriately prepared and sufficient resources made available to ensure effective delivery. While the overall responsibility for this policy rests with the Principal, the management and day-to-day implementation of this rests with the Vice Principal (Students).

## **Aims of the teaching of PSHE, RSE and Citizenship**

Co-op Academy Manchester recognises and values the benefits that the Personal, Social, Health and Economic education (PSHE) programme offers its students, alongside the Relationships and Sex Education (RSE) and Citizenship programme. The study of these three subjects is combined, as there is a great deal of overlap between the three programmes of study, and often the topics reinforce and support each other.

This programme is linked with the compulsory section of the PSHE, RSE and Citizenship curricula and collectively all three offer a broad scope of subjects. Co-op Academy Manchester will offer learning opportunities that enable students to acquire the knowledge, skills and understanding they need to take responsibility for themselves, show and offer respect to others, and develop their confidence and self-awareness. This will enable them to be informed when making decisions and able to cope with the challenges life brings. This will also enable them to be more able to respond appropriately to all aspects of life, in order to be accountable and positive citizens.

Co-op Academy Manchester will teach the PSHE, RSE and Citizenship education programme in context and always in an age appropriate, supportive and non-judgemental manner. In addition, PSHE, RSE and Citizenship education will promote childrens' self-esteem and emotional well-being and help them to form and maintain worthwhile and safe relationships, based on respect for themselves and for others, at home, at the academy, at work and in the community.

The information in this policy should not be considered an exhaustive list of all topics covered. As an academy, we reserve the right to adapt, edit or amend the content of the curriculum, or to alter when students receive this content. We reserve the right to adapt this curriculum in response to events within the academy, local community, nationally or internationally. We will also always amend our planning for PSHE, RSE and Citizenship based on the requirements of the cohort of students in any year group, at any time.

The coordination, planning and delivery of PSHE, RSE and Citizenship is led by the Senior Head of Family and Lead for PSHE, RSE and Citizenship, alongside the Student Diversity and

Wellbeing Coordinator. They primarily take the lead on the planning of PSHE, RSE and Citizenship; however many members of staff contribute to the content and delivery of all subjects.

Co-op Academy Manchester recognises the importance and value of parents, carers and families in helping their children to develop and make responsible decisions for themselves based on informed choices. This will be reflected in the delivery of the PSHE, RSE and Citizenship curriculum.

Co-op Academy Manchester's PSHE, RSE and Citizenship lessons will be underpinned by the academy's values and by the latest Keeping Children Safe guidance.

## **What is PSHE, RSE and Citizenship education, and what does it aim to achieve?**

**PSHE** is Personal, Social, Health and Economic education, which helps students develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain. PSHE has a positive impact on both academic and non-academic outcomes for students, particularly the most vulnerable and disadvantaged.

PSHE aims to develop skills and attributes such as resilience, self-esteem, risk-management, teamwork and critical thinking in the context of three areas; health and wellbeing, relationships and living in the wider world (including economic wellbeing and aspects of careers education). The national curriculum states that 'all academies should make provision for Personal, Social, Health and Economic education'. PSHE education is a part of the academy's statutory duties, and forms a key part of an academy's OFSTED judgement. The relationships and health aspects of PSHE education will be compulsory in all academies from 2020.

**RSE** (Relationships and Sex Education) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip young people with the information, skills and values to have safe, fulfilling and enjoyable age-appropriate relationships and to take responsibility for their sexual health and well-being (1)

**Citizenship** at the academy will provide students with the knowledge, skills and understanding to prepare them to play a full and active part in society. In particular, Citizenship will develop students' awareness and understanding of democracy, government and how laws are made and upheld. Teaching of Citizenship in the academy will give students the skills and knowledge to explore political and social issues critically, and to weigh evidence, debate and make reasoned arguments. It should also prepare students to take their place in society as responsible citizens, manage their money well and make sound financial decisions

**(1) Co-op Academy Manchester will:**

- *Enable parents / carers to withdraw their child(ren) from any or all parts of Co-op Academy Manchester's programme of Relationships and Sex Education, other than those elements, which are required by the National Curriculum Science Order. Parents and carers will not have to give reasons for their decision, nor will they have to indicate what other arrangements they will make for providing Relationship and Sex Education for their children. Once a request that a child be excused has been made, that request will be complied with until the parent or carer changes or revokes it. It will be the responsibility of the Principal to ensure the supervision of withdrawn students. Parents and carers can only withdraw their child from Relationship and Sex Education until the child is 15 years of age. This means that every young person will receive at least one year of Relationships and Sex Education (RSE) before their 16<sup>th</sup> birthday.*
- *Provide information on the teaching and organisation of Relationships and Sex Education, via this policy, including an explanation of how parents and / or carers who wish to discuss this issue can do so, and information about the means of putting into effect their right to withdraw a child from the subject up to their fifteenth birthday.*

## **How is PSHE, RSE and Citizenship education delivered at Co-op Academy Manchester?**

PSHE, RSE and Citizenship are taught in three main ways at Co-op Academy Manchester.

The primary method of delivery for content that is appropriate for mixed age groups (Years 7-10) is during Morning Tutor time. During Morning Tutor, students will complete twenty minute sessions on a variety of topics and issues that link in to the PSHE, RSE and Citizenship curriculum. All of the sessions planned and delivered during Morning Tutor are accessible and appropriate for students from Years 7 to 11, and contain a focus on debate, discussion and delivering knowledge whilst also allowing students to develop their own opinions and understanding of complex and engaging topics.

Assemblies can be used to deliver PSHE, RSE and Citizenship content, and may complement the weekly topics delivered during Morning Tutor.

The secondary method of delivery for PSHE, RSE and Citizenship content is through Wellbeing and Community Mornings (WACM). These mornings take place across four half-terms (Autumn 1, Autumn 2, Spring 1 and Summer 2) and are taught to students in their year groups, within the Family structure, to allow for the delivery of age-specific and age-appropriate PSHE, RSE and Citizenship topics. WACMs act as drop-down mornings where the normal academy timetable is altered and students take part in lessons based around specifically targeted PSHE, RSE and Citizenship content. These mornings are planned by the Lead for PSHE, RSE and Citizenship and the Student Wellbeing and Diversity Coordinator. The sessions are then delivered by a variety of members of staff and, where necessary, training is given to staff in advance of WACMs to ensure that all are comfortable and confident with potentially challenging topics, allowing for a high standard of content delivery. Any such training may be delivered by a range of appropriately qualified personnel within the academy, and is sometimes facilitated by external providers when their expertise is required.

The third way in which aspects of PSHE, RSE and Citizenship content is delivered is through the normal curriculum provided in day-to-day lessons. This content is not duplicated during

Morning Tutor or WACMs, although content delivered during Morning Tutors and WACMs can build on, complement or support the teaching of the curriculum.

Where the need arises, targeted workshops for specific students or groups of students will cover aspects of the PSHE, RSE and Citizenship curriculum independent of the WACMs.

## Topics covered in the PSHE, RSE and Citizenship curricula.

### PSHE:

- **Mental wellbeing** – Within this topic, students are taught how to talk about their emotions accurately and sensitively, whilst also learning how to recognise the characteristics of emotional and mental health and the causes, symptoms and treatments of some mental and emotional health disorders (including stress, anxiety, self-harm and depression), alongside strategies to promote positive mental health. Some elements of this content will only be taught at Key Stage 4, or will only be taught during WACMs, to ensure it is delivered in an age appropriate fashion
- **Internet safety and harms** – Within this topic, students are taught the similarities and differences between the online and physical world and how this may affect their perception of themselves and others. It also teaches students about healthy online relationships, the dangers and risks of being online (online gambling, bullying, abuse and harassment) and how to manage, report and find support if they are affected by these issues.
- **Physical health and fitness and healthy eating** – Within this topic, students are taught: the positive impact of exercise on mental wellbeing and stress; what makes a healthy lifestyle and how an inactive lifestyle can be linked to ill-health; information about blood, organ and stem cell donation; how to eat healthily and the impact of a poor diet and its attendant health risks, such as tooth decay or cancer.
- **Drugs, alcohol and tobacco** – Within this topic, students are taught the facts about legal and illegal drugs and their associated risks. Students are taught about the law relating to the supply and possession of illegal substances, the physical and psychological risks associated with any substance consumption, and what constitutes low-risk alcohol consumption in adulthood. Students are also taught about the consequences of substance misuse, including addiction, and also learn about the attendant harms of legal substances, such as alcohol and tobacco, the benefits of quitting and how to access support. Some elements of this content will only be taught at Key Stage 4, or will only be taught during WACMs, to ensure it is delivered in an age appropriate fashion.
- **Health and prevention** – Within this topic, students are taught about personal hygiene, germs, and how illnesses are spread and treated. Students also learn about dental health and how to manage this. Students are also taught about the facts and science relating to immunisation, vaccination, self-examination and screening. Students are also taught about the importance of sufficient good-quality sleep and how sleep can affect weight, mood and ability to learn. Some elements of this content, such as how to self-

examine for breast and testicular cancer and screening, will only be taught at Key Stage 4, or will only be taught in year or gender groups to ensure its delivery in an appropriate fashion.

- **Basic first aid** – Within this topic, students are taught basic treatment for common injuries, life-saving skills and the purpose and use of a defibrillator.
- **Changing adolescent bodies** – Within this topic, students are taught the key facts about puberty and its implications for physical and emotional health and wellbeing, the changing adolescent body and menstrual wellbeing. Some elements of this content will only be taught at Key Stage 4, or will only be taught in year or gender groups to ensure its delivery in an appropriate fashion.
- **Challenging stereotyping, prejudice, bigotry, bullying and discrimination** – Within this topic, students are taught strategies to safely challenge these issues when they witness or experience it in their daily lives.
- **Human rights and British values** – Within this topic, students are taught about the potential tensions between human rights, British law and cultural and religious expectations and practices. Students will also learn about the primacy of human rights, and how to safely access sources of support for themselves or their peers if they have concerns or fears about those rights being undermined or ignored.
- **Educational options** – Within this topic, students are taught about all the different routes and options they have post-secondary education, including college, university, apprenticeships, employment, and any other relevant post-16 qualifications or training programs. Students will learn how to access these routes, and be signposted to support both within and external to the academy, allowing them to choose the most appropriate and beneficial pathway for them.
- **Careers and employment** – Within this topic, students are taught about all the different types of work and employment pathways that are available to them, and how to maximise their chances of educational and employment success. Students will also learn about the laws relating to young people's permitted hours and types of employment, and how to minimise health and safety risks in any roles they may take on.
- **Self-evaluation of skills** – Within this topic, students are taught to identify their own strengths, interests, skills and qualities as part of their own personal review, allowing them to strategise for future success beyond the secondary academy setting.
- **Extremism and radicalisation** – Within this topic, students are taught to think critically about extremism and intolerance in whatever forms they take (including religious, racist and political extremism, and 'shame' and 'honour based' violence). Students will also learn about the shared responsibility to protect the community from violent extremism and how to respond to these issues. Finally, students will learn how to recognise a cult, the differences that make cults unique, and how to safeguard themselves and others from the influence of cults. Some elements of this content will only be taught at Key Stage 4, or will only be taught in year or gender groups to ensure its delivery in an appropriate fashion.
- **Rights and responsibilities** – Within this topic, students are taught about their rights and responsibilities at work (including their roles as workers, and the roles and responsibilities of employers and unions towards employees and members). Students

will also learn about attitudes and values in relation to work, how to develop employability skills and about the importance and limits of confidentiality in the workplace. Finally, students will also learn about how to develop their career identity and how to maximise their chances when applying for any work opportunities.

- **How to be a critical consumer** – Within this topic, students are taught how to be a critical consumer of goods and services (including financial services) and to recognise the wider impact of their purchasing choices. Students are also taught about their consumer rights and how to seek redress.

## RSE

- **Families** – Within this topic, students are taught about the different types of committed stable relationships and how these relationships contribute to happiness and how they can assist in bringing up children. Students are also taught the legal definition and status of marriage and its attendant rights and protections, compared with other non-legally enforceable ways of recognising a relationship. Students are also taught about the roles and responsibilities of parents and parenting. Finally, students learn about how to judge safe and unsafe relationships, and how to seek help or advice, or report concerns when needed. Some elements of this content will only be taught at Key Stage 4, or will only be taught in year or gender groups to ensure its delivery in an appropriate fashion.
- **Respectful relationships, including friendships** – Within this topic, students are taught about positive and healthy relationships with others and their characteristics and the practical steps they can take in a range of situations to improve or support respectful relationships. Students will also learn about the impact of stereotypes and how these can cause damage, and that everyone in the academy and wider society can expect to be treated with respect by others, and should show due respect to others in turn, including people in authority and due tolerance of other people's beliefs, lifestyles and cultures. Students will also learn about the legal rights and responsibilities regarding equality, and the value of everyone's unique identity. Furthermore, students will also learn about the different types of bullying, its impact and the responsibilities of bystanders. Finally, students will be taught what constitutes criminal behaviour, coercive control, sexual harassment and sexual violence, and why these activities are illegal and always unacceptable. Some elements of this content will only be taught at Key Stage 4, or will only be taught in year or gender groups to ensure its delivery in an appropriate fashion.
- **Online and media** – Within this topic, students are taught their rights, responsibilities and opportunities online. This can include information about online risks, the fact that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. Students are also taught to be careful not to share any material they would not wish to be shared further, or to share personal material which is sent to them. Students are also taught about the impact of viewing harmful content, how specifically sexually explicit material can present a distorted picture of sexual behaviour, can damage the way people see themselves in

relation to others and negatively affect how they behave towards a sexual partner. Students also learn that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. Finally, students learn about how information and data is generated, collected, shared and used online. Some elements of this content, such as information about the impact of sexualised content, will only be taught at Key Stage 4, or will only be taught in year or gender groups to ensure its delivery in an appropriate fashion.

- **Being safe** – Within this topic, students are taught the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and Female Genital Mutilation (FGM), and how these can affect current and future relationships. Students will also learn how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn in all contexts. Some elements of this content will only be taught at Key Stage 4, or will only be taught in year or gender groups to ensure its delivery in an appropriate fashion.
- **Intimate and sexual relationships, including sexual health** – Within this topic, students are taught to recognise the characteristics and positive aspect of healthy on-to-one intimate relationships (which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship). Students will also learn how all aspects of their health can be affected by the choices they make around relationships and sex, both positively and negatively. Students will also learn the facts about reproductive health and the potential impact on lifestyle of fertility. Finally students will learn about strategies to identify and manage sexual pressure, about choices to delay sex or to enjoy relationships and intimacy without sex and the facts about the full range of contraceptive choices available. Some elements of this content, such as information regarding becoming physically intimate with another person, will only be taught at Key Stage 4, or will only be taught in year or gender groups to ensure its delivery in an appropriate fashion.

### **Citizenship:**

- **Democracy, British democracy and the monarchy** – Within this topic, students are taught about the different forms and functions of democracy, how British democracy works, and the purpose, history and continuing role in society of the monarchy. Students will also learn about the role of the executive, legislature and judiciary in British society. Further to this, students will also learn about how Parliament and elections work, and how other systems of government work outside of the UK.
- **Rights and responsibilities of citizens** – Within this topic, students are taught about their legal rights and protections under UK, EU and international law, and will also learn about their attendant social responsibilities and obligations.
- **The role of a free press in British society** – Within this topic, students are taught about different forms of media (including social media), how to identify, discuss and guard against media bias, and how to access reliable media. Further to this, students are also taught how to identify unreliable sources of news and information. Additionally,

students will also learn about the role of the press in safeguarding democracy and holding individuals, politicians, governments and institutions to account.

- **Charities, public institutions, volunteering and community action** – Within this topic, students are taught about the different ways in which institutions beyond the government act to have a positive influence on, and provide services for, the UK population. Students will also be taught how to support the work of these institutions and the value they add to communities within the United Kingdom.
- **Personal freedoms and diversity in the United Kingdom (ethnicity, race, religion, age, ability, disability, gender or sexuality)** – Within this topic, students are taught the importance of mutual respect and understanding of differences of all protected classes under the Equality Act and beyond this, to encourage mutual respect, understanding and acceptance of difference within society.
- **Money management** – Within this topic, students are taught about personal finance (including income and expenditure, credit and debt, insurance, savings and pensions, financial products and services). Students are also taught about money management and how taxation works.

## Evidence of student progress and understanding in PSHE, RSE and Citizenship

Co-op Academy Manchester will use a range of methods to assess and report on students' progress and development in PSHE, RSE and Citizenship. Evidence of student progress and understanding in PSHE, RSE and Citizenship will be monitored through:

- Work produced in student sketchbooks.
- Peer and self-assessment of learning by students.
- Photographic evidence of work and students being involved in activities.
- PowerPoints evidencing planning and delivered content for Morning Tutor time, WACMs, assemblies and any other additional PSHE, RSE and Citizenship sessions.
- Learning walks undertaken by the Senior Head of Family and Lead for PSHE, RSE and Citizenship, alongside the Student Diversity and Wellbeing Coordinator and all Heads of Family.
- Verbal feedback delivered by staff to students or vice versa.
- Assessment for learning carried out as part of normal teaching practice by staff during Morning Tutor time, WACMs, assemblies and any other PSHE, RSE and Citizenship sessions.
- Worksheets completed during WACMs.
- OfSTED inspections and subsequent judgements.
- The annual safeguarding report to governors
- Annual reports submitted to parents / carers via the comments section of student reports.

Co-op Academy Manchester will not have formal examinations in PSHE, RSE and Citizenship education, and as such the assessments made on achievements will be positive and reflect the student's individual development and understanding of the subjects throughout the year.