





THE COOPERS' COMPANY  
AND COBORN SCHOOL

*Love as Brethren*

## Personal, Social, Health and Economic (PSHE) Policy (Including Relationships and Sex Education Policy (RSE))

<b>Consulted</b>  	<b>Name of School</b>	The Coopers' Company and Coborn School
	<b>Policy review Date</b>	July 2023
	<b>Date of next Review</b>	July 2024
	<b>Who reviewed this policy?</b>	Mr R Bell & Ms A Wood
	<b>Approved by The Headteacher</b>	July 2023

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## **1. Introduction:**

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1.1 This PSHE policy has been informed by:

- Relationships Education: Relationships and Sex Education (RSE) and Health Education – Statutory Guidance, 2019
- PSHE Association – creating a PSHE education policy
- Sections 34 & 35 of the Children and Social Work Act 2017.

Please note that the separate Relationship and Sex Education policy, an intrinsic part of PSHE, can be viewed in Appendix 2 of this document.

1.2 At The Coopers' Company and Coborn School our motto 'Love as Brethren' exemplifies our attitude and approach to the importance of the development of all aspects of PSHE, including Sex and Relationship Education (SRE)

1.3 We champion and firmly believe in a holistic education, experience and curriculum that ensures that our pupils are 'rounded and grounded'. We recognise that the development of pupils, spiritually, morally, socially and culturally plays a significant part not only in their ability to learn and achieve but in their ability to relate fully to and access the world they live in.

1.4 We therefore aim to provide an education that provides children with opportunities to explore and develop their own values, as well as those of Britain; whilst recognizing that those of others may differ. Beliefs, spiritual awareness, high standards of personal behaviour including a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures are all critical skills and dispositions that we nurture, encourage and develop through our subject and wider curriculum.

## **2. Aims**

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2.1 The overarching aim for PSHE education is to provide pupils with:

- accurate and relevant knowledge opportunities
- to turn that knowledge into personal understanding
- opportunities to safely explore, clarify and if necessary, challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

2.2 We promote the needs and interests of all students, irrespective of gender, culture, ability or aptitude

- 2.3 Teaching PSHE will take into account the ability, age, readiness and cultural backgrounds of our young people to ensure that all can fully access the PSHE education provision. Indeed, we have considered our specific context in the curriculum design process.
- 2.4 We expect our students to show a high regard for the needs of others by working in pairs/groups/class discussions. Students work within mixed groups not by academic ability banding.
- 2.5 We will use PSHE education as a vehicle to address diversity issues and to ensure equality for all by training staff, when necessary and to provide quality resources for teachers to deliver consistently.
- 2.6 Because PSHE education works with students’ real-life experiences, it is essential to establish a safe learning environment. We aim to create a safe and supportive learning environment when delivering PSHE, sometimes with emotive and sensitive topics at the heart of the lesson.
- 2.7 We will ensure that where students indicate that they may be vulnerable and at risk, they will get appropriate support through our rigorous referral procedure.
- 2.8 In the course of PSHE education sessions, students may indicate that they are vulnerable or ‘at risk’. It is important to note that all staff have been trained in safeguarding to ensure clarity about what is required in such circumstances.

### 3. Rationale:

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3.1 The school worked through a detailed process to develop its PSHE curriculum. The PSHE Association organises learning opportunities for students under three core themes. These are: ‘Health and Wellbeing’; ‘Relationships’; and ‘Living in the Wider World’. The school chose to use the expertise of the subject association in developing its curriculum rationale.

3.2 The school has therefore separated these three core themes into six areas.

Our six specialist teaching areas are:

Health and Wellbeing	Healthy lifestyles/decisions, managing risk and personal safety
Health and Wellbeing	Mental health and emotional wellbeing
Health and Wellbeing	Drugs, alcohol and tobacco
Relationships	Positive relationships, relationship values, forming and maintaining respectful relationships, bullying, abuse and discrimination and social influences
Relationships	RSE- consent in relationships, contraception and parenthood, elements of positive relationships, intimacy, elements of bullying, abuse and discrimination such as FGM, puberty, sexual health and fertility
Living in the Wider World	Financial decision-making, the world of work, careers planning, working with diverse people, The Equality Act, discrimination

- 3.3 The six themes allow for modular content to be delivered in half termly blocks, creating a balanced year wide approach.
- 3.4 Using data from a school subject audit, feedback from our School Congress, and consultations with students and staff historically, we know that the statutory content required more focus in our curriculum provision.

3.5 As a school we are fortunate to be able to draw on many strengths that allow for quality provision under the core theme of 'Living in the Wider World'. We have an experienced Head of Careers who provides students with 1:1 interviews and advice, as well as a planned programme of activities from which students in Years 7-13 can benefit. We have a developed Alumni Network who deliver talks and focused sessions – especially at post-16 level. In addition, our student demographic benefit from positive parental input and influence regarding economic wellbeing, careers and the world of work. It is with this in mind that we decided to reduce the content under the non-statutory core theme of 'Living in the Wider World' to one half termly block (rather than use a third of the available teaching time) and provide more time for delivery of the statutory themes.

3.6 Furthermore, there were additional factors taken into consideration in our overall curriculum planning:

- The School worked to avoid more than 3.5 terms separating the delivery of RSE and Health or Mental Health across years. For example, we did not want Year 7 to have something delivered in the Autumn term and then not return to the strand until the Summer term of Year 8. We also wanted provision across the year group to be varied and provide an engaging breadth of topics.
- Our Year 7 provision opens with teaching Relationships – focusing on friendship, values, respect, and online relationships to aid students with their transition to secondary school. This is then followed by teaching the Mental Health and Emotional Wellbeing strand to provide the support and coping strategies necessary to manage the changes in their lives. RSE, Drugs, Alcohol and Tobacco have been positioned at the end of the school year in order to enable students to participate with confidence in a class with peers that they know well and teacher with whom they have formed a bond. Our Year 8 programme then follows sequentially from the foundations laid in Year 7.
- In Year 9, Living in the Wider World correlates with the options process, which enables students to make informed decisions about their GCSE choices and consider their future academic and employment careers.
- In Years 10 and 12, Living in the Wider World has been positioned in the summer term for students to make the most of their work experience, which is timetabled for the final weeks of the academic year. In Year 11 it has been positioned at the start of the academic year to precede the college and sixth form application process following the mock exam period in November.
- The decision to begin Year 12 with a module on Drugs, Alcohol and Tobacco was partially due to a significant change in the demographic of the school at sixth form. As a large sixth form with many new pupils joining from 30 plus schools from across Havering, East London and Essex, we felt it important to address the increasingly significant topics of county lines drugs dealing, drug use and vaping.
- Both Year 11 and 13 are absent from school in the summer term and therefore we prioritised the modules of RSE, Mental Health and Wellbeing and Drug, Alcohol and Tobacco.

3.8 Our PSHE programme is driven by the 10 key principles, developed by the PSHE Association:

- Start where children and young people are: find out what they already know, understand, are able to do and are able to say. For maximum impact involve them in the planning of your PSHE education programme.
- Plan a 'spiral programme' which introduces new and more challenging learning, while building on what has gone before, which reflects and meets the personal developmental needs of our children and young people.
- Take a positive approach which does not attempt to induce shock or guilt but focuses on what children and young people can do to keep themselves and others healthy and safe and to lead happy and fulfilling lives.
- Offer a wide variety of teaching styles, with an emphasis on interactive learning and the teacher as facilitator.

- Provide information which is realistic and relevant and which reinforces positive social norms.
- Encourage young people to reflect on their learning and the progress they have made, and to transfer what they have learned to say and to do from one school subject to another, and from school to their lives in the wider community.
- Recognise that the PSHE education programme is just one part of what a school can do to help a child to develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. Link the PSHE education programme to other whole school approaches, to pastoral support, and provide a setting where the responsible choice becomes the easy choice. Encourage staff, families and the wider community to get involved.
- Embed PSHE education within other efforts to ensure children and young people have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported.
- Provide opportunities for children and young people to make real decisions about their lives, to take part in activities which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.
- Provide a safe and supportive learning environment where children and young people can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives.

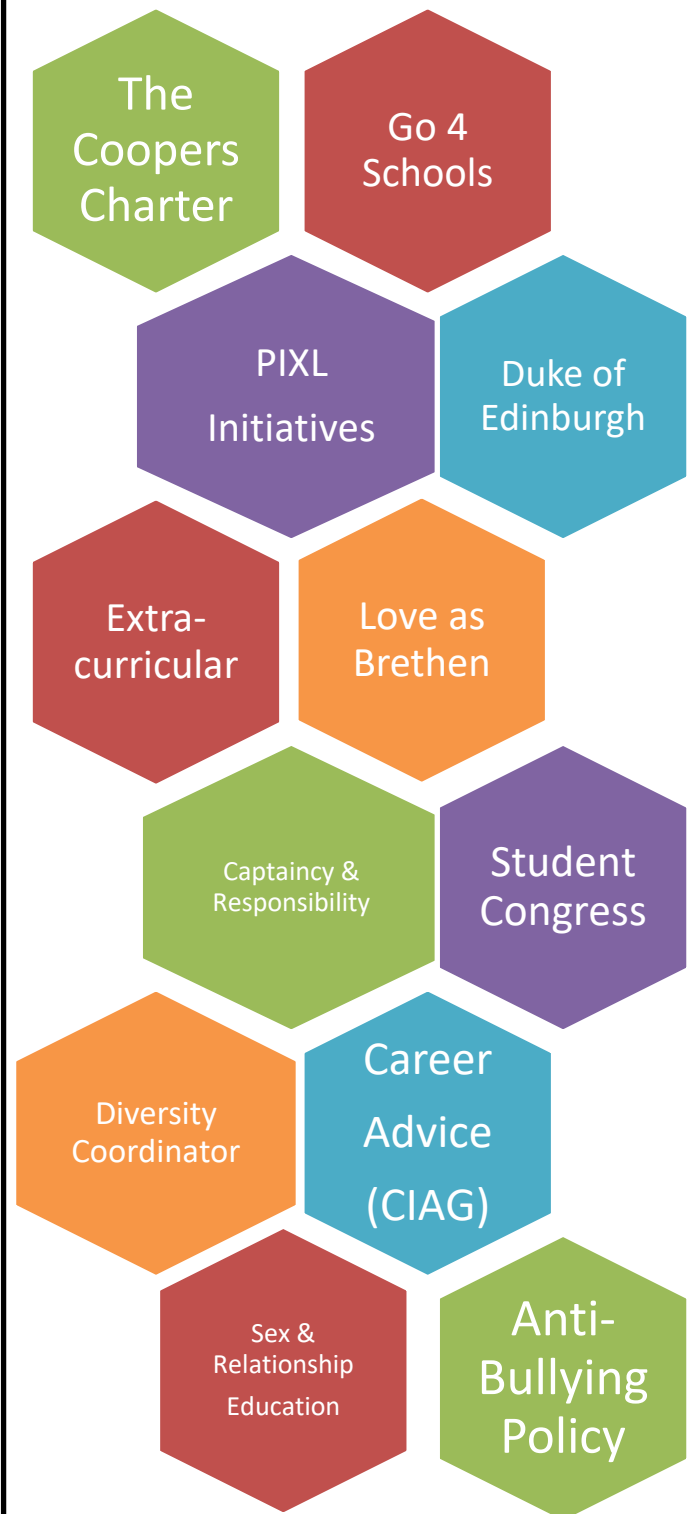
## PSHE: Beyond the Curriculum

We aim to ensure:

- That everyone connected with the school is aware of our values and principles
- A consistent approach to the delivery of PSHE
- The promotion of values such as democracy, tolerance, liberty and respect
- Awareness of and participation in a range of democratic processes
- That a child's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- That children have a good understanding of their responsibilities and how to exercise them

Through classroom activities and dialogue in the wider curriculum we will give students opportunities to:

- Share their achievements and successes with others
- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, e.g. bullying, death etc.
- Explore relationships with friends/family/others.
- Consider the needs and behaviour of others.
- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable students to develop socially, morally, spiritually and culturally e.g. empathy, respect, open-mindedness, sensitivity, critical awareness etc.



## 4 Equality and Diversity

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- 4.1 The school promotes the needs of all students irrespective of gender, culture, ability or aptitude by ensuring teaching will take account of ability, age, readiness and cultural backgrounds of our students and those with English as an additional language to ensure that all can fully access PSHE education provision.
- 4.2 We comply with relevant requirements of the Equality Act 2010 and pay particular attention to the Public Sector Equality Duty (PSED) – a copy of which can be found on our school website
- 4.3 Under the provisions of the Equality Act, we will not discriminate against students because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics).
- 4.4 In designing the curriculum, we have considered the makeup of own student body, including the gender and age range of our pupils, and considered whether it is appropriate or necessary to put in place additional support for students with particular protected characteristics (which mean that they are potentially at greater risk).
- 4.5 We aim to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment, which challenges perceived limits on students based on their gender or any other characteristic, including through these subjects and as part of a whole-school approach.
- 4.6 We aim to be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled.
- 4.7 As part of our teaching, we make it clear that sexual violence and sexual harassment are not acceptable, will never be tolerated and are **not** an inevitable part of growing up. Any report of sexual violence or sexual harassment will be taken seriously. An understanding for all students of healthy relationships, acceptable behaviour and the right of everyone to equal treatment will help ensure that students treat each other well and go on to be respectful and kind adults.
- 4.8 In teaching Relationships Education and RSE, we will ensure that the needs of all students are appropriately met, and that all pupils understand the importance of equality and respect.
- 4.9 Teaching is sensitive and age appropriate in approach and content.

## 5 The PSHE Curriculum

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5.1 Our PSHE programme is delivered through 6 thematic strands:

Health and Wellbeing	Healthy lifestyles/decisions, managing risk and personal safety
Health and Wellbeing	Mental health and emotional wellbeing
Health and Wellbeing	Drugs, alcohol and tobacco
Relationships	Positive relationships, relationship values, forming and maintaining respectful relationships, bullying, abuse and discrimination and social influences
Relationships	RSE- consent in relationships, contraception and parenthood, elements of positive relationships, intimacy, elements of bullying,



	abuse and discrimination such as FGM, puberty, sexual health and fertility
Living in the Wider World	Financial decision-making, the world of work, careers planning, working with diverse people, The Equality Act, discrimination

An overview of the content delivered within each strand is found below. A more detailed curriculum content plan can be found in Appendix 1

Please note that the school is required to have a formal Sex and Relationships Education Policy and this can be found in Appendix 2.

## 5.2 Programme of Study: Health and Well Being

- Year 7: Recognising the importance managing and maintaining healthy personal routines. This content is delivered in form time during Summer Term.
- Year 8: Understanding the importance of being responsible for healthy personal and hygiene routines and how to seek advice or assistance. This content is delivered in form time during Summer Term.
- Year 9: Exploring British Values (democracy; the rule of law; individual liberty; and mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith) and the importance of community cohesion in challenging extremism.
- Year 10: Increasing confidence in responding to emergency situations and performing first aid.
- Year 12: Preparing for a more independent approach to managing their lives in the wider world following school.

## 5.3 Programme of Study: Mental Health

- Year 7: Understanding that happiness is linked to the feeling of being connected to others and enabling the use of emotion vocabulary to improve self-expression.
- Year 8: Exploring the characteristics of mental and emotional health and the range of strategies for managing these.
- Year 9: Investigating the relationship between internet use and mental and emotional health and wellbeing.
- Year 10: Exploring the history of what is meant by mental health, and recognising the impact language can have on challenging stigma and misconceptions associated with mental health.
- Year 11: Recognising what constitutes a healthy balance in day-to-day life, as well as feelings and emotions and how this can be maintained.
- Year 12: Understanding the skills and strategies needed to confidently manage transitional life phases. Recognising signs of change in mental health and understanding a range of strategies for accessing help and support.
- Year 13: Developing a greater understanding and recognition of common mental health issues such as anxiety, depression, eating disorders, self-harm and compulsive behaviours and demonstrating knowledge of a range of strategies for building and maintaining positive mental health.

## 5.4 Programme of Study: Drugs, Alcohol and Tobacco

- Year 7: Exploring and reflecting on changing peer groups and peer pressures that come with a new school. Discuss the factors involved in the new environment of Year 7.
- Year 8: Introducing the facts about legal and illegal drugs and their associated risks.
- Year 9: Understanding the law relating to legal and illegal substances; the effects of these substances and their associated risks.

- Year 10: Understanding consequences of substance misuse for individuals, their families, and the wider consequences in communities.
- Year 11: Reflecting on the changes that have occurred during the last five years at school and exploring strategies to manage risk in a range of situations – including on the road.
- Year 12: Understanding the wider consequences of substance use and misuse including the effect on travel, personal safety and decision making.
- Year 13: Understanding the wider consequences of substance use and misuse especially managing risk in new situations.

### **5.5 Programme of Study: Relationships**

- Year 7: Exploring the transition to secondary school and introducing students to our school ethos and values – including our motto: Love as Brethren.
- Year 8: Understanding the need to promote inclusion and how we can challenge discrimination. Understanding what protected characteristics are and why they are protected in law.
- Year 9: Exploring “modern families” and understanding different rites of passage from legal, social, religious and personal perspectives.
- Year 10: Exploring the connection between personal values and the values of and in relationships.
- Year 12: Exploring personal values in a range of different relationships.

### **5.6 Programme of Study: Relationships and Sex Education (RSE)**

- Year 7: Understanding the main changes which take place in males and females during puberty and the impact on emotional and physical health – including menstrual wellbeing.
- Year 8: Recognising and developing healthy relationships that are consenting, respectful, and positive. Understanding the impact, risk, and law regarding harmful online content – including sharing nude and semi-nude images.
- Year 9: Developing an understanding of intimate relationships and introducing sex education including revisiting consent.
- Year 10: Developing understanding of intimate relationships and sex education including facts about STIs, contraception and revisiting consent.
- Year 11: Developing an understanding of a range of situations including managing personal risk and harm. Identifying positive relationships and behaviours.
- Year 12: Developing understanding of a range of intimate relationships including sex. Recognising responsibility for sexual health including: accessing health care, accessing advice, diagnosis and treatment, reducing risk
- Year 13: Explore consent in a range of different situations with a nuanced teaching relevant to students leaving for university, the world of work, travelling and beyond.

### **5.7 Programme of Study: Living in the Wider World**

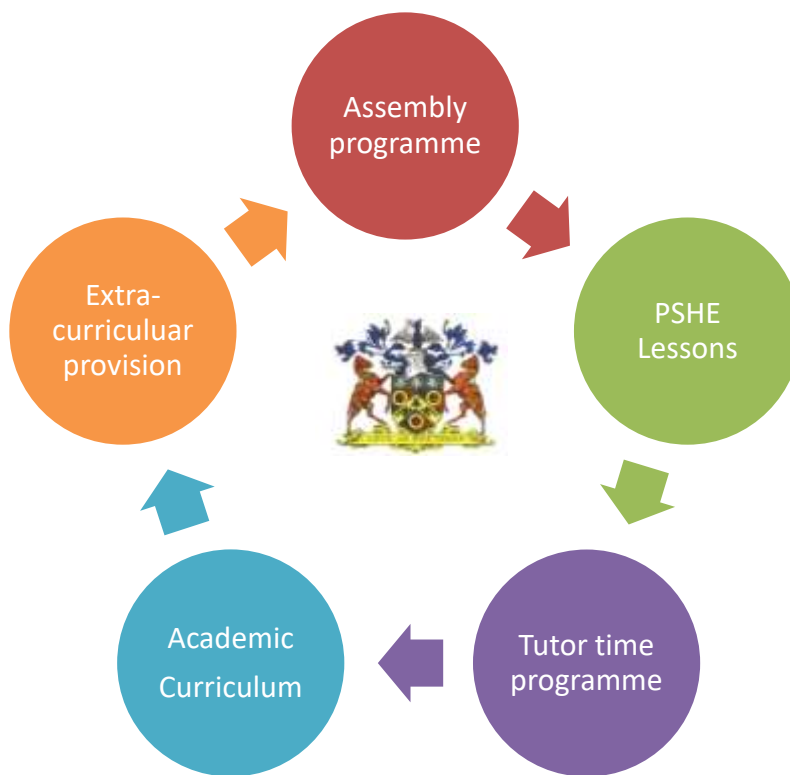
- Year 7: Developing teamwork, communication and enterprise skills across the year group and encouraging high aspirations. This content is delivered in form time during Autumn and Spring Terms
- Year 8: Understanding the equality of opportunity in careers and life choices and the range of different types and patterns of work. This content is delivered in form time during Autumn and Spring Terms.
- Year 9: Developing understanding of the risks, rights, responsibilities and rewards that are associated with increasing financial independence.

- Year 10: Preparing for the world of work. (work experience off site has traditionally been held during the last 2 weeks of term)
- Year 11: Understanding the many pathways available after KS4 and how to access and apply for these.
- Year 12: Preparing for the world of work. (work experience off site has traditionally been held during the last 2 weeks of term)
- Year 13: Living in the wider world issues that are separate from careers and future steps (university, apprenticeships etc.)

## 6 The PSHE Curriculum: Channels of Delivery

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6.1 Our approach to these crucial areas is developed through five main channels of delivery:



6.2 Our key method of delivery will be the explicit PSHE lesson, delivered on the timetable by a trained teaching team (see Section 3.2 – 3.6)

6.3 All curriculum areas do however have a contribution to PSHE. Our subject audit identified where PSHE was being delivered in the formal academic curriculum.

6.4 Belief values, principles and spirituality will be explored across the curriculum. The integrity and spirituality of faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and students will be given access to alternative views.

6.5 All adults will model and promote socially responsible behaviour, treating all people as valuable individuals and showing respect for students and their families and stakeholders.

6.6 Students should understand their rights and accept their responsibilities and the need to respect the rights of others. The Coopers' Coborn Charter promote responsible behaviour.

6.7 Many initiatives within our school community play a crucial role in developing our commitment to PSHE. Many of these are engrained in the life of the school. Our specific PSHE model is distinguished by 5:

- Keynote - headline information & guidance: themed events for each year group, using effective guest speakers and quality resources.
- Scheduled - routine PSHE lesson/assemblies/tutor times: using these forums to discuss issues
- Integrated - cross-curricular information & guidance: supporting and developing PSHE topics through the main/specialist curriculum.
- Special - extension information & guidance: year group activities that sit outside the curriculum
- Web - online information & guidance: quality websites hosting advice and resources for students and parents.

6.8 We work with parents/carers to ensure that they are aware of what we teach – each September parents/carers will receive a detailed communication about the subject content to be delivered in the coming academic year. This is important so that parents/carers can make the school aware of any concerns that they have. This is particularly important with the teaching of sensitive information.

## **7 Religious Education and Collective Worship**

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7.1 All students from Years 7 to 13 follow the compulsory lessons in Religious Education, culminating in an examination in Year 11. Religious Studies is also available at A level in Years 12/13. The specifications may be requested if required.

7.2 Collective worship is held on a regular basis for different year groups. This is based on world religions, in line with the school's religious character and Admissions Policy, led by senior staff and sometimes by Form Tutors or others.

7.3 The annual Founders' Day Service is held at St Dunstan's Church, Stepney and is attended by Year 7 every year.

7.4 Parents have the right to withdraw their children from Religious Education lessons or from collective worship but as this is a School designated as having a religious character, and parents have expressed a choice for religious education, a withdrawal would be at variance with the Admissions Policy.

7.5 We have an exceptionally strong school ethos epitomized by our motto 'Love as Brethren' which syncs with the commitments of section 78 of the Education Act 2002.

## **8 Teaching Methods/ Sensitive Issues**

8.1 A variety of teaching and learning strategies are used to deliver PSHE which take into account students' age, development, understanding and needs. Students will need to work in a safe, secure climate to be able to explore their own and others' attitudes, values and skills.

8.2 Effective PSHE lessons will involve a high level of interaction where each student has planned opportunities for learning through:

- The development of a trusting relationship between the teacher and the students enabling the consideration of sensitive issues to take place
- Collaborative work
- Circle time activities
- Opportunities for reflection
- Challenge within a safe environment
- Respect for each genuinely made contribution
- Negotiation
- Accommodating new information and skills
- Building on current experience and first-hand learning to achieve positive ends

8.3 Sometimes an individual student will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed later. This school believes that individual teachers must use their skill and discretion in these situations and refer to the Head of Year concerned, if necessary.

8.4 Sensitive and controversial issues are certain to arise in learning from real-life experiences. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

8.5 Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to students' attention, they are offered a balanced presentation or opposing views. Teachers will adopt strategies which seek to avoid bias on their part and will teach students how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all students are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

## 9 Spiritual Development

9.1 Through the school curriculum, school ethos, assemblies, extra-curricular opportunities and links with other schools who have a significantly different profile to our school, we aim to enable students to:

- Sustain their self-esteem in their learning experience.
- Develop their capacity for critical and independent thought.
- Foster their emotional life and express their feelings.
- Experience moments of stillness and reflection.
- Discuss their beliefs, feelings, values and responses to personal experiences.
- Form and maintain worthwhile and satisfying relationships.
- Reflect on, consider and celebrate the wonders and mysteries of life.

9.2 There are a number of elements in the school curriculum that foster the spiritual development of students. A focus on oracy enables students to express themselves and encourages personal opinion to be shared confidently in the classroom and in public areas. Students and teachers should value, and show tolerance, for the opinions of others.

9.3 The school ethos encourages students and all members of the school community to be considerate and thoughtful toward others. Within the classroom, students are expected to demonstrate appropriate conduct when other students contribute to sensitive group discussions. This involves opportunities for the sharing of emotions and feelings.

9.4 Presentations, group work and enquiry-based learning are used as teaching and learning tools, where views can be shared, explored and appreciated.

9.5 Collective Worship, which follows specific assembly themes, provides time for focus on deep questions. Local clergy support the school in the delivery of themed assemblies.

## 10 Moral Development

10.1 Through the school curriculum, school ethos, behaviour policy, Coopers' Coborn Charter, assemblies, extra-curricular provision, collective worship and development of the role of leadership, we aim to enable students to:

- Gain knowledge and understanding of what is right and wrong;
- Explore how they should behave (what they hold as right and wrong, why they do so, how they should act as a result);
- Gain an understanding of the values the school supports and values the school rejects;
- Develop their own set of moral standards and values and articulate these confidently;
- Develop the skills of analysis, investigation and decision-making in order to make their own moral judgements.

10.2 The school has established clear guidelines and high expectations for students. They are clear about what is right and wrong in terms of their conduct in school and the local community. This is embedded in the Behaviour Policy, but is made clear in student language in our Coopers' Coborn Charter.

10.3 All students, when they join the school in Year 7 and Year 12 are asked to sign up to the LasB pledge – this is a statement of our values as a community.

10.4 The links between attitudes, values and behaviour are reinforced through the rewards and sanctions systems. The use of Go4Schools and School Prizegiving are both crucial to recognising and rewarding success.

10.5 The PSHE curriculum and Sex Education Policy play a vital role in decisions and presenting positive role models.

10.6 The assembly themes relate directly to the school values, which are promoted throughout the school in House and Year assemblies.

10.7 Behaviour management within the school positively reinforces personal morality and the values of the school and society.

10.8 The school has the Special Needs (SEND) Department, Counsellors, a Pastoral Support Manager, Examinations Officer, Attendance Officer, Police Community Support Officer (PCSO), Prospects adviser, who work closely with students, staff and parents/carers. This strong liaison assists in the reinforcement of positive value systems and gives some support to prepare students for life beyond school.

10.9 The positive reinforcement of the values held by the school is constantly reinforced when staff deal with incidents and disputes in school and incidents that occur outside school

## **11 Personal & Social Development**

11.1 Through the school curriculum, careers provision, school ethos, behaviour policy, Coopers' Coborn Charter, assemblies, extra-curricular provision, collective worship, development of the role of leadership, we aim to enable students to:

- Develop the skills and personal qualities that are required to live and function effectively as an active citizen in society (an emphasis is placed on trust and teamwork, communication skills, personal relationships, co-operation, taking initiative and leadership skills);
- Gain knowledge and understanding of the ways in which different societies function;
- Actively participate in school/community activities and decision-making.

11.2 There is an expectation that the environment of the site is representative of our values. The school grounds have been created to enable students to enjoy, and respect, their surroundings. Picnic areas and benches allow students to relax and interact socially at break and lunch times. Students also take ownership of the school grounds through our Gardening Club.

11.3 The Home-School Partnership Agreement is given to each new student at The Coopers' Company & Coborn School and it is explained clearly by the Form Tutor and by the Headteacher in the Induction Evening. The Agreement is included in Student Planners to remind them of the expectations held about conduct and behaviour. This is intended to emphasise individual responsibility and to ensure that students understand that they take responsibility for the success of their own education.

11.4 Form Representatives, Prefects and Captaincy positions are an important way in which student representatives make a contribution to the operation of the school. All students take part in a democratic process to elect two students as Form Representatives who work with the respective Heads of Year.

11.5 The school also has an embedded academic mentoring programme which is overseen by our Pastoral Support Manager, where 6<sup>th</sup> Form Students work closely with selected students in KS3 and KS4.

11.6 We have an active Debating Society and public speaking is a key element at every Key Stage. In Year 7, we have a dedicated competition known as the 'Baron Burns Public Speaking Competition'; we also take part in the Jack Petchey 'Speak Out' Challenge. In KS5, we are involved in competitions such as 'Debating Matters'.

- 11.7 Throughout the school year there are many opportunities where students are encouraged to participate in activities where they will need to make decisions, work with others and help other people. These types of events include visits to other schools, charity fund raising, presenting concerts and dance productions to community audiences, representing the school in the enormous range of sporting fixtures, The Art Exhibitions where art work is displayed. As part of their induction into the Sixth Form and Year 7, students undergo both a day and residential team building activity. The school has a large number of visitors daily who use the facilities. Students have many opportunities to look after visitors through the embedded Student Ambassador role.
- 11.8 Fundraising and charity work have become an important part of life at the school and students contribute to the organisation of events and show support for activities aimed at raising money for others locally, nationally and internationally such as Children in Need, Sport Relief, etc. Each year students and staff select the charities they wish to support and wherever possible students visit the venues they have supported. We have run a Shoebox appeal for children in Eastern Europe for over 20 years and also prepare food parcels for pensioners living in the East End of London, in connection with the The Worshipful Company of Coopers’.
- 11.9 We have a Head of Careers and actively work with Prospect Services to ensure all our students move into meaningful further education, training or employment. Students undertake both work shadowing and work experience placements in both KS3 and KS4. Historically, we have a NEET (Not in Education, Employment, Training) % well below the national average.

## 12 Cultural Development

- 12.1 Through the school curriculum, learning beyond the classroom, links with the Worshipful Company of Coopers’, school ethos, important Diversity Coordinator Role, assemblies, extra-curricular provision, collective worship, development of the role of Leadership, we aim to enable students to:
- Increase their understanding of the beliefs and customs which lead to identity and cohesion in groups and societies;
  - Deepen their understanding of their own cultural roots
  - Deepen their responses and broaden their perspectives (through such things as music, art, dance, literature, and science, in order to gain a greater knowledge of human achievements);
  - Develop and strengthen their cultural interests and develop new interests;
  - Increase their understanding of how cultures grow and change over time and how they maintain, interpret and re-shape their cultural influence;
  - Understand the school commitment to valuing and celebrating cultural and linguistic diversity and to actively oppose any forms of prejudice and discrimination.
- 12.2 School assembly themes reflect the value of individuals and their cultures as well as providing a focal point for the different religions and secular celebrations and festivals that occur throughout the school calendar.
- 12.3 The school is unique by maintaining a dedicated week focused on cultural provision – through ‘Learning Beyond the Classroom’. Known as ‘Activities Week’ students benefit from a wide range of local, national and international trips and visits.
- 12.4 Our commitment to continuing the provision of 3 separate Modern Foreign Languages and ensuring that all students (where appropriate) study both a first and second language, helps to broaden cultural horizons and challenge insularity.



12.5 There are numerous opportunities for all students to experience other cultures and traditions through school visits and journeys to countries such as France, Germany, Spain and the USA.

12.6 A vast range of cultural visits are arranged during the year e.g. Tate Modern Gallery, Theatre Visits e.g. Globe Theatre, visits to places of religious significance – e.g. mosques, Musical/dance productions

### **13 Role of Governing Board**

13.1 The Governing Board of our School will undertake appropriate training to ensure that they are clear about their role and the parameters of their responsibilities as Governors

13.2 The Governing Board of our school will support the ethos and values of our school and will support the school in developing PSHE

13.3 In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education, the governing board will challenge the school's senior leadership team on the delivery of this policy and monitor its effectiveness.

13.4 Governors will review this policy regularly (every two years) and may amend and adopt it outside of this timeframe in accordance with any new legislation or guidance or in response to any quality assurance recommendations pertaining to the delivery of this policy.

### **14 Policy Adoption, Monitoring and Review**

14.1 This policy was considered and adopted by the Governing board in line with their overall duty to safeguard and promote the welfare of children.

14.2 Parents will be issued with a hard copy of this policy on request. This policy will also be made available to parents via the school website.

14.3 The Deputy Headteacher will actively evaluate the effectiveness of this policy by reviewing it on an on-going basis, working closely with the Head of PSHE.

## Appendix 1: PSHE Curriculum Map

YEAR 7	Autumn	Spring	Summer	Delivered in Form Time by Tutors Across Autumn/Spring/Summer Terms	
	Relationships	Mental and Emotional Health	Relationships (inc. SRE)	Living in the Wider World	Health and Wellbeing
<b>Topic Overview</b>	<b>Transition to Year 7</b> Exploring the transition to secondary school and introducing students to our school ethos and values – including our motto: Love as Brethren.	<b>Talking About Our Emotions</b> Understanding that happiness is linked to the feeling of being connected to others and enabling the use of emotion vocabulary to improve self-expression. Building on our understanding of positive relationships and how to manage challenges to friendship.	<b>Puberty and the changing adolescent body.</b> Understanding the main changes which take place in males and females during puberty and the impact on emotional and physical health – including menstrual wellbeing.	<b>Developing skills and Aspirations</b> Developing teamwork, communication and enterprise skills across the year group and encouraging high aspirations.	<b>Managing Healthy Routines</b> Recognising the importance managing and maintaining healthy personal routines.
<b>Students Learn...</b>	<ul style="list-style-type: none"> <li>- How to manage the challenges of starting at a new school.</li> <li>- How to make and manage new friendships.</li> <li>- Personal safety strategies and travel safety appropriate to the new journey.</li> <li>- Introduce the importance of our Coopers' Company and Coborn School Charter and Behaviour Policy documents, our shared values and motto: Love as Brethren.</li> <li>- Recognising that while we have a shared connection in our school, we are all unique and we celebrate this diversity.</li> <li>- Who our Safeguarding Team are and what their role is in the school, where they can be found – and that all members of staff have a duty to safeguard <a href="#">pupils</a>.</li> <li>- Discuss a range of strategies for reporting concerns.</li> </ul>	<ul style="list-style-type: none"> <li>- About the importance of our shared community and recognising our own roles within this.</li> <li>- Building simple strategies to help build resilience towards negative opinions, judgements, and comments.</li> <li>- How to identify and articulate a range of emotions accurately and sensitively using appropriate vocabulary.</li> <li>- How to recognise peer influence and develop strategies for managing it.</li> <li>- How peers can create supportive networks that resist pressure and influence, challenge harmful social norms and access appropriate support.</li> <li>- Discuss a range of strategies for reporting concerns.</li> <li>- Ways of assessing risk in relation to health, wellbeing, and safety.</li> </ul>	<ul style="list-style-type: none"> <li>- Strategies to manage the physical and emotional changes that occur during puberty.</li> <li>- Strategies to manage menstrual wellbeing.</li> <li>- How to recognise inappropriate and unwanted contact.</li> <li>- Understanding that consent is freely given and being pressurised is not giving consent.</li> <li>- Understanding the risks and myths surrounding FGM (including breast binding and ironing), its status as a criminal act and strategies to safely access support for themselves or others who may be at risk or who may have already been subject to FGM.</li> <li>- Understanding the difference between biological sex, gender identity and sexual orientation.</li> <li>- Recognising that sexuality and sexual attraction is diverse.</li> </ul>	<ul style="list-style-type: none"> <li>- How to challenge stereotypes, broaden their horizons and identify their future career aspirations.</li> <li>- What the Protected Characteristics are according to our law and that they must not be discriminated against because of: age, gender reassignment, being married or in civil partnership, being pregnant, disability, race (including colour, ethnicity, nationality, ethnic or national origin), religion or belief, sex, sexual orientation.</li> <li>- How to develop the skill of teamworking.</li> <li>- To further develop the skills of active listening, clear communication, negotiation, and compromise.</li> </ul> <p>How to be enterprising, including the skills of problem solving, risk management and creativity.</p>	<ul style="list-style-type: none"> <li>- Managing a balanced routine including school, work, leisure, exercise, and online activities. Focus on the change from Y6 to Y7.</li> <li>- The benefits of physical activity and exercise for positive mental health and wellbeing.</li> <li>- The importance of sleep strategies and good quality sleep.</li> </ul>

YEAR 8	Autumn	Spring	Summer	Delivered in Form Time by Tutors Across Autumn/Spring/Summer Terms	
	Relationships (inc. SRE)	Drugs, Alcohol and Tobacco	Mental and Emotional Health	Living in the Wider World	Health and Wellbeing
<b>Topic Overview</b>	<p><b>Building respectful relationships on and off-line</b></p> <p>Recognising and developing healthy relationships that are consenting, respectful, and positive. Understanding the impact, risk, and law regarding harmful online content – including sharing nude and semi-nude images.</p>	<p><b>Being Clear About the Facts</b></p> <p>Understanding the facts about legal and illegal drugs and their associated risks.</p>	<p><b>What is mental health?</b></p> <p>Exploring the characteristics of mental and emotional health and the range of strategies for managing these.</p>	<p><b>Community and Careers</b></p> <p>Understanding the equality of opportunity in careers and life choices and the range of different types and patterns of work.</p>	<p><b>Responsibility for Healthy Routines</b></p> <p>Understanding the importance of being responsible for healthy personal routines and how to seek advice or assistance.</p>
<b>Students Learn...</b>	<ul style="list-style-type: none"> <li>- Online risks - sharing data and identifying harmful behaviours.</li> <li>- The Law regarding indecent images – making, sending, receiving nudes and semi nudes.</li> <li>- Address consent, exploitation, abuse, and grooming.</li> <li>- Consent is freely given and that being pressurised, manipulated, or coerced to agree is not giving consent.</li> <li>- Impact of viewing harmful content online including sexually explicit material.</li> <li>- Healthy relationships based on trust and mutual respect (focus on online).</li> <li>- How to access help and support if you are worried about yourself or another.</li> </ul>	<ul style="list-style-type: none"> <li>- What is a drug? Facts about substances including caffeine and energy drinks, vaping, alcohol, and other legal substances.</li> <li>- Positive and negative uses of drugs in society including over the counter medicines and responsible antibiotic usage.</li> <li>- Evaluate myths, misconceptions, social norms, cultural values relating to drugs, alcohol, and tobacco use.</li> <li>- Information about the short- and long-term health risks associated with use.</li> </ul>	<ul style="list-style-type: none"> <li>- Explore the characteristics of mental and emotional health and wellbeing.</li> <li>- Explore strategies for managing mental and emotional health.</li> <li>- Explore the link between the language used in society and mental health stigma.</li> <li>- Develop strategies to challenge stigma, myths, misconceptions around mental health concerns.</li> <li>- Evaluating when something they do or are involved in has a positive or negative effect on own or others' mental health.</li> <li>- Explore a range of coping strategies and ways to promote wellbeing and boost mood.</li> </ul>	<ul style="list-style-type: none"> <li>- Exploring equality in life and work</li> <li>- How to challenge stereotypes and discrimination in relation to work and pay</li> <li>- Understanding the differences between employment, self-employment, voluntary and unpaid work.</li> </ul> <p>How to set aspirational goals for future careers and challenge any expectations that limit choices.</p>	<ul style="list-style-type: none"> <li>- Being more responsible for your own body – including self-examination (including breast and testicular examination - cancer prevention, detection and monitoring).</li> <li>- The importance of sun safety.</li> <li>- Understanding bacteria, viruses, treatment and prevention of infection and antibiotics.</li> <li>- The role of a balanced diet as part of a healthy lifestyle – including for oral health.</li> <li>- Strategies for maintaining personal hygiene including oral health (brushing, flossing, dentist visits).</li> <li>- How to access appropriate services when needed.</li> </ul>

YEAR 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Health and Wellbeing	Relationships (inc. SRE)	Living in the Wider World	Drugs, Alcohol and Tobacco	Relationships	Mental and Emotional Health
Topic Overview	Keeping Safe	Intimate Relationships	Financial Independence and Responsibility	Drugs and Alcohol	Modern Families	Staying Healthy Online
	Exploring British Values (democracy; the rule of law; individual liberty; and mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith) and the importance of community cohesion in challenging extremism.	Developing understanding of intimate relationships and sex education, including consent.	Developing understanding of the risks, rights, responsibilities and rewards that are associated with increasing financial independence.	Understanding the law relating to legal and illegal substances. Understanding the effects of some of these substances and their associated risks on individuals, family units, communities and wider society.	Developing an understanding of the structure and construction of a "modern" family unit and what this might mean. Exploring rites of passage including: birth, marriage, death.	Investigating the relationship between internet use and mental and emotional health and wellbeing.
<b>Students Learn...</b>	<ul style="list-style-type: none"> <li>- The legal rights, responsibilities and protections provided by the Equality Act 2010.</li> <li>- To recognise, clarify and if necessary, challenge their own values and understand how their values influence their decisions, goals and behaviours.</li> <li>- The opportunities and risks of establishing and conducting relationships online and strategies to manage the risks.</li> <li>- To develop conflict management skills and strategies to reconcile after a disagreement.</li> <li>- The unacceptability of prejudice-based language and behaviour offline and online including: sexism, homophobia, biphobia, transphobia, racism, ableism, and faith-based prejudice.</li> <li>- The factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours.</li> <li>- The need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this.</li> </ul>	<ul style="list-style-type: none"> <li>- Different types of intimacy and the potential consequences.</li> <li>- Return to the definition of consent and how to seek, give, not give and withdraw consent.</li> <li>- That the seeker of consent has the legal and moral responsibility for ensuring that consent has been given.</li> <li>- To gauge readiness for sexual activity</li> <li>- Strategies for managing sexual pressure – choice to delay sex and intimacy.</li> <li>- That intimate relationships should be pleasurable.</li> <li>- The purpose and importance of different types of contraception; how and where to access contraception and advice.</li> <li>- That certain infections can be spread through sexual activity.</li> <li>- How to access help and support regarding intimate relationships, contraception and sex. (These will be taught in greater depth in Year 10)</li> </ul>	<ul style="list-style-type: none"> <li>- To assess and manage risk in relation to financial decisions that young people might make.</li> <li>- About values and attitudes relating to finance including debt.</li> <li>- To manage emotions in relation to money</li> <li>- To evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions.</li> <li>- To recognise financial exploitation in different contexts e.g. drug money, mules, online scams etc.</li> </ul>	<ul style="list-style-type: none"> <li>- The risks associated with drug and alcohol misuse including the link to serious mental health conditions.</li> <li>- What is a drug? Facts about substances including caffeine and energy drinks, vaping, alcohol, and other legal substances.</li> <li>- Positive and negative uses of drugs in society including over the counter medicines and responsible antibiotic usage.</li> <li>- Evaluate myths, misconceptions, social norms, cultural values relating to drugs, alcohol, and tobacco use.</li> <li>- Information about the short- and long-term health risks associated with use.</li> <li>- The law relating to supply, use and misuse of legal and illegal substances.</li> <li>- The concept of dependence and addiction including awareness of how to overcome addiction.</li> </ul>	<ul style="list-style-type: none"> <li>- The qualities and behaviours they should expect and exhibit in a wide range of positive relationships</li> <li>- How to manage the strong feelings that relationships can cause</li> <li>- How to manage the breakdown of a relationship</li> <li>- The effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support</li> <li>- The services available to support healthy relationships and manage unhealthy relationships</li> <li>- Ways to manage grief about changing relationships including the impact of separation, divorce and bereavement</li> <li>- To understand a variety of faith and cultural practices and beliefs concerning relationships.</li> <li>- The importance of parenting skills and qualities for family life</li> <li>- The reasons why people choose to adopt and/or foster children</li> </ul>	<ul style="list-style-type: none"> <li>- Mental health and the internet – expectations, curated lives, reliance, gambling, addictive behaviours...</li> <li>- To understand and build resilience to thinking errors associated with gambling.</li> <li>- That social media may disproportionately feature exaggerated or inaccurate information about situations or extreme viewpoints.</li> <li>- That the media portray idealised and artificial body images</li> <li>- How data that is collected online may be used with the aim of influencing decisions</li> <li>- Strategies for responding to things online that cause anxiety and worry. How to recognise when others need help and to access the most appropriate sources of help.</li> </ul>

YEAR 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Drugs, Alcohol and Tobacco	Relationships	Relationships (inc. SRE)	Health and Wellbeing	Mental and Emotional Health	Living in the Wider World
<b>Topic Overview</b>	<p>Illegal Substances: Wider Issues</p> <p>Understanding consequences of substance misuse for individuals, their families, and the wider consequences in communities.</p>	<p>Relationship Values</p> <p>Exploring the connection between personal values and the values of and in relationships.</p>	<p>Intimate Relationships</p> <p>Developing understanding of intimate relationships and sex education, including consent</p>	<p>First Aid</p> <p>Increasing confidence in responding to emergency situations and performing first aid.</p>	<p>Increasing Understanding of Mental Health</p> <p>Developing a deeper understanding of what is meant by "mental health" through an exploration of historical context, case studies and the language associated with mental and emotional health.</p>	<p>Work Experience</p> <p>Preparing for the world of work. (Work Experience off site has traditionally been held during the last 2 weeks of term)</p>
<b>Students Learn...</b>	<ul style="list-style-type: none"> <li>- The risks and consequences of substance use and misuse on individuals, their families, and communities.</li> <li>- The Concepts of dependence and addiction</li> <li>- How to manage and seek help for unhealthy behaviours, habits and addictions including smoking cessation.</li> <li>- To evaluate ways in which their behaviours may influence their peers positively and negatively.</li> </ul>	<ul style="list-style-type: none"> <li>- To recognise, clarify and if necessary, challenge their own values and understand how these values influence their decisions, goals and behaviours.</li> <li>- To manage changes safely and responsibly in relationships including ending them.</li> <li>- The law relating to relationships including coercive control and online harassment.</li> <li>- Strategies to challenge all forms of prejudice and discrimination.</li> <li>- The opportunities and potential risks of establishing and conducting relationships online.</li> <li>- The legal and ethical responsibilities people have in relation to online aspects of relationships.</li> <li>- Accessing support for relationship difficulties.</li> </ul>	<ul style="list-style-type: none"> <li>- There is diversity in attraction – developing sexuality.</li> <li>- There are different types of intimacy – including online – and there are different consequences (positive and negative)</li> <li>- Facts about specific STIs – their transmission, testing, impact, treatment.</li> <li>- How to respond if someone may have an STI (including accessing health services)</li> <li>- Contraceptive choices and options for safe sex.</li> <li>- Pregnancy: the facts of pregnancy and miscarriage, pregnancy choices and where to get help.</li> <li>- The impact of lifestyle on fertility.</li> <li>- The current legal position on abortion and a range of beliefs and opinions about it.</li> <li>- The importance of parenting skills and qualities for family life, the implications of young parenthood and services that offer support for new parents and families.</li> <li>- The importance of self-care, especially self-examination.</li> </ul>	<ul style="list-style-type: none"> <li>- To increase confidence in performing emergency first aid and lifesaving skills including CPR and the use of a defibrillator.</li> </ul>	<ul style="list-style-type: none"> <li>- How to identify and articulate a range of emotions accurately and sensitively with appropriate vocabulary.</li> <li>- The link between language and mental health stigma and develop strategies to challenge stigma and misconceptions associated with help seeking and mental health concerns.</li> <li>- The characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people's mental health.</li> </ul>	



YEAR 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Living in the Wider World	Drugs, Alcohol and Tobacco	Mental and Emotional Health	Relationships (inc. SRE)	EXAM PERIOD
<b>Topic Overview</b>	<b>Choices and Future Pathways</b> Understanding the many pathways available after KS4 and how to access and apply for these.	<b>Identifying and Managing Unhealthy Behaviours</b> Reflecting on the changes that have occurred during the last five years at school and exploring strategies to manage those.	<b>Maintaining a Healthy Balance</b> Recognising what constitutes a healthy balance in day-to-day life, as well as feelings and emotions and how this can be maintained.	<b>Intimate Relationships</b> Developing understanding of a range of intimate relationships including sex and the importance of consent.		
<b>Students Learn...</b>	<ul style="list-style-type: none"> <li>- To evaluate their own personal strengths and areas for development and use this to inform goal setting. This will include a debrief of work experience (as well as applications for KS5)</li> <li>- About the range of opportunities available to them for career progression, including education, training and employment.</li> <li>- About the need to challenge stereotypes about particular career pathways and maintain high aspirations.</li> <li>- About the information and advice available to them on next steps and careers.</li> </ul>	<ul style="list-style-type: none"> <li>- To reflect on how things have changed over the last 5 years – what do they encounter in Year 11 that they did not in Year 7.</li> <li>- Recognise that their behaviours may influence peers positively and negatively.</li> <li>- Skills to support younger peers when in a position of influence.</li> <li>- To recognise situations when they are being adversely influenced or are at risk of being in a particular group or gang.</li> <li>- Factors which contribute to young people being involved in serious organised crime including cybercrime.</li> </ul>	<ul style="list-style-type: none"> <li>- About change and its impact on mental health and wellbeing and to recognise the need for support during life changes (exams) and or difficult experiences.</li> <li>- A broad range of strategies for promoting their own emotional wellbeing.</li> <li>- To recognise the warning signs of common mental and emotional health concerns including stress and anxiety.</li> <li>- To make informed lifestyle choices regarding sleep, diet and exercise.</li> <li>- The benefits of having a balanced approach to time online.</li> <li>- To identify and evaluate and access reliable sources of information, advice and support.</li> <li>- About the health services available to people.</li> </ul>	<ul style="list-style-type: none"> <li>- Revisit consent.</li> <li>- How to recognise unwanted attention and how to seek help.</li> <li>- Strategies for identifying risky and emergency situations, ways to manage these and get appropriate help.</li> <li>- To safely and responsibly manage changes in personal relationships including the ending of relationships.</li> <li>- Recognising the impact of drugs and alcohol can have on sexual behaviour.</li> <li>- Portrayal of sex in pornography and the media including attitudes, expectations and behaviours.</li> <li>- Promoting the benefits of strong, positive relationships including mutual trust, respect and equality.</li> <li>- To continue to develop conflict management skills and strategies to reconcile after a disagreement.</li> </ul>		

YEAR 12	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Drugs, Alcohol and Tobacco	Mental and Emotional Health	Relationships	Relationships (inc. SRE)	Health and Wellbeing	Living in the Wider World
<b>Topic Overview</b>	<b>Drugs and Alcohol</b> Understanding the wider consequences of substance use and misuse including the effect on travel, personal safety and decision making.	<b>Mental and Emotional Health</b> Recognising signs of change in mental health and understanding a range of strategies for accessing help and support.	<b>Relationship Values</b> Exploring personal values in a range of different relationships.	<b>Intimate Relationships</b> Developing understanding of a range of intimate relationships including sex and the importance of consent.	<b>Healthy Lifestyles</b> Preparing for a more independent approach to managing their lives.	<b>Work Experience</b> Preparing for the world of work.  (Work Experience off site has traditionally been held during the last 2 weeks of term)
<b>Students Learn...</b>	<ul style="list-style-type: none"> <li>- The law relating to supply, use and misuse of legal and illegal substances.</li> <li>- The impact of drug and alcohol use on road safety. (Driver and passenger)</li> <li>- To understand that alcohol can affect decision making and personal safety.</li> <li>- Managing personal safety in relation to travel.</li> <li>- Looking out for friends.</li> <li>- To evaluate the dangers of being involved in gangs.</li> </ul>	<ul style="list-style-type: none"> <li>- The skills and strategies needed to confidently manage transitional life phases.</li> <li>- Where their self-concept and self-esteem arises from.</li> <li>- Recognising signs of mental ill health in yourself and in others – how to seek support.</li> <li>- Recognising changes in your wellbeing and strategies for maintaining positive mental health.</li> <li>- Reflect on how these may have changed over the last few years and strategies for managing new situations.</li> </ul>	<ul style="list-style-type: none"> <li>- How to articulate relationship values and apply them to different types of relationships</li> <li>- To recognise and challenge prejudice and discrimination and understand rights and responsibilities about inclusion.</li> <li>- To manage mature friendships and make friends in new places.</li> <li>- To manage personal safety in new relationships including online.</li> <li>- To recognise the opportunities of building meaningful relationships within a workplace and the boundaries with professional relationships.</li> </ul>	<ul style="list-style-type: none"> <li>- How to take responsibility for sexual health including: accessing health care, accessing advice, diagnosis and treatment, reducing risk.</li> <li>- Revisit contraception in different contexts – this should be a nuanced understanding different to that in KS4.</li> <li>- How to reduce the risk of contracting and passing on STI.</li> <li>- To understand the moral and legal responsibilities that someone seeking consent has</li> <li>- To understand the emotional, physical, social and legal consequences of failing to respect others' right not to give or to withdraw consent.</li> <li>- To recognise and seek help in the case of sexual abuse, exploitation, assault or rape and the process of reporting.</li> </ul>	<ul style="list-style-type: none"> <li>- To consistently access reliable sources of information and evaluate media messages about health.</li> <li>- How to register with health services in new locations.</li> <li>- How to recognise illnesses that affect young adults including, meningitis and 'freshers' flu'.</li> <li>- Self-examination re-visited.</li> <li>- How to live healthily on a budget (university and the world of work challenges)</li> <li>- How to maintain a healthy work life balance.</li> <li>- Understanding financial contracts (including mobile phones, Klarna and other credit suppliers)</li> <li>- To access appropriate support for financial decision-making including gambling.</li> <li>- To understand and build resilience to thinking errors associate with gambling, the range of gambling related health harms, and how to access support for themselves and others.</li> </ul>	

YEAR 13	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Mental and Emotional Health	Living in the Wider World	Relationships (inc. SRE)	Drugs, Alcohol and Tobacco	EXAM PERIOD	
<b>Topic Overview</b>	<p><b>Mental Health Issues</b></p> <p>Deepening understanding of a range of mental health conditions and strategies that can be used to promote, maintain and develop positive mental health.</p>	<p><b>The Wider World</b></p> <p>Living in the wider world issues that are separate from careers and future steps (university, apprenticeships etc.)</p>	<p><b>Consent</b></p> <p>Focus on consent in a range of different situations.</p>	<p><b>Drugs and Alcohol</b></p> <p>Understanding the wider consequences of substance use and misuse especially managing risk in new situations.</p>		
<b>Students Learn...</b>	<ul style="list-style-type: none"> <li>- To recognise common mental health issues such as anxiety, depression, eating disorders, self-harm and compulsive behaviours</li> <li>- To recognise when they or others need support with their mental health.</li> <li>- To develop effective strategies to manage difficulties and promote wellbeing.</li> </ul>	<p>Things that could be covered include:</p> <ul style="list-style-type: none"> <li>- Budgeting for university</li> <li>- Understanding salaries</li> <li>- Evaluating savings options (including pensions and investments)</li> <li>- Understanding mortgages</li> <li>- Financial contracts (including mobile phones)</li> <li>- Rights and responsibilities in part time jobs</li> <li>- Professional Conduct</li> <li>- Professional online presence</li> </ul>	<ul style="list-style-type: none"> <li>- To understand the moral and legal responsibilities that someone seeking consent has</li> <li>- To understand the emotional, physical, social and legal consequences of failing to respect others' right not to give or to withdraw consent.</li> <li>- To recognise and seek help in the case of sexual abuse, exploitation, assault or rape and the process of reporting.</li> <li>- To recognise and manage different forms of abuse, sources of support and exit strategies for unhealthy relationships.</li> <li>- To recognise forced marriage and 'honour' based violence and how to get help for themselves or others.</li> <li>- To understand their rights in relation to harassment, stalking and how to respond and access support.</li> </ul>	<ul style="list-style-type: none"> <li>- Transitional life phases and the impact of changing environments.</li> <li>- To assess and manage risk and personal safety in a wide range of contexts. New jobs, Freshers' Week, University life and accommodation, with new friends etc.</li> <li>- Strategies to recognise, de-escalate and exit aggressive social situations.</li> </ul>		



### Section 1: Introduction:

- 1.1 This policy covers The Coopers' Company & Coborn School's whole school approach to Relationships and Sex Education (RSE), as part of our wider PSHE policy.
- 1.2 We believe that RSE is vital for the personal, social and emotional development of our pupils. It equips children and young people with the information, skills and values they need to have safe, respectful and enjoyable relationships and empowers them to take responsibility for their sexual health and well-being.
- 1.3 The school believes that all children and young people have a right to holistic, inclusive and needs-led RSE. We believe that through providing high quality RSE, we are upholding the ethos and values of our school and its commitment to equality and celebration of difference.
- 1.4 This policy was produced in consultation with our staff, board of governors, students and parents. We will ensure the policy is effectively communicated to staff and parents, including through publishing the policy on our school website.
- 1.5 The information below complies with our statutory obligations to deliver RSE under sections 34 & 35 of the Children and Social Work Act 2017. It will have due regard for the DfE's statutory Relationships Education, Relationships and Sex Education and Health Education Guidance and other relevant guidance.
- 1.6 We will review the policy on a regular basis (at least every 2 years) to ensure that it is in line with current Government guidance and legislation and to ensure that our RSE programme continues to meet the needs of our pupils. The policy should be read in conjunction with other relevant policies.

### Section 2: Equality, Inclusion and Social Justice:

- 2.1 We believe that RSE is a key vehicle for promoting equality, inclusion and social justice. Our RSE is designed to promote gender equality through challenging gender stereotypes and sexism and sexual harassment in schools.
- 2.2 We are also committed to an RSE that makes every pupil feel valued and included and is relevant to them. This means we are committed to an LGBTQ+ inclusive and SEND inclusive curriculum and are mindful of the SEND Code of Practice 2014 when planning for this subject. We will also ensure that we take into account the religious and cultural background of all pupils when teaching RSE. An inclusive RSE at Coopers' Coborn will seek to challenge all forms of discrimination and prejudice between pupils and promote understanding and respect as outlined under the Equality Act 2010.

### **Section 3: Definition of Relationships & Sex Education**

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- 3.1 We define relationships education as learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life.
- 3.2 We define sex education as learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health.
- 3.3 We take the approach that Relationships and Sex Education are best approached in an integrated way and using a gender equity and human rights framework. We will take care to highlight lessons that contain what we define as sex education so that we can respect the wishes of parents who have withdrawn their children from this content. Simultaneously, we will seek to nurture children’s curiosity about the world around them, supporting their development and their respect for themselves and each other
- 3.4 To cover the curriculum content outlined in the RSHE Guidance, we will equip our pupils to build positive and respectful relationships online and offline. We seek to ensure that it gives pupils the knowledge, skills, attitudes and values that will help them to:
- realise their health (including sexual health), wellbeing and dignity
  - build self-esteem and self-worth
  - explore and value their personal and sexual identity and the personal/sexual identities of others
  - understand family structures, committed relationships and the legal status of different types of long-term relationships
  - understand and make sense of the real-life issues they are experiencing in the world around them
  - manage and explore difficult feelings and emotions
  - consider how their choices affect their own wellbeing and that of others
  - develop as informed and responsible citizens
  - understand and ensure the protection of their rights throughout their lives.
- 3.5 We believe that high quality, comprehensive RSE does not encourage early sexual experimentation but in fact builds young people’s confidence and self-esteem and helps them understand the reasons for delaying sexual activity. Evidence shows that effective RSE plays a role in behaviour change, including reducing unprotected or unwanted sex and reducing harmful behaviour.

### **Section 4: Subject Content**

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- 4.1 The curriculum programme is developed by the Head of PSHE, in conjunction with the views of teachers, students and parents.

4.2 At Coopers' Coborn we will meet the learning objectives and content outlined in the Relationships Education, Relationships & Sex Education and Health Education Guidance. All content will be delivered in a timely way and will be age and developmentally appropriate to meet the needs of our students, including those students with SEND.

4.3 Our programme of study is as follows:

#### **Programme of Study: Relationships**

- Year 7: Exploring the transition to secondary school and introducing students to our school ethos and values – including our motto: Love as Brethren.
- Year 8: Understanding what family diversity is and the characteristics and importance of healthy family life.
- Year 9: Understanding the need to promote inclusion and how we can challenge discrimination
- Year 10: Exploring the connection between personal values and the values of and in relationships.
- Year 12: Exploring personal values in a range of different relationships.

#### **Programme of Study: Relationships and Sex Education (RSE)**

- Year 7: Understanding the main changes which take place in males and females during puberty and the impact on emotional and physical health – including menstrual wellbeing.
- Year 8: Recognising and developing healthy relationships that are consenting, respectful, and positive. Understanding the impact, risk, and law regarding harmful online content – including sharing nude and semi-nude images.
- Year 9: Developing an understanding of intimate relationships and introducing sex education including revisiting consent.
- Year 10: Developing understanding of intimate relationships and sex education including facts about STIs, contraception and revisiting consent.
- Year 11: Developing an understanding of a range of situations including managing personal risk and harm. Identifying positive relationships and behaviours.
- Year 12: Developing understanding of a range of intimate relationships including sex. Recognising responsibility for sexual health including: accessing health care, accessing advice, diagnosis and treatment, reducing risk
- Year 13: Explore consent in a range of different situations with a nuanced teaching relevant to students leaving for university, the world of work, travelling and beyond.

More detail on the content within the programme of study can be found in Appendix 1

### **Section 5: Subject Delivery**

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5.1 RSE will be delivered as part of our Personal, Social, Health and Economic (PSHE) education curriculum, which has planned, timetabled lessons across all key stages.

5.2 The Head of PSHE will work closely with colleagues in related curriculum areas to ensure a holistic and joined up approach to what is taught in RSE. A full subject audit took place before the design of the programme.

- 5.3 The school worked through a detailed process in to develop its RSE curriculum. The PSHE Association organises learning opportunities for students under three core themes. These are: 'Health and Wellbeing'; 'Relationships'; and 'Living in the Wider World'. The school chose to use the expertise of the subject association in developing its RSE curriculum rationale.
- 5.4 The school has therefore separated these three core themes into six areas which are taught in a balanced way across the academic year.
- 5.5 We also supplement learning through using a whole school approach and utilising time outside of the classroom, such as school assemblies, through art and drama, school celebrations and events.
- 5.6 We have taken care to highlight lessons (the sex education teaching stand) that contain what we define as sex education so that we can respect the wishes of parents who have withdrawn their children from this content only, rather than the broader relationships education, or indeed PSHE education.
- 5.7 We also use external agencies where appropriate to deliver aspects of Relationships and Sex Education (see section 12 below).
- 5.8 The programme will be delivered in a non-judgemental, factual way, using the correct medical terms where appropriate (for example when teaching about external body parts).
- 5.9 School staff will not express or be expected to express their personal views or beliefs when teaching RSE. All staff who have responsibility for delivering RSE will undergo training on a regular basis to ensure they are up-to-date with the RSE policy and curriculum requirements regarding RSE.
- 5.10 In addition to ongoing training, CPD (continuous professional development) will also be scheduled in response to updates to our RSE scheme of work and any new development in terms of course content.

## **Section 6: Monitoring**

- 6.1 We monitor our RSE scheme of work to ensure that the quality of teaching is consistent, that the curriculum is meeting the new national requirements under the Relationships Education, RSE and Health Education guidance, and that learning outcomes are reflective of pupil need.
- 6.2 This policy will be reviewed by the school's leadership team in conjunction with the Head of PSHE and Governors every 2 years. If changes are needed, members of staff, parents/carers and pupils will be consulted and any subsequent changes made clearly communicated.
- 6.3 The School's Leadership Team monitors the implementation of the programme through: discussions with students and staff, drop ins to lessons, planning scrutiny, looking at samples of students' work, analysing student attendance in lessons

## **Section 7: Evaluation**

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- 7.1 Evaluation of our programme is crucial to ensure that we can continue to improve our provision and teaching effectiveness.
- 7.2 The evaluation process involves structured and informal pupil and staff feedback including: teacher evaluation of lessons and the overall RSE programme, feedback and evaluation by students

## **Section 8: Student Voice**

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- 8.1 Student voice is central to the culture and ethos of the school. Students were consulted fully on both the SRE and PHSE policy in the Autumn Term of 2021.
- 8.2 We use student voice to evaluate how relevant and engaging RSE is to children's lives.
- 8.3 Throughout our RSE scheme of work we embed student voice practices to enable students to express their views on the range of topics and issues that RSE covers and to ensure that they listen to other opinions and evidence, reflect on their own perspectives and take a broader view.
- 8.4 We want to ensure that all student voices are heard but that those views that are hurtful, offensive or exclusionary do not dominate and are addressed. We want to ensure a culture where human rights, social justice, inclusion and diversity are promoted.

## **Section 9: Answering Student Questions**

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- 9.1 RSE explores a range of issues that may provoke questions from students. We view questions as a positive sign that students are engaged with what is being taught and feel able to express natural curiosities about themselves, their bodies and relationships with others. As much as possible, where a question is relevant to the whole class, we will answer it to the whole group.
- 9.2 There may occasionally be the need to deal with a question outside of the classroom if it is not suitable for the entire class.
- 9.3 Questions will always be answered in an age and developmentally appropriate way and take into account whether a parent/carer has requested their child to be removed from sex education lessons.
- 9.4 School staff will not be expected to answer personal questions about themselves or to ask direct personal questions of their students that could make either party vulnerable.
- 9.5 We believe that an open approach to answering questions prevents students from learning inaccurate or harmful information online or from peers and older students. We believe exploring issues with the whole class

helps to reduce the stigma and shame that can surround some of the issues explored in RSE. Importantly, we believe that children are better protected from harm and abuse when they are able to discuss issues openly with trained professionals and in a safe environment.

## **Section 10: Working with parents/carers**

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- 10.1 We believe that the successful teaching of RSE involves parents/ carers and schools working together.
- 10.2 We also believe that parents/ carers can play an important role in the RSE of their children through exploring discussions at home that have taken place in school. Our RSE policy has been developed through consulting parents and carers.
- 10.3 We work with parents/carers to ensure that they are aware of what we teach – each September parents/carers will receive a detailed communication about the subject content to be delivered in the coming academic year. This is important so that parents/carers can make the school aware of any concerns that they have. This is particularly important with the teaching of sensitive information.
- 10.4 If parents/carers have any concerns or special circumstances the school should be aware of, or would like any further information about the curriculum, we will arrange for them to come into the school. We may share examples of some of the key resources we use with parents/carers to reassure them of the content.

## **Section 11: Parents/Carers right to withdraw their child from sex education**

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- 11.1 As outlined within the Statutory Guidance, parents/carers have the legal right to request their child be withdrawn from all or part of sex education (only) lessons that are delivered as part of RSE.
- 11.2 Parents/carers do not have a right to withdraw their child from Relationships Education.
- 11.3 Parents/carers do not have the right to withdraw their child from any sex education delivered as part of the Science curriculum.
- 11.4 Parents do not have the right to withdraw their child from Health Education.
- 11.5 All children will have the right to opt into sex education three terms before they turn 16 and the school will make arrangements for this to happen. In practice, this means that when a child turns 15 they have the right to be taught sex education if they want to - this overrides any prior parental consent
- 11.6 Although parents/carers have the right to request to withdraw their child from any or all of sex education as part of relationships education, it is our aim to encourage parents to see the value of RSE learning and its

contribution to keeping children safe, developing their emotional, social and physical wellbeing and for promoting equality and social justice.

- 11.7 Should a parent decide that they do not wish their child to take part in any of these lessons, we would ask that they first speak to the Headteacher to discuss their concerns. The Headteacher will discuss the request with the parent/carer to fully understand and address any concerns/objections to the content of the curriculum.
- 11.8 If parents/carers do decide to withdraw their child, they should inform the Headteacher in writing and the school will keep a record of this. Except in exceptional circumstances, we will respect the parents' request to withdraw their child up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms. We will remind parents annually that the request to withdraw is still in place and invite them to confirm whether they still want it.

## **Section 12: Working with visitors and external agencies**

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- 12.1 From time-to-time the school may invite external experts and visitors to deliver parts of our RSE scheme of work.
- 12.2 External visitors will be selected in order to enrich and supplement our RSE by bringing particular skills, methods and expertise to the classroom and the whole school.
- 12.3 A teacher will always be present throughout these lessons so as to build on the students learning after the session/s as well as answer any questions the students may subsequently have.
- 12.4 Any external visitor will be expected to comply with this policy and other related policies, including the school's confidentiality and child protection policy.
- 12.5 We will also ensure that:
- There is appropriate planning, preparatory and follow up work for the session.
  - The visitor understands the cohort of children involved, including the different ability levels and diversities in identities across protected characteristics.
  - They will also be made aware of any specific issues relating to child protection and safeguarding

## **Section 13: Safeguarding/Child Protection**

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- 13.1 The school acknowledges that RSE is crucial for creating a culture of safeguarding within the school and for meeting our statutory obligations as outlined in the latest addition of 'Keeping Children Safe in Education'.

- 13.2 RSE helps children to understand the difference between healthy and abusive relationships and to understand how to get help if they are experiencing abuse, or have experienced, abuse.
- 13.3 We recognise that when discussing some of the issues RSE covers, some students could disclose abuse or other harmful experiences.
- 13.4 In cases of a disclosure, all staff have statutory training around child protection and safeguarding and will follow the school's safeguarding policy and procedures.
- 13.5 We also recognise that some children may be vulnerable to some of the content delivered in RSE due to a previous safeguarding concern, ongoing concerns or changes to their personal life. For those children, additional support will be given to prevent them being affected by the scenarios or topics in their planned lessons.



## Understanding Relationships, Sex and Health Education at your child's secondary school: a guide for parents

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all secondary age children will be taught Relationships, Sex and Health Education.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child.

Your child's school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.

### Relationships and Sex Education

Relationships and Sex Education will build on the teaching at primary. It aims to give young people the information they need to help them develop healthy, nurturing relationships of all kinds.

Your child's school will cover content on what healthy and unhealthy relationships look like and what makes a good friend, colleague and successful marriage or committed relationship. At the appropriate time, the focus will move to developing intimate relationships, to equip your child with knowledge they need to make safe, informed and healthy choices as they progress through adult life.

By the end of secondary school, pupils will have been taught content on:

- families
- respectful relationships, including friendships
- online media
- being safe
- intimate and sexual relationships, including sexual health

You can find further details by searching '**relationships, sex and health education**' on GOV.UK.

### Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.



By the end of secondary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

You can find further details by searching '**relationships, sex and health education**' on GOV.UK.



The important lessons you teach your child about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum. Teaching at school will complement and reinforce the lessons you teach your child as they grow up.

Your child's school is required to consult with you when developing and renewing their policies on Relationships, Sex and Health Education. These policies must be published online and be available to anybody free of charge.

You can express your opinion, and this will help your child's school decide how and when to cover the content of the statutory guidance. It may also help them decide whether to teach additional non-statutory content. Schools are required to ensure their teaching reflects the age and religious background of their pupils.

Some schools will start to teach these subjects from September 2019 – if you'd like to know more, please speak to your child's school about what they plan to teach.



## Right to withdraw your child

You cannot withdraw your child from Health Education or the Relationships Education element of Relationships and Sex Education, because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

If you do not want your child to take part in some or all of the Sex Education lessons delivered at secondary, you can ask that they are withdrawn. Your child's head teacher will consider this request and discuss it with you, and will grant this in all but exceptional circumstances, up until three school terms before your child turns 16. At this age, your child can choose to receive Sex Education if they would like to, and the school should arrange for your child to receive this teaching in one of those three terms (unless there are exceptional circumstances).

If your child's school is planning to teach these subjects from September 2019, your right to withdraw your child from Sex Education will be governed by the current legislation and so is absolute for the 2019/20 academic year – your child cannot opt in, and the head teacher will not overrule this request. This will remain the case until September 2020, when the new subjects will become compulsory and the new right to withdraw provisions will apply.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.



Department  
for Education

If you want to know more about what will be taught as part of these new subjects, the best thing to do is speak to your child's school.

## Appendix 4: Promotion of British Values, Anti-Radicalisation Policy

### 1. Introduction

- 1.1 The Coopers' Company & Coborn School is committed to providing a secure environment for students, where children feel safe and are kept safe. All adults in our school recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not. Our school motto of 'Love as Brethren' is central to our approach to tackling extremism and safe-guarding children.
- 1.2 This policy also sets out the four key areas within which the DfE has defined British values, and the ways in which our students learn and develop understanding of these areas, both through the curriculum, extracurricular and other opportunities.
- 1.3 In adhering to this policy and procedures staff and visitors will contribute to our school's delivery of the outcomes to all children, as set out in s10 (2) of the Children Act 2004. This Preventing Extremism and Radicalisation Safeguarding Policy is one element within our overall school arrangements to Safeguard and Promote the Welfare of all Children in line with our statutory duties set out in the Education Act.
- 1.4 The National Prevent Strategy: The Coopers' Company and Coborn School supports the Home Office '4P' Prevent strategy to combat radicalisation and terrorism. The 4P's are:
- Protect - to strengthen protection against a terrorist attack in the UK or against its interests overseas and so reduce their vulnerability. This work focuses on border security, the transport system, national infrastructure and public places
  - Prepare - to mitigate the impact of a terrorist attack where that attack cannot be stopped. This includes work to bring a terrorist attack to an end and to increase the UK's resilience to facilitate recovery from its aftermath
  - Pursue - to stop terrorist attacks by detecting, prosecuting and otherwise disrupting those who plot to carry out attacks against the UK or its interests overseas
  - Prevent - to stop people from becoming or supporting terrorism. This includes countering terrorist ideology and challenging those who promote it; supporting individuals who are especially vulnerable to becoming radicalised; and working with sectors and institutions where the risk of radicalisation is assessed to be high.
- 1.5 Whilst the first three strands are clearly the remit of the Government and security services, the fourth one is one to which schools and those who work with young people can contribute. Our school acknowledges this, supports the strategy and strives to take an active part of the Prevent section of the strategy both as a whole school and an individual level.
- 1.6 Prevent is a strategy that works to prevent the growth of issues that create a climate which facilitate radicalisation to occur, by creating a climate of mutual trust in which young people grow and develop. This climate works against creating circumstances in which young people feel isolated and become vulnerable to exploitation by those who wish to further a radical agenda. The creation of a school that is a secure and safe place based on appreciation and respect for all has always been a stated aim of The Coopers' Company & Coborn School and continues to be so in the school's clear statement of Equality and related policies and procedures.

- 1.7 Extremism in all its forms has no place at Coopers' Coborn, as exposure to both extremist materials and influences is detrimental to the development of young people.

## **2. School Ethos and Practice**

- 2.1 When operating this policy, we use the following accepted Governmental definition of extremism which is: 'Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas'.
- 2.2 There is no place for extremist views of any kind in our school, whether from internal sources – students, staff or governors, or external sources - school community, external agencies or individuals. Our students see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens. As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this policy. We also recognise that if we fail to challenge extremist views, we are failing to protect our students.
- 2.3 Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way. We therefore will provide a broad and balanced curriculum, delivered by skilled professionals, so that our students are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized.
- 2.4 We are also aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet, and at times students may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language. Any prejudice, discrimination or extremist views, including derogatory language, displayed by students or staff will always be challenged and where appropriate dealt with in line with our Behaviour Policy for students and the Discipline and Dismissal Policy for staff.
- 2.5 Where misconduct by a teacher is proven in relation to extremism, or concerns regarding extremism are raised, the matter will also be referred to the police by the Headteacher.
- 2.6 As part of wider safeguarding responsibilities school staff will be alert to:
- Disclosures by students of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where pupils have not actively sought these out.
  - Graffiti symbols, writing or art work promoting extremist messages or images
  - Students accessing extremist material online, including through social networking sites
  - Parental reports of changes in behaviour, friendship or actions and requests for assistance
  - Partner schools, local authority services, and police reports of issues affecting pupils in other schools or settings
  - Students voicing opinions drawn from extremist ideologies and narratives
  - Use of extremist or 'hate' terms to exclude others or incite violence

- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
- Attempts to impose extremist views or practices on others
- Anti-Western or Anti-British views

2.7 Our school will closely follow agreed procedures as set out by the Local Authority's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

2.8 In the event of concerns about a person becoming radicalised the matter should be dealt with in line with our Safeguarding and Whistleblowing policies and the DSL (Designated Safeguarding Lead) will be informed.

### 3. Teaching Approaches

3.1 We will all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches children may experience elsewhere may make it harder for them to challenge or question these radical influences. In our school this will be achieved by good teaching, primarily via our PSHE, tutor time and assembly programme.

3.2 We will ensure that all of our teaching approaches help our students build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills.

3.3 We will ensure that all of our staff are equipped to recognize extremism and are skilled and confident enough to challenge it.

3.4 Self-esteem is critical to eradicating extremism. With this in mind, we have a developed praise and reward policy system in the school. We also have an important 'House System' to foster collegiality, healthy competition and a sense of identity.

3.5 We will be flexible enough to adapt our teaching approaches, as appropriate, so as to address specific issues so as to become even more relevant to the current issues of extremism and radicalisation. This is primarily achieved through our assembly programme.

3.6 Our broad and varied extra-curricular provision, as well as our wide range of trips and visits 'learning beyond the classroom' is a central pillar in broadening student's horizons, tackling isolation and creating well-rounded young people. It is clear that one of the main causes of radicalisation is isolation, individualism and low self-esteem – our extra-curricular provision attempts to tackle this.

3.7 Our work in tackling extremism and promoting British values is central to the school's approach to the spiritual, moral, social and cultural development of students. We have a clear PSHE policy which is integral to the life of the school

3.8 One of our goals is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution. We will achieve this by using a curriculum:

- which is broad and balanced
- explicitly deals with PSHE as a discrete subject
- which centres on the importance of 'learning beyond the classroom'
- enriches student's individual identities by using the history of the school, links with alumni and The Coopers' Company to broaden student experiences

- promotes religious education as a compulsory element at KS4
- ensures continuation in sport at KS4

3.9 We will also work with local partners, families and communities in our efforts to ensure our school understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our students experiences and horizons.

3.10 We will help support students who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a pupil is being directly affected by extremist materials or influences, we will ensure that that pupil is offered intervention. Additionally in such instances our school will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

3.11 At our school we promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage students to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our pupils safe and prepare them for life in modern multi-cultural Britain and globally.

#### **4. The Promotion of 'British Values'**

4.1 Fundamental British values are defined by the DfE as:

- Democracy: Respect for democracy and support for participation in the democratic process
- The rule of law: Respect for the basis on which the law is made and applies in England
- Individual liberty: Support and respect for the liberties of all within the law
- Mutual respect and tolerance: Support for equality of opportunity for all and respect and tolerance of different faiths and religious and other beliefs

4.2 At this school, we believe passionately that our role is to:

- Enable students to develop their self-knowledge, self-esteem and self-confidence
- Enable students to distinguish right from wrong and to respect the civil and criminal law of England
- Encourage students to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated, and to society more widely
- Enable students to acquire a broad general knowledge of and respect for public institutions and services in England
- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own cultures
- Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010
- Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England

#### **4.3 How do we actively promote British Values at The Coopers' Company and Coborn School?**

We aim to develop the following attributes through various models of delivery:

- An understanding as to how citizens can influence decision-making through the democratic process
- Use our rich 480-year history to promote certain traditions and values e.g. 'raising the Union Jack' every morning from a multi-faith perspective
- An understanding that participation in elections by those opposed to democracy should be allowed by law, but the success of such candidates is undesirable for the well-being of society if it would lead to the end of democracy
- An understanding that bodies such as the police and the army can be held to account by the people, through the democratic organs of government
- An understanding that the freedom to hold other faiths and beliefs is protected in law, and an acceptance that other people having different faiths or beliefs to oneself (or having none) should not be the cause of prejudicial or discriminatory behaviour.

#### **4.4 Promoting Democracy**

We provide pupils with a broad general knowledge of and promote respect for public institutions and services through lessons, assemblies, speaker events and curriculum programmes.

- We have a peer mentoring programme
- Including student representation on key staffing appointments made to the school
- Use the Form Representative System and Charity Representative System to teach pupils how they can influence decision making through democratic process
- Develop leadership capacity at the school through the use of captaincy positions, mentoring and colours awards
- Run mock elections and mock referendums to link with national political events
- Include information about the advantages and disadvantages of democracy and how it works in Britain and abroad through the PSHE, History, Geography, RS, English Curricula at KS3 /4 , broadening to include Business Studies, Politics, Economics at KS5
- Encourage students to be aware of injustice, perceived or real and think about ways in which this can be challenged through school processes or in the wider world, Charity Fundraising initiatives and awareness raising campaigns.

#### **4.5 The Rule of Law**

- Ensure school rules and expectations are transparent, clear and fair, available for all to consult and that they are used consistently across the different areas and age groups within the school. This is done through the Coopers' Coborn Charter.
- The school has a clear Behaviour Policy which is transparent and shared with staff, students and parents
- In KS3 History, we take all students to the WW1 Battlefields to learn the consequences of the rule of law breaking down
- Help students to distinguish right from wrong through discussion and modelling positive behaviour – through student captaincy positions
- Through KS3 History and RE – study when the rule of law breaks down – e.g. Nazi Germany and what implications this has for differing groups
- Police visits are used to build links between and understanding of the local constabulary and their work to support the local community
- Help students to understand that the law is to be respected through upholding and adhering to it as a community and to our own school rules.

#### **4.6 Individual Liberty**

- Support all students to develop positive self-esteem, self-confidence and self-awareness and self-knowledge.
- Encourage students to assume responsibility for their own behaviour and acknowledge the effects it may have on others.
- Challenge stereotypes and promote individuality at every opportunity, modelled by staff and older students to set positive examples through the school.
- Work tirelessly to establish and maintain a climate in which all students feel safe and bullying is not tolerated
- Deliver a diverse speaker programme to expose pupils to people from a wide range of backgrounds and belief systems.

#### **4.7 Respect and Tolerance**

- Promote respect for individual differences
- Use curricular and extra-curricular opportunities to expose students to British and other cultures, their ways of life and faiths, encourage and support pupils in growing their understanding and appreciation of these – e.g. Y8 visit to Mosques
- Use curricular opportunities: RS to encourage critical thinking and deeper understanding of difference and beliefs.
- Discuss differences between people: ethnicity, gender, faith, disability, sexuality and family situations such as young carers or looked after children ensuring that pupils can understand these different elements within British society.

### **5. Use of External Agencies and Speakers**

5.1 We encourage the use of external agencies or speakers to enrich the experiences of our students; however, we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils.

5.2 Such vetting is to ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in complete opposition to, the school's values and ethos. We must be aware that in some instances the work of external agencies may not directly be connected with the rest of the school curriculum so we need to ensure that this work is of benefit to all pupils.

5.3 Our school will therefore assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to pupils are consistent with the ethos of the school and do not marginalise any communities, groups or individuals
- Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies
- Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication
- Activities are matched to the needs of students
- Activities are carefully evaluated by schools to ensure that they are effective

5.4 We recognise, however, that the ethos of our school is to encourage pupils to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively



engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this.

- 5.5 By delivering a broad and balanced curriculum, augmented by the use of external sources where appropriate, we will strive to ensure our students recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help students develop the critical thinking skills needed to engage in informed debate.

## **6. Whistle Blowing**

- 6.1 Where there are concerns of extremism or radicalisation students and staff will be encouraged to make use of our internal systems to whistle blow or raise any issue in confidence. Please refer to School Whistle Blowing Policy.

## **7. Safeguarding (including e-safety)**

- 7.1 Please refer to our Safeguarding Policy for the full procedural framework on our duties.
- 7.2 Staff at our school will be alert to the fact that whilst extremism and radicalisation is broadly a safeguarding issue there may be some instances where a child or children may be at direct risk of harm or neglect. For example; this could be due to a child displaying risky behaviours in terms of the activities they are involved in or the groups they are associated with or staff may be aware of information about a child's family that may equally place a child at risk of harm. Therefore all adults working at our school (including visiting staff, volunteers, contractors, and students on placement) are required to report instances where they believe a child may be at risk of harm or neglect to the DSL
- 7.3 The DSL is the focus person and local 'expert' for school staff, and others, who may have concerns about an individual child's safety or well-being and is the first point of contact for external agencies
- 7.4 The school places great focus on its duties regarding radicalisation and e-safety. In the KS3 Computer Science curriculum, the issue of e-safety is an important one and is explicitly covered. Each year we promote Internet Safety Week as a school with assemblies on the topic at every key stage. We also expect all students to sign an ICT User-Agreement which deals explicitly with the issue of e-safety. These issues are also picked up through our PSHE curriculum.
- 7.5 The school uses a wide range of filtering software to ensure that students are unable to access radical material on the school ICT equipment. As well as this, we also monitor student internet use on a regular basis to ensure the appropriateness of what is being accessed. This 'double protection' is an important part of our strategy in protecting our students.

## **8. Training**

- 8.1 Whole school in-service training on Safeguarding will be organised for staff and will, in part, include training on extremism and radicalisation and its safeguarding implications.
- 8.2 The DSL will attend training courses as necessary and the appropriate inter-agency training again this will include training on extremism and radicalisation and its safeguarding implications.

## **9. Recruitment**

- 9.1 The arrangements for recruiting all staff, permanent and volunteers, to our school will follow national guidance for safer recruitment best practice in education settings, including, but not limited to,

ensuring that checks are always made at the appropriate level, that references are always received and checked and that we complete and maintain a single central record of such vetting checks.

- 9.2 We will apply safer recruitment best practice principles and sound employment practice in general and in doing so will deny opportunities for inappropriate recruitment or advancement
- 9.3 We will be alert to the possibility that persons may seek to gain positions within our school so as to unduly influence our school's character and ethos. We are aware that such persons seek to limit the opportunities for our students thereby rendering them vulnerable to extremist views and radicalisation as a consequence.
- 9.4 Therefore, by adhering to safer recruitment best practice techniques and by ensuring that there is an on-going culture of vigilance within our school and staff team we will minimise the opportunities for extremist views to prevail.

## **10. Role of Governing Board**

- 10.1 The Governing Board of our School will undertake appropriate training to ensure that they are clear about their role and the parameters of their responsibilities as Governors, including their statutory safeguarding duties.
- 10.2 The Governing Board of our school will support the ethos and values of our school and will support the school in tackling extremism and radicalisation.
- 10.3 Governors will review this policy regularly (every two years) and may amend and adopt it outside of this timeframe in accordance with any new legislation or guidance or in response to any quality assurance recommendations pertaining to the delivery of this policy and the overall safeguarding arrangements made.

## **11. Policy Adoption, Monitoring and Review**

- 11.1 This policy was considered and adopted by the Governing Board in line with their overall duty to safeguard and promote the welfare of children.
- 11.2 Parents will be issued with a hard copy of this policy on request. This policy will also be made available to parents via the school website.
- 11.3 The Deputy Head Teacher will actively evaluate the effectiveness of this policy by reviewing it on an on-going basis, working closely with the DSL