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## **PASTORAL CURRICULUM** **(including details of the PSHE programme,** **SMSC and FBV provision, and RSE policy)**

**Policy Custodian:** Deputy Head (Pastoral) and Head of PSHE

**Approving Body:** MTS Senior Leadership Team

**Approved:** June 2024

The aims of the MTS Pastoral Curriculum sit on the shoulders of the School's core values and beliefs. It seeks to develop the pupils outside of the academic realm, to give them confidence, and arm them with knowledge to leave our confines as respectful, informed and thoughtful young men, capable of making informed decisions. It provides them with the skills to understand the world we live in today



## **SOCIAL, MORAL, SPIRITUAL AND CULTURAL (SMSC) EDUCATION**

The Social, Moral, Spiritual and Cultural Education (SMSC) programme aims to achieve a number of different goals:

- To encourage pupils to respect the Fundamental British Values (FBV) of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs;
- To enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- To help pupils distinguish right from wrong and to respect civil and criminal law of England;
- To encourage pupils to accept responsibility for their behaviour, to show initiative and to 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 broadly;
- To enable pupils to acquire a broad general knowledge of public institutions and services in England;
- To further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- To encourage respect for other people especially, though not exclusively, in relation to their: age; any disability they may have; any gender reassignment they may have undergone or be

# RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

## Definition, Rationale and Ethos

We define Relationships and Sex education (RSE) as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

Vj ku'r qre { 'eqxgtu'O gtej cpv'Vc { mtuø'Uej qqm'cr r tqcej "vq"vj g'vgej kpi "qh'RSE. We believe RSE is lifelong learning, which is integral to physical, sexual, moral and emotional development. It is about understanding the importance of stable and loving relationships, respect, love and care for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

In addition, we as a school believe that RSE should:

- Be an entitlement for all young people, supporting each individual as they grow and learn.
- Encourage every student to contribute to our wider school community, supporting family commitment and love, respect and affection, knowledge and openness.
- Gpeqwtci g"uwf gpw"cpf "vgej gtu"vq"uj ctg"cpf "tgur gev"gej "qvj gtø"xlgy u0'Y g"ctg"cy ctg"qh" different sexual orientations and do not promote any particular family structure. We see family a

- Keeping children safe in education ó statutory safeguarding guidance (updated 2024)

## **Subject Content, How it is Taught and Who is Responsible for Teaching it**

O gtej cpv"Vc{mtuø School specifically delivers RSE through its PSHE Programme and Biology lessons at KS3, and KS4. Specific RSE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of sex and relationships, although the physical aspects of puberty and reproduction are also included. The Science National Curriculum is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

The PSHE Programme and Science National Curriculum are taught in every school year. The schemes of learning for the PSHE programmes can be seen below in this policy. Teachers from a range of subjects deliver the PSHE Curriculum with support from professionals where appropriate. Teaching staff therefore receive RSE training prior to lessons, in order to best support pupils with the complexities of RSE.

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### *Attitudes and Values*

- learning the importance of values, individual conscience and moral choices;
- learning the value of family life, stable and loving relationships, and marriage;
- learning about the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- developing critical thinking as part of decision-making;
- develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity;
- develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self-esteem to value themselves and others and have respect for individual conscience and the skills to judge what kind of relationship they want;
- challenging myths, misconceptions and false assumptions about normal behaviour.

### *Personal and Social Skills*

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict;
- empowering students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

### *Knowledge and Understanding*

- learning and understanding physical development at appropriate stages;
- communicate effectively by developing appropriate terminology for sex and relationship issues;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;

- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- the avoidance of unplanned pregnancy.

### **Safe and Effective Practice (Safeguarding)**

Any SRE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level

**Parental Engagement**

## PSHE 3rds Sequence of Lessons Summary

Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6	Topic 7	Topic 8	Topic 9
<p><b>Focus:</b> The purpose of school</p>	<p><b>Focus:</b> Organisational Skills &amp; Time Management</p>	<p><b>Focus:</b> Drugs</p>	<p><b>Focus:</b> Smoking</p>	<p><b>Focus:</b> Gender &amp; Transgender</p>	<p><b>Focus:</b> LGBT+</p>	<p><b>Focus:</b> Neurodiversity</p>	<p><b>Focus:</b> Bullying</p>	<p><b>Focus:</b> Dangers of Social Media</p>
<p><b>Aims:</b> Establish rules. Discuss topics for the year and general school anxieties. Links between school and work. Establish targets for first year at MTS.</p>	<p><b>Aims:</b> Development of organisational and time management strategies.</p>	<p><b>Aims:</b> Have discussed the effects of a range of drugs. Have looked at the effects of caffeine consumption. Have evaluated strategies to reduce caffeine consumption.</p>	<p><b>Aims:</b> identify a range of risks related to tobacco and e-cigarette use. Have considered strategies for managing peer influence in situations involving cigarettes/vapes.</p>	<p><b>Aims:</b> Gender discrimination, negative effects of sexism, introduction to the concept of transgender.</p>	<p><b>Aims:</b> Vocabulary and terms to do with LGBT+ acceptance. To understand that all forms of</p>			



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# PSHE U3rds Sequence of Lessons Summary

Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6	Topic 7	Topic 8	Topic 9
<b>Focus:</b> Leadership	<b>Focus:</b> Emotional Wellbeing	<b>Focus:</b> Human Rights	<b>Focus:</b>					





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## **PSHE 5ths Sequence of Lessons Summary**

**Topic 1**

**Topic 2**

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## PSHE Lower Sixth Sequence of Lessons Summary

Topic 1	Topic 2	Topic 3	Topic 4	Topic 5
<b>Focus:</b>				