

# Personal, Social, Health, Economics (PSHE) & Relationship and Sex Education Policy (RSE)

<b>Document number:</b>	<i>13-14</i>
<b>School:</b>	<i>All</i>
<b>Issue:</b>	<i>1.2</i>
<b>Owner:</b>	<i>Deputy Executive Headteacher</i>
<b>Approved by:</b>	<i>The Executive Board</i>
<b>Effective date:</b>	<i>01 September 2022</i>
<b>Next review due by:</b>	<i>31 August 2023</i>

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## 2. Issue and Revision History

Issue	Description	Author	Effective Date
1.0	Initial Release	O. Howell	08/02/22
1.1	8.3 - Spiritual Moral, Social and Cultural - Updated with Boxall profile information. 8.6 - Roles and responsibilities - 8.6.1 - updated with Boxall Profile information 8.6.2 - updated with Boxall Profile information 8.6.3 - updated with Boxall Profile information 9 - Metrics updated	O. Howell	04/04/22
1.2	8.4 - Learners with Special educational needs (SEND) - Updated - SEND register and Action plans. 8.6.2 - Head of Schools, Subject leads and Tutors - Assessing baseline and progress of learners - Ipsative assessment. - Social, emotional, behaviour development 8.7 - Method of Assessment 8.8 - Monitoring and evaluation 9. Metrics - Progress data collection 10. Quality records 11. Form(s) / Template(s) Appendix A 1.1 Ipsative assessment flow chart 1.2 Ipsative assessment matrix 1.3 Ipsative assessment alternative baseline activities.	O.Howell	01/09/22

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### 3. Summary

Educ8 offers a broad and balanced curriculum which aims to meet the needs of all learners on roll. This policy covers Educ8s approach to Personal, Health, Social and Economics (PSHE) and Sex and Relationship Education (RSE).

PSHE/ RSE is delivered through lessons targeted at Year 9, 10 and 11 learners whilst also being referenced throughout the Educ8 Curriculum linking into the vocational element of Educ8's Learners programmes.

This policy has been developed to meet the statutory guidelines for Personal, Social, health and Economics (PSHE) as well as, in response to the Sex and Relationship Education Guidance DfES 2000, The National Teenage Pregnancy Strategy, National Healthy Schools Programme and PSHE and Citizenship framework, along with information and guidance from the PSHE association.

### 4. Document Release

This document has been reviewed in accordance with the Educ8 Quality System and the requirements of this policy/procedure. Staff have been made aware of its issue, including any updates/amendments to its contents and where necessary appropriate training has been provided to those staff.

Where policies are available for download online, the previous version is removed and this new version replaces it.

The release of this document is indicated by the effective date.

### 5. Purpose

Our Personal, Social Health, Economics (PSHE) and Relationship Sex Education (RSE) programme underpins our ethos of ensuring learners progress into further education and/or employment by ensuring that our learners become well respected citizens and play an active part within their local communities.

Educ8 PSHE will be delivered using the Thematic Mode. This will cover all three core themes of the programme over six half terms. The model is designed so that all year groups Year 9, 10 and 11 learners will be working on the same core theme at the same time.

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PSHE and RSE will also be reinforced throughout Educ8s curriculum where learners will have the opportunity to learn about the subject material however PSHE and RSE allows the learners to consider what this knowledge and understanding means to them and to develop the skills and strategies they will need to apply this knowledge in their present and future lives.

To ensure this Educ8 will focus on the three core themes:

- Health and Wellbeing
- Relationships
- Living in the wider world.

The aim of sex and relationship education is to help and support young people through their physical, emotional and moral development. A successful Sex and Relationship Education programme is essential if young people are to make responsible and well-informed decisions about their lives. It should not be delivered in isolation and should be well supported within the wider curriculum in particular PSHE. This will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

Learners also need to be given accurate information and help to develop skills to enable them to understand difference and respect themselves and others and for the purpose of preventing and removing prejudice.

Sex and relationship advice should contribute to promote the spiritual, moral, cultural, mental and physical development of learners at Educ8 to help prepare them for opportunities, responsibilities and experiences of adult life within society.

## 6. Scope

This sub-policy applies to all staff and support workers that work within the programme team delivering qualifications. In particular those members with teaching responsibilities.

Educ8 will aim to help support the transition for learners from KS4 into Further education/ training or employment.

This policy should be read in conjunction with:

- [13-8 Curriculum Policy](#)
- [13-13 CIAG Policy](#)

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- [13-15 Promoting British Values Policy](#)
- [2 Safeguarding & Child protection Policy](#)
- [2-3 Behaviour, Discipline & Exclusions Policy](#)
- [2-6 Anti Bullying Policy](#)
- [3 Equality Policy](#)
- [3-1 Diversity Policy](#)
- [13-9 SEND Policy](#)

## 7. Definitions and Acronyms

Learners	All students, participants and users of Educ8 learning programmes. Generally these are under 18 years of age.
Referrer	Educ8 customer that actively refers Learners onto a programme.
IAG	Information and Guidance
FE	Further Education
PSHE	Personal, social, health and economic education
RSE	Relationship and Sex Education
FGM	Female Genital Mutilation

## 8. Policy

### 8.1 Personal, Social, Health and Economics (PSHE)

Educ8's aim in regards to PSHE is that all learners will receive PSHE education, With talord outcomes for Year 9, 10 and 11 learners our programme meets the statutory requirement for PSHE delivery.

Educ8 will ensure this happens by using a Thematic Model, which will enable all learners to follow the same themes at the same time across the school whilst utilising different learning outcomes for year 9, 10 and 11 learners.

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Over each half term a different topic will be delivered to meet the needs of the individual learners taking into account the statutory requirements and ensuring that all learners are catered for regardless of their or age, gender, sexual orientation, race, religion and/or disability.

Educ8s PSHE delivery will cover the three core aims:

1. Health and wellbeing
2. Relationships
3. Living in the wider world

Throughout Educ8s curriculum the PSHE topics being delivered will be referenced and reinforced (where appropriate) to help underpin and support the content delivered through PSHE.

#### 8.1.1. **PSHE in KS3:**

Learners who attend Educ8 for both years at KS3 ( years 9) will receive the part of the national curriculum for PSHE across the three core aims. Through PSHE CIAG will be embedded to assist Ks43 learners with the support needed to make informed decisions about their own personal development and future pathways progressing into Ks4.

#### 8.1.2. **PSHE in KS4:**

Learners who attend Educ8 for both years at KS4 ( years 10 and 11) will receive the full national curriculum for PSHE across the three core aims. Through PSHE CIAG will be embedded to assist KS4 learners with the support needed to make informed decisions about their own personal development and future.

### **8.2 Relationship and Sex Education (RSE)**

RSE is a lifelong learning about physical, sexual, moral and emotional developemn. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

Values and personal and social skills are fully embedded within Educ8's curriculum.



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### 8.2.1. RSE main Elements

RSE has six main elements:

1. Families
2. Respectful relationships including friendships
3. online and media
4. being safe
5. Intimate and sexual relationships
6. The Law

By the end of secondary school, the learners should understand and know the following in relation to the six main areas. Within these areas attitudes.

### 8.2.2. Families:

Learners should know:

- That there are different types of committed, stable relationships.
- How these relationships might contribute to human happiness and their importance for bringing up children.
- What marriage is, including their legal status - for example, that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example. in an unregistered religious ceremony.
- Why marriage is an important relationship choice for many couples and why it must be freely entered into.
- the characteristics and legal status of other types of long term relationships.
- How to determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships), how to seek help or advice including reporting concerns about others if needed.

### 8.2.3. Respectful relationships, including friendships:

Learners should know:

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- The characteristics of positive and healthy friendships, in all contexts including online such as:
- Trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict.
- Reconciliation and ending relationships, this includes different (non- sexual) types of relationship.
- Practical stems they can take in a range of different contexts to improve or support respectful relationships.
- How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability can cause damage ( For example, how they might normalise non- consensual behaviour or encourage prejudice).
- That in school and in wider society they can expect to be treated with respect by others and that in turn they should show due respect to the others including people in positions of authority and due tolerance of other people's beliefs.
- About different types of bullying (including cyber bullying) the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
- That some types of behaviours in relationships are criminal, including violent behaviour and coercive control.
- What constitutes sexual harassment and sexual violence and why these are always unacceptable
- The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that every one is unique and equal

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#### 8.2.4 **Online and Media**

Learners should know:

- Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts including online.
- About online risk, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
- Not to provide material to others they would not want shared further and not to share personal material which is sent to them
- What to do and where to get support to report material or manage issues online.
- The impact of viewing harmful content
- That specifically sexually explicit materia, for example pronography, presnets a distroted ppicture of sexual behaviours, can damage the way people see themselves in relation to others and negativly affect how they behave towards sexual partners.
- That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
- How much information and data is generated, collevded shared and used online.

#### 8.2.5 **Being safe**

Learners should know:

- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour- based violence, and FGM, and how these can affect current and future relationships.

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- How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn, in all contexts including online.

### 8.2.6 Intimate and sexual relationships, including sexual health

Learners should know:

- How to recognise the characteristics and positive aspects of health one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.
- That all aspects of health can be affected by choices they make in sex and relationships, positively, or negatively, for example physical, emotional, mental, sexual, and reproductive health and wellbeing.
- The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause.
- That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting, pressure and not pressuring others.
- That they have a choice to delay sex or to enjoy intimacy without sex.
- The facts about the full range of contraceptive choices, efficacy and options available.
- The facts around pregnancy including miscarriage.
- That there are choices in relation to pregnancy, (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)
- How the different sexually transmitted infections (STIs) including HIV and AIDs, are transmitted, how risk can

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be reduced through safer sex (including through condom use) and the importance of and facts about testing.

- About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
- How the use of Alcohol and drugs can lead to risky sexual behaviour.
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

### 8.2.7 The Law

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.

Learners should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- Marriage
- Consent, including the age of consent
- Violence against women and girls
- Online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc)
- Pornography
- Abortion
- Sexuality

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- Gender Identity
- Substance misuse
- Violence and exploitation by gangs
- Extremism and radicalisation
- Criminal exploitation (for example through gang involvement or ‘county lines’ drugs operations)
- Hate crime
- Female genital mutilation (FGM)
- Physical development at appropriate stages;
- Understanding human sexuality, reproduction sexual health, emotions and relationships.
- learning about contraception and the range of local and national sexual health advice, contraception and support services;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- The avoidance of unplanned pregnancy.

### 8.2.8 **Sexual identity and Sexual Orientation**

Educ8 aims to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support to young people, whatever their developing sexuality need to feel that sex and relationship education is relevant to them.

### 8.2.9 **Right of withdrawal of learners from RSE**

**Parents can withdraw their child from the ‘sex’ elements of RSE.** It is good practice for parents to meet with the Head of School.

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**Parents do not have a right to withdraw their child from health education, relationships or any other aspect of PSHE education.**

**There is no right to withdrawal from national curriculum science** which included elements of sex education such as puberty and reproduction.

**A learner can opt back in to sex education lessons three half terms before they turn 16.** This can be done against their parents wishes. The school has a duty to provide sex education during one of the remaining three terms. Parents are welcome to review any RSE resources the school uses.

### **8.3 Spiritual, Moral, Social, Cultural and British Values**

Through PSHE/RSE Educ8 will support the development of the learners Social, emotional and behavioural development. Each learner will receive a Boxall profile with individual tailored outcomes to help improve their Social, emotional and behaviour at Educ8.

#### **8.3.1 Spiritual, Moral, Social and Cultural**

##### Spiritual Development

During the range of activities on offer to learners at Educ8, learners can develop a sense of enjoyment and fascination in learning about themselves, others and the world around them. Learners are consistently encouraged to use their imagination and creativity in their learning and showcase a willingness to reflect on their own, and others, experiences.

##### Moral Development

Educ8 helps learners understand and follow school and class rules, and understand their responsibilities within society. This helps them understand the difference between good and bad choices, and between right and wrong. It helps them understand the consequences of their actions both positively and negatively.

##### Social Development

Learners at Educ8 use a range of social skills in different contexts, including working and socialising with learners and staff members from different religious, ethnic and socio-economic backgrounds. This promotes a willingness to participate in a variety of social settings,

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cooperating well with others, and being able to resolve conflicts effectively. It also encourages an interest in, and understanding of, the way communities and societies function at a variety of levels. Learners also develop their friendship and social mixing through group discussions, role plays and debates.

#### Cultural Development

Educ8 provides opportunities and exposes learners to conversations and topics that will help to develop positive attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

#### 8.3.2 **British Values**

In our schools Educ8 have the aim and vision to ultimately prepare learners for the next stage of their lives in modern Britain and so that they conform to the British Values. Throughout PSHE and RSE Key British values will be embedded during all lessons (where appropriate).

The 4 British Values are:

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect and Tolerance

#### 8.4 **Learners with Special educational Needs (SEND)**

Educ8 will ensure that all young people receive PSHE and RSE, and will offer provision appropriate to the particular needs of all our learners, taking specialist advice to support learners with SEN. **Using the SEND register and Individual action plans Educ8 can tailor the content to the individual learners' needs.**

#### 8.5 **Confidentiality, Controversial and sensitive issues**

In order for young people to make informed decisions about RSE and seed adviceresponsibly and with confidence, they need support to get a clear understanding of confidentiality and its limitations.



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Part of ensuring confidentiality is providing a safe, confidential and private space for interaction with young learners accessing Educ8.

When implementing this policy Educ8 adopts the following confidentiality guidelines and assurances:

- That anything a young person says will be treated with respect
- That staff will not discuss a young person's details outside the centre without their knowledge.
- that theory confidential information will only be disclosed in exceptional circumstances, and this would usually be discussed with the young person beforehand.

## **8.6 Roles and Responsibilities**

8.6.1 The **Executive Head and Deputy Executive head** will ensure that:

- Good quality information around Educ8's PSHE and RSE programmes is provided via the Educ8 website.
- To provide a PSHE and RSE programme to learners with an EHCP, that is differentiated at programme level.
- Be responsible for the health and safety of any trips, guest speakers/ visitors around PSHE and RSE.
- Create PSHE and RSE programmes that are fully embedded within the core curriculum and links directly to Educ8's aims and values.
- Train and develop Educ8 tutors to provide good information and advice to learners around PSHE and RSE.
- Promote equality of opportunity regardless of race, gender, religion, ability, disability, social background or sexual orientation.
- To effectively monitor PSHE and RSE programmes through a robust quality assurance process that ensures it meets the standards set by Ofsted.

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- Report and monitor progress around learners social, emotional and behavioural development

#### 8.6.2 **Head of Schools, Subject Leads, Tutors and Learning Support** will:

Provide new learners, parents and carers with up to date information and resources regarding PSHE and RSE:

- Providing relevant information and advice to learners and parents/ carers during all PSHE and RSE lessons.
- Embed PSHE and RSE into all theory lessons where possible.
- Plan, provide and facilitate trips and/ or guest speakers around PSHE and RSE
- Provide 1-1/ small group exercises and discussions around PSHE and RSE topics that relate to school cohorts.
- Offer Support to learners and parents/carers where necessary around PSHE and RSE.
- Monitor personal development and wellness through tutorial sessions which are underpinned by individual support to help support learners to achieve their individual goals.
- Monitor individual learners' development through the use of Ipsative assessments.
- To Plan and support the social, emotional and behaviour development of all learners taking into account Individual action plans in relation to the Boxall profile.

#### 8.6.3 **Learners** will:

Learners, will receive support they need to make good choices during the present and future by:

- Receiving good quality information and guidance to allow them to make informed decisions around PSHE and RSE.

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- Have a bespoke PSHE and RSE Curriculum dependent on an individual's year group.
- Will receive tutorials which will offer support and guidance around PSHE and RSE.
- Develop attributes and skills to make learners well rounded and informed in regards to PSHE and RSE.
- Have the choice to opt in to RSE within the last 3 terms before they turn 16.
- Receive individual support to help develop their social, emotional and behaviour development

#### 8.6.4 Parents/Carers will:

- Receive key information regarding their child's progress in PSHE and RSE within parents evening and half termly reports.
- Have the option to withdraw their child from the 'sex' elements of RSE.
- View and see any materials/ resources used to deliver RSE.

### 8.7 Assessing within PSHE/RSE

PSHE/RSE will cover issues and areas of life which our learners will be affected by in different ways and at different times. As such we cannot make assumptions based on the learners age or year group about their existing knowledge, understanding, attributes, skills, beliefs and attitudes.

It is essential to assess learning and progress effectively, it is important to carry out a baseline assessment before teaching any new content. Educ8 will use Ipsative assessment to gather baseline data and end of topic data to record progress made for each learner.

Assessment for learning will take place at the end of the lesson or series of lessons, learners should have opportunities to demonstrate the progress they have made from their starting point assessed in the baseline activity.

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The following process will be used in order to track progress:

- **Baseline Assessments**
  - Baseline assessments will be conducted at the beginning of each topic/ new piece of learning through the use of a “thought shower”. *(Other ways of baseline assessments can be used at tutors discretion taking into account individual/ group needs (See A1.2 - Ipsative Assessment Matrix)*
  - Learners will record score of entries within thoughtshower to identify level of knowledge based on the following:
    - No Knowledge - 0
    - Partial knowledge - 1-4
    - Good Knowledge - 5-8
    - Advanced Knowledge - 9+
- **Assessment for learning**
  - Assessment for learning will take place at the end of a topic or piece of learning. Learners will revisit the “Thought shower”. A new score is worked out and compared with the baseline score to identify levels of progress.
  - All progress data will be recorded within the [T0091QT Progress Tracker](#).

## 8.8 Monitoring & Evaluation

Educ8s Executive headteacher and Deputy Executive headteacher are responsible for overseeing, reviewing and organising the revision of this PSHE and RSE policy.

Ofsted is required to evaluate and report on spiritual, moral, social, and cultural development of learners. This includes evaluating and commenting on the schools PSHE and RSE policy and on support and staff development, training and delivery.

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The following procedures are in place to monitor and evaluate this Policy:

- Lesson Observations & Learning Walks
- Feedback Slips
- Individual learner action plans ([F0043QT Learner Action Plan](#))
- Work Samples/Scrutiny (see [F0078QT Work Scrutiny Form](#))
- Quality Assurance visits
- Ipsative assessment and recording ([T0091QT Progress Tracker](#))
- Learner Interviews
- Weekly SLT meetings
- Supervision Meetings
- Staff team Meetings
- Data Collection and Analysis
- Parent/Carer Meetings with external agencies and mainstream schools
- Progress Review Meetings
- Exit Meetings
- School Improvement Plan
- Learner Journey
- CLM

## 9. Metrics

The following metrics are required for this policy:

- No. of SEND seeking additional support
- No. of Parents opting out of RSE
- No. of Boxall profiles Completed

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- Site progress within PSHE/RSE

## 10. Quality Records

The following Quality Records shall be generated and managed:

Required Record	Custodian
Completed F0078QT Work Scrutiny Forms	Head of School
Completed T0030QT Self Evaluation Form	Head of School
Completed T0091QT Progress Tracker	Head of School
Completed T0093QT Learning Journey	Head of School
Completed F0043QT Learner Action Plans	Head of School

## 11. Form(s)/Template(s)

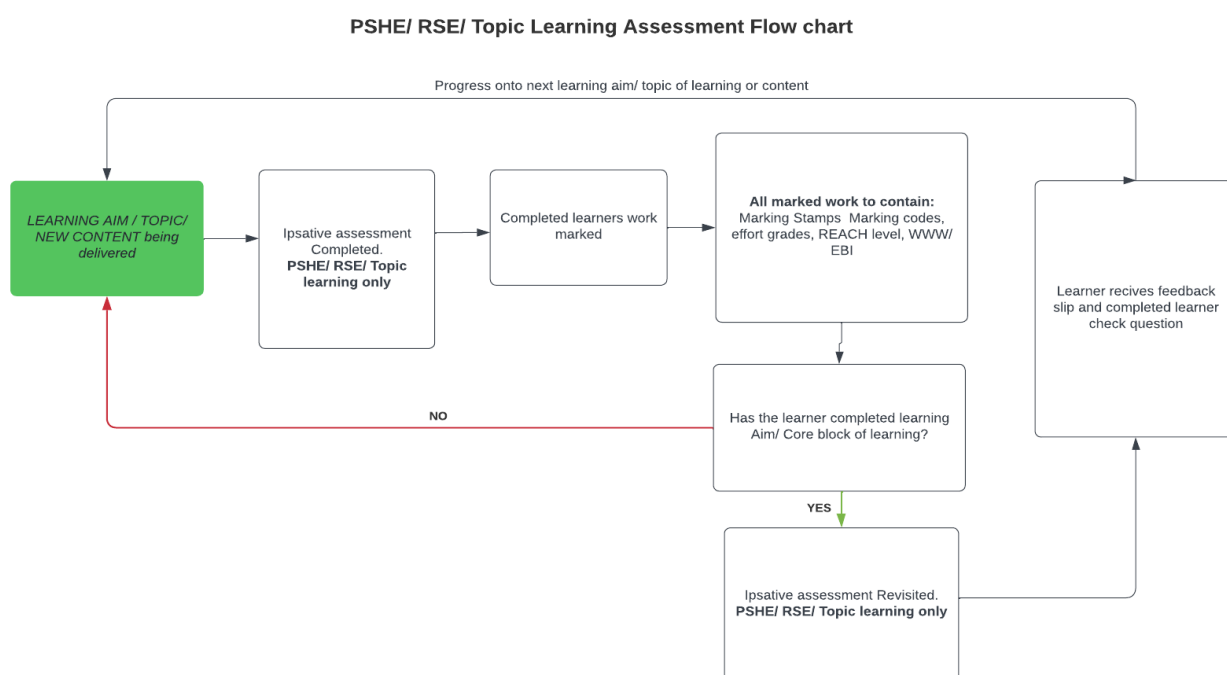
The following form(s)/template(s) are required for this document:

Form Number	Title
F0078QT	<a href="#">Work Scrutiny Form</a>
T0091QT	<a href="#">Progress Tracker</a>
T0093QT	<a href="#">Learning Journey</a>
T0030QT	<a href="#">Self Evaluation Form</a>
F0043QT	<a href="#">Learner Action Plan</a>

<b>Sub-policy</b> ISO 9001 – Educ8	<b>Document #:</b> <b>13-12</b>	<b>Issue:</b> <b>1.2</b>
<b>Title:</b> <b>PSHE and RSE Policy</b>	<b>Page #:</b> <b>23 of 24</b>	

## APPENDIX 1 - Ipsative Assessment

### A1.1 Ipsative assessment Flow Chart



### A1.2 - Ipsative Assessment Matrix

Level of Knowledge	Assessment Guide	Colour Code
No Knowledge	0	
Partial Knowledge	1-4	
Good Knowledge	5-8	
Advanced Knowledge	9+	

<b>Sub-policy</b> ISO 9001 – Educ8	Document #: <b>13-12</b>	Issue: <b>1.2</b>
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### A.1.3 Alternative learning Tasks

<b>Baseline assessment activity</b>	<b>Endpoint activity to demonstrate progress</b>
Questioning	Revisit key questions, extending with higher order questions. Invite learners to think of key questions for future learning.
Discussion	Revisit main arguments from baseline discussion; formal debate; presentations.
Brain-storming	If written down, revisit in a different colour - add, amend, expand.
Role play	Repeat activity, showing how strategies have developed, changed and demonstrating new skills
storyboard/ cartoon strip/ scenario script writing	Evaluate effectiveness of baseline strategies/ ideas through discussion; revisit in a different colour.
Responding to a scenario, picture or video clip.	If written down, revisit in a different colour - add, amend, expand.
Graffiti wall / Working wall	Revisit in a different colour - add, amend, expand, answer questions written on the wall at the beginning and think of key questions for the future?
Continuum / Washing line	Repeat the activity asking learners to discuss whether - and if so how far they have moved along the line and why?
Points on a scale	Learners rate themselves on the same scale in the light of the new learning
Explain to an alien	Revisit in a different colour - add, amend, expand; think of additional questions for the alien to ask to explore the concept further and answer each other's questions.
Card sort - diamond 9	Repeat the card sort; photograph and compare to a photo of the original; justify verbally or in writing any changes to the order resulting from new learning.