



## Five Acres High School

# PCSHE (Personal, Citizenship, Social, Health Education) Policy (including Relationships and Sex Education (RSE) and Health Education)

### Approval and review

This policy is the responsibility of: Headteacher

This policy was approved by the Local Governing Body on: 30 November 2021

This Policy applies to Five Acres High School, and all governors and staff of the school must abide by this policy which has been adopted in accordance with and pursuant to the Curriculum Policy of the Greenshaw Learning Trust.

It is the responsibility of the local governing body and Headteacher of the school to ensure that their school and its staff adhere to this policy. In implementing this policy school staff must take account of any advice given to them by the CEO and/or Board of Trustees.

This policy is subject to the GLT Curriculum Policy and the Scheme of Delegation approved for the school. If there is any ambiguity or conflict then the GLT Curriculum Policy and the Scheme of Delegation and any specific Scheme or alteration or restriction to the Scheme approved by the Board of Trustees takes precedence. If there is any question or doubt about the interpretation of this, the Chief Executive Officer of the GLT should be consulted.

### Context

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PCSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

### Statutory RSE and Health Education

*"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools."* **DfE Guidance p.8.**

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## **Section 1: Rationale and Ethos**

This policy covers our school's approach to Personal, Citizenship, Social, Health Education (PCSHE) and Relationships and Sex Education (RSE). It was produced by the PCSHE Co-ordinator and will be reviewed through consultation with staff, students and parents.

PCSHE education at Five Acres High School is a planned and developmental programme of learning through which students acquire the knowledge, understanding and skills they need to manage their lives presently and in the future. PCSHE develops the qualities and attributes students need to thrive as individuals and members of society. We ensure that the right provision is in place by reducing or removing barriers to learning so that all students have the knowledge they need to make informed decisions and responsible choices as they grow up.

PCSHE encompasses many areas of study so our programme draws on the statutory content outlined in the Citizenship National Curriculum and the statutory guidance on: relationships and sex education (RSE); mental wellbeing; internet safety and harms; physical health and fitness; healthy eating; drugs, alcohol and tobacco; health and prevention; basic first aid and the changing adolescent body (for further information please see appendix one). Within the programme of study all students will experience an age-appropriate relationship and sex education (RSE and Health Education) programme that incorporates all new statutory requirements outlined by the government in *"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving secondary education.*

The teaching of PCSHE will support our school values of ambition, confidence, creativity, respect and determination. For example, we aim to raise students' self-esteem and confidence, develop communication and assertiveness skills that can help them stay true to their values if challenged by others, their peers or what they see in the media. We will teach students to be accepting of the different beliefs, cultures, religions, sexual orientations, physical and mental abilities, backgrounds and values of those around them. We want our students to lead a healthy and safe lifestyle, teach them to care for and respect their bodies and provide them with all the right tools that will enable them to seek information or support, should they need it, both during their school years and after.

RSE and Health Education encompasses the development of adolescents in matters concerning human relationships and sexual activity based upon a comprehensive programme of study; embracing moral, spiritual, cultural values, attitudes and behaviour as well as knowledge in line with the school ethos. Five Acres High School would like to emphasise that by providing comprehensive RSE we are not encouraging students to become sexually active at a young age. The aim of this policy is to ensure that the right provision is in place so that students may have all the background knowledge they need to make informed decisions and responsible choices as they grow up. Five Acres High School recognises that parents have a vital role to play in this matter and that this policy must be seen as a working partnership between home and school.

Our PCSHE policy is informed by existing DfE guidance:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)

- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on [cyberbullying](#))
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

## **Section 2: Defining the Curriculum**

Since PCSHE encompasses many areas of study, it is important to outline the content included in each area.

Relationships and sex education (RSE) is learning about making and maintaining healthy, happy and respectful relationships, knowing how to recognise unhealthy relationships and be able to get support, and having the information and skills to be safe online and to take responsibility for their sexual health.

In this school Relationships and Sex Education refers to:

- The development of skills, knowledge and resilience needed to experience positive mental, emotional and physical wellbeing
- The development of skills, knowledge and strategies children need to keep themselves safe, happy and well both online and in the real world
- Teaching the characteristics of positive, healthy and respectful relationships – including learning about how to effectively communicate consent, how to recognise consent from others and a person's right to withdraw consent
- Teaching about different types of relationships, promoting equality and respect, and recognising the importance of diversity
- Teaching about healthy, respectful, non-exploitative and non-coercive behaviours including harmful sexual behaviours (Ofsted June 2021 report)
- Teaching about the concepts and laws relating to the age of sexual consent both in established and new relationships, sexual exploitation, domestic abuse, grooming, rape, forced marriage, FGM and honour-based violence – including how these can impact current and future relationships
- Developing an understanding of sexuality, gender equality, rights, consent and respectful and healthy communication (Equalities Act, 2010) including:
  - a) Sexuality/sexual orientation (avoiding heteronormative assumptions & attitudes)
  - b) Gender identity
  - c) Home background (e.g. different family make-up)
  - d) Ethnicity
  - e) Gender
  - f) Special educational needs and disability

- Teaching about the physical and biological aspects of puberty, and growing up, the human life cycle and how a baby is conceived and born; ensuring access to up to date and correct factual information.
- Effective teaching and learning that supports pupils to develop safe, fulfilling and healthy sexual relationships at the appropriate time – including learning about the choice to delay first sex and the right to enjoy intimacy without having sex
- Teaching about the impact of viewing harmful and / or sexually explicit material – including the extent to which pornography presents a distorted picture of sexual behaviours, damaging the way people see themselves in relation to others and negatively affecting how they behave towards sexual partners
- Teaching about safer sex and sexual health, to ensure pupils are equipped to make safe, informed healthy choices as they progress through adult life – including learning about fertility, pregnancy and avoiding unplanned pregnancy
- Develop young people’s knowledge and awareness of services that provide information, advice, support or treatment, including developing their understanding of their rights in relation to accessing these services.

In this school Health Education refers to:

- Mental Well Being
- Internet Safety and Harm
- Changing Adolescent Body
- Health and prevention
- Physical Health over Fitness
- Healthy Eating
- Drug, Alcohol and Tobacco
- Basic First Aid

In this school Citizenship refers to:

- The political system of the UK
- How citizens actively participate in its democratic systems of government
- The rule of law and justice system in our society and how laws are shaped and enforced
- Volunteering as well as other forms of responsible activity
- Financial literacy

### **Section 3: Our aims for PCSHE, RSE and Health Education**

- To provide a safe environment where questions of a sexual nature can be asked and answered openly without embarrassment and to encourage mature attitudes to natural bodily functions.
- To enable pupils to develop knowledge, communication skills and understanding in order to facilitate personal decision making.
- To enable pupils to understand the impact of external factors, such as the media, internet, peer groups and remain independent assertive decision-makers.
- To promote healthy relationships and the idea of mutual responsibility within these relationships.
- To enable pupils to develop the ability to form positive, non-exploitative relationships.

- To promote self-respect and to help young people to understand that they have rights and should have control over who touches their bodies and to offer strategies for dealing with such situations.
- To counter misleading information and challenge attitudes.
- To provide up to date information regarding the law and sexual behaviour.
- To provide students with the knowledge, confidence and skills to avoid unintended teenage pregnancies.
- To develop an understanding of the implications and responsibilities of parenthood.
- To challenge attitudes and beliefs around gender/ sexual behaviours.
- To ensure RSE fosters gender equality and LGBT+ reducing stigma and discrimination.
- To raise awareness of the health risks associated with sexual activity, including HIV/AIDS.
- To educate pupils about harmful sexual behaviours both in person and online and how these can be reported.
- To inform pupils of where they can go for further information and advice.
- To provide students with the knowledge, skills and understanding to prepare them to play a full and active part in society.
- To foster pupils' keen awareness and understanding of democracy, government and how laws are made and upheld.
- Equip pupils with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments.
- To prepare pupils to take their place in society as responsible citizens, manage their money well and make sound financial decisions.

#### **Section 4: Implementation and curriculum**

At Five Acres High School there is a clear curriculum intent for PCSHE. The statutory guidance states that from 2020 all schools must deliver an RSE/Health Education programme. This is included within our PCSHE curriculum. RSE is also taught within the National Science Curriculum. The PCSHE programme includes an emphasis on: relationships and responsibilities; families and parenthood; as well as knowledge about the anatomy and physiology of growth and development; reproduction, contraception, sexually transmitted infections, including HIV/AIDS; forced-marriage; sexual exploitation and female genital mutilation (FGM). In addition to this, there is also guidance on coping with social pressures which might lead to irresponsible sexual behaviour and strategies are provided to counter sexual harassment/ discrimination. The aim is for students to be equipped to make safe, informed, nurturing, healthy choices as they progress through adult life.

Five Acres High School allocates a 55 min PCSHE lesson once per fortnight for all KS3 and KS4 students, as well drawing upon cross curricular links and content e.g. science – puberty, Physical Education – maintaining a healthy lifestyle. An overview of the learning theme of each term can be found in appendix 2. The themes are taught across the school; the learning deepens and broadens every year in each year group.

It is important that we implement our PCSHE and RSE/Health Education policy consistently throughout the school, and provide effective provision throughout classrooms. To ensure this;

- The PCSHE programme and our lesson plans and schemes of work are based on the PSHE Association Key Themes and Guidance.
- Lessons are age appropriate; content will be made accessible to all pupils, including those with SEND and use an engaging range of active learning methods that differentiate materials and resources to ensure all pupils are able to access the programme.

- There is confident and consistent use of the correct terminology, supported with knowledge organisers that provide key terms and definitions.
- Those fulfilling in-class support roles also receive training so as to ensure they can help facilitate the access of those pupils they are specifically supporting.
- Have a proactive and planned approach to involving external professionals (e.g. school health nurse, Police, National Mental Health Organisations) in supporting the delivery and development.
- Regular consultation occurs with the safeguarding team to ensure that issues are tackled proactively.
- We encourage teachers to provide additional resources that are specific to the needs of the pupils in that class, and responsive to their behaviour and development.
- We aim to explore different attitudes, values and social labels, and develop skills that will enable our pupils to make informed decisions regarding sex and relationships. It is important that pupils know the difference between fact, opinion and belief.
- This includes an emphasis on: relationships and responsibilities; families and parenthood; as well as knowledge about the anatomy and physiology of growth and development; reproduction, contraception, sexually transmitted infections, including HIV/AIDS; forced-marriage; sexual exploitation and female genital mutilation (FGM). In addition to this, there is also guidance on coping with social pressures which might lead to irresponsible sexual behaviour and strategies are provided to counter sexual harassment/ discrimination. The aim is for students to be equipped to make safe, informed, nurturing, healthy choices as they progress through adult life.

These explicit lessons are reinforced and enhanced in many ways through:

- Assemblies
- Cross curricular links and content (e.g. Science, RE & PE) – see appendix one for more details on these links.
- Guest Speakers and outside agencies
- Praise and reward systems
- Character Education and Careers
- Through relationships, student to student, adult to student and adult to adult across the school.

#### **Pupils with special education needs:**

The school works hard to ensure that all aspects of the school curriculum are inclusive and support the needs of students of all ranges of abilities. Staff should differentiate lessons to ensure that all members of the class can access the information fully, and this is no different when it comes to RSE.

The school will use a variety of different strategies to ensure that all pupils have access to the same information. Some of these include:

- interactive teaching methods e.g. contraceptive card game
- use of expert guest speakers
- practical activities
- using videos
- group and paired activities.

## **Using visitors and guest speakers**

We may invite guest speakers into school to talk on issues related to PCSHE. It may be the case that the subject under discussion is better coming from an expert or experienced health professional who can challenge a pupil's perceptions. However, other agencies/professionals and visitors will enhance but not replace our teacher-led programme.

Where visitors are involved in PCSHE we will:

- Plan and evaluate their contribution as part of the school's RSE teaching programme.
- Ensure that all content is appropriate and meets statutory requirements.
- Provide the visitor with an up-to-date copy of the school's RSE Policy and ensure they adhere to it.
- Ensure that teachers will always be present during sessions facilitated by other agencies/professionals and visitors.
- Provide follow up lessons to check understanding.
- Select visitors very carefully in line with our values framework and school ethos and ensure that their input is evidence based, accurate and not misleading.

## **Terminology**

Pupils will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use.

## **Dealing with difficult questions**

Staff training will include sessions on how to deal with difficult questions. We will offer provision to staff who feel they require support and guidance when dealing with challenging topics. The lessons have also been heavily scripted. There may still be times when staff are faced with a difficult question in class that they feel uncomfortable or ill equipped to answer. In this case, they may wish to put the question to one side and seek advice from the DSL/PCSHE lead.

Ground rules in class are essential when discussing sensitive subject matter. Some strategies staff may use to support this might be:

- the 'Ground Rules slide' will be displayed and discussed at the beginning of every PCSHE lesson
- an anonymous question box; this will enable pupils to feel more comfortable to ask questions without being identified.
- making the classroom a cone of silence; this means that whatever is discussed in the classroom stays in the classroom and should not be brought up at any other time. We hope this will give pupils the sense that they are in a safe zone to speak freely about sex and relationships.

Normal behaviour policy will also be followed during all PCSHE lessons.



## **Equal opportunities**

PCSHE and RSE/ Health Education lessons provide a good background for talking openly and freely about the diversity of personal, social and sexual preferences. Prejudiced views will be challenged and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously. This is the case for bullying of any kind and the procedures regarding this are outlined in the school's behaviour policy (and in line with the Equalities Act, 2010).

## **Advice and treatment**

Staff who are approached by pupils with a concern about having contracted or possibly contracted a sexually transmitted disease should refer them immediately to the Designated Safeguarding Lead (DSL). Providing advice on contraception and practising safer sex is a key part of the school's RSE provision. We also encourage parents/carers to engage their child in open discussion about practising safer sex.

There is no reason for staff to expect to be made aware of a pupil or colleague's HIV or hepatitis status, and no person will be discriminated against because of this if there is a disclosure of this type of information.

## **Section 5: Roles and Responsibilities**

**Members of staff responsible:** Headteacher, PCSHE Co-ordinator, Assistant Head for Wider Engagement, Designated Safeguarding Lead.

### **Senior leaders / PCSHE lead will**

Develop this school policy and review it every year. This policy is developed in consultation with school parents/carers, pupils and staff to ensure that it meets the needs of the whole school community.

- Ensure that all PCSHE staff are given regular and ongoing training on issues relating to RSE and how to deliver lessons on such issues. This training will be conducted during termly meetings and based initially on conversations with staff and observations during DDIs. If necessary external and internal support will be used to train staff.
- Ensure that all staff are up to date with policy changes, and familiar with school policy and guidance relating to sex education.
- Provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of PCSHE, RSE and Health Education to pupils. This may be because they do not feel that their training has been adequate or that aspects of the curriculum are in conflict with their religious beliefs.
- Ensure that sex education is age-relevant and appropriate across all year groups; this means ensuring that the curriculum develops as our pupils do and meets their needs.
- Ensure that the knowledge and information regarding PCSHE, RSE and Health Education to which all pupils are entitled is provided in a comprehensive way.
- Support parental involvement in the development of the PCSHE, RSE and Health Education curriculum.
- Ensure that their personal beliefs and attitudes will not prevent them from providing a balanced RSE in school.
- Communicate freely with staff, parents/carers and the governing body to ensure that everyone is in understanding of the school policy and curriculum for PCSHE, RSE and Health Education, and that any concerns or opinions regarding the provision at the school are

listened to, taken into account and acted on as is appropriate. We want the provision of PCSHE, RSE and Health Education at home to be complementary to the provision the school provides, and this should be clearly communicated to parents/carers and additional support given where necessary or requested.

### **School staff**

It is important that all school staff feel comfortable to take PCSHE classes and answer questions from students. If the teacher does not feel confident leading RSE discussions then that is likely to be reflected by the students, and their learning will be compromised.

The school provides professional development training in how to deliver sex education; this includes sessions on confidentiality, setting ground rules, handling controversial issues, responding to awkward questions and an introduction to the rationale of why teaching RSE is so important.

There are certain members such as the *PCSHE Coordinator/DSL/DDSL/Early help lead*, who will hold more responsibility for ensuring that the school's sex education provision is relevant to our students and effective, but this is generally a responsibility for all staff members and the school expects staff to voice opinions and share expertise in this area.

### **All staff will**

- Ensure that they are up to date with school policy and curriculum requirements regarding PCSHE, RSE and Health Education. Any areas that they feel are not covered or inadequately provided for should be reported back to the Headteacher
- Attend and engage in professional development training around PCSHE, RSE and Health Education provision.
- Encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously. If a student comes to a member of staff with an issue that that member of staff feels they are not able to deal with alone, they should take this concern to the DSL. No one else should be informed at this stage, and a breach of confidentiality may fall under staff misconduct and disciplinary procedures.
- Provide regular feedback to the PCSHE lead and on their experience of teaching PCSHE, RSE and Health Education and student response.
- Ensure that their personal beliefs and attitudes will not prevent them from providing balanced PCSHE, RSE and Health Education in school.
- Tailor their lessons to suit all pupils in their class, across the whole range of abilities, including those pupils with special educational needs. If teachers need support in this area they should speak to the Headteacher/PCSHE lead.

### **Students**

Students are expected to attend sex education classes that are in their school timetable and take them seriously. Although they are not assessed through examination, these classes are still a very important part of the curriculum, they are a tool to aid personal development and the school expects students to recognise this.

Pupils should support one another with issues that arise through PCSHE, RSE and Health Education. Listening in class, being considerate of other people's feelings and beliefs, and complying with confidentiality rules that are set in class are key to effective provision. Pupils who regularly fail to follow these standards of behaviour will be dealt with under the school behaviour policy.

We hope that pupils will feel safe in the school environment to talk to any member of staff in confidence about any areas of concern regarding their personal, social and emotional development, including matters raised by or relating to sex education. Conversations of this nature between staff and students will be held in confidence; however staff may take concerns to their manager if there is a child protection concern or they feel ill-equipped to deal with the issue at hand. We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that pupils respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.

We ask pupils for feedback on the school's PCSHE, RSE and Health Education provision annually and expect them to take this responsibility seriously. Opinions on provision and comments will be reviewed by senior managers and taken into consideration when the curriculum is prepared for the following year's pupils. In this way, the school hopes to provide pupils with the education they need on topics they want to learn about.

### **Parents/carers**

The school expects parents/carers to share the responsibility of PCSHE, RSE and Health Education and support their children's personal, social and emotional development. We encourage parents/carers to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school PCSHE, RSE and Health Education. Parents/carers are also encouraged to seek additional support in this from the school where they feel it is needed. For information on accessing school support, see section...

## **Section 6: Withdrawal from RSE**

The school aims to keep parents/carers informed about all aspects of the PCSHE, RSE and Health Education curriculum and urges parents/carers to read this policy. Parents/carers can request access to resources and information being used in class, and the school will do everything it can to ensure that parents/carers are comfortable with the education provided to their children in school. Five Acres High School believes that parents and carers should play an active role in shaping the education their children receive whilst at school.

To that end, we will proactively seek to develop regular and ongoing communication with parents and carers so as to ensure our policy for, and delivery of, PCSHE, RSE and Health Education balance the feelings, wishes and concerns of parents with the needs and concerns of students and staff. We are hopeful that our open channels of communication can be used to resolve any areas of concern as and when they arise.

The Government has made Relationships and Sex Education a statutory part of the secondary curriculum. Through Relationships Education young people develop the positive values and skills to make and maintain healthy, safe and respectful relationships and to recognise when a relationship, whether in the family, amongst friends or in an intimate relationship is unhealthy or unsafe and where to seek help. They learn the knowledge and skills about what is and is not appropriate and about what is legal and illegal behaviour online and therefore how to be safe online.

For these reasons parents **do not** have the right to withdraw their child from Relationships Education or those elements on human growth and reproduction which fall under the National Curriculum science.

Through sex education young people learning information that will enable them to take responsibility for their sexual health and reduce the risk of sexually transmitted infections and unplanned pregnancy. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of Statutory Relationships and Sex Education. This right is available to parents up to and three terms before the child turns 16. After that, if the child wishes to have sex education it will be provided.

In this school the Sex Education parts of the statutory RSE are defined as the teaching about:

- Pregnancy choices including abortion
- The choice to delay sex or to be intimate without sex
- The impact of alcohol and drugs on sexual behaviour

If a parent wishes to withdraw their child from sex education they must contact the school. The school will discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher. Once discussions have taken place, except in exceptional circumstances the school will respect the parents' request 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.

As a school we will encourage (and support where possible) parents to deliver sex education to their child at home instead. If a pupil is excused from sex education, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

### **Complaints**

Parents/carers or carers who have complaints or concerns regarding the PCSHE curriculum should contact the school and follow the school's complaints procedure.

### **Section 7: Policy development – Monitor, review and evaluation**

The educational and personal needs of our pupils develop in line with varying societal pressures and economic change. Our aim is to provide PCSHE that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development.

We aim to monitor the effectiveness of PCSHE provision by;

- Monitoring pupils' knowledge, skills and understanding by various means including: self-assessment / peer assessment / pupil conferencing / teacher observations / LSQ's quizzes and questionnaires / the LA Health and Well-being Online Pupil Survey etc.
- Pupils and staff have opportunities each term to evaluate lessons and approaches by means of: self-reflection/review, pupil conferencing, learning walks, team teaching, etc.
- Yearly feedback from pupils
- Yearly feedback from parents/carers
- Feedback from staff

We will review the PCSHE, RSE and Health Education curriculum regularly, and will inform parents/carers of any revisions to the school policy or PCSHE, RSE and Health Education Curriculum.

- SLT and the PCSHE Co-ordinator will oversee all aspects of the development, delivery and evaluation; have a proactive, open and inclusive approach to involving parents and carers in the development, delivery and evaluation; and make a commitment to work with parents who have chosen to withdraw their children from 'sex' education to ensure their needs can be effectively met outside the school environment
- The Headteacher is responsible for the development of the programme, staff training and development, liaison with external professionals and effective monitoring and evaluation
- There is an identified 'lead Governor' for PCSHE

The school will review this policy every year, evaluating its effectiveness by taking into account feedback from pupils, staff and parents/carers, as well as what has come to light through classroom observations and information we receive from national reports and curriculum review.

### **Section 8: Safeguarding and Confidentiality**

We hope to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training around confidentiality will be provided to all teachers.

It may be the case that discussion around PCSHE, RSE and Health Education may lead to the disclosure of a child protection issue. If this is the case, the school's child protection and safeguarding procedure should be followed.

Personal information about pupils who have approached a teacher for discussion should not be shared with any other person. If there is a child protection concern, the information must be handled as outlined in the school child protection and safeguarding procedure. Staff members that breach the right to a child's privacy by disclosing or sharing confidential information with no reason to do so will be dealt with under the school's staff discipline, conduct and grievance procedures.

If a staff member is approached by a pupil under 16 who is having, or is contemplating having sexual intercourse, the teacher should:

- Ensure that the pupil is accessing all the contraceptive and sexual health advice available and understands the risks of being sexually active.
- Encourage the pupil to talk to their parents or carer. Pupils may feel that they are more comfortable bringing these issues to a teacher they trust, but it is important that children and their parents/carers have open and trusting relationships when it comes to sexual health and the school will encourage this as much as possible.
- Decide whether there is a child protection issue. This may be the case if the teacher is concerned that there is coercion or abuse involved. If a member of staff is informed that a pupil under 13 is having, or is contemplating having sexual intercourse, this will be dealt with under child protection procedures.

Pupils with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from the DSL to decide what is in the best interest of the child.

### **Section 9: Links with other policies**

Policies relevant to PCSHE, RSE and Health Education taught in our school:

- Citizenship
- Equal Opportunities / Inclusion
- Child Protection / Safeguarding
- Confidentiality
- Behaviour
- Anti-Bullying

### **Section 10: Review date**

Adopted by Governing body:

*(add date)*

Review date:

*(add date)*

### **Section 11: Appendices**

#### **Appendix 1**

Relationships and Sex Education

<p><b>Families</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>● that there are different types of committed, stable relationships.</li> <li>● how these relationships might contribute to human happiness and their importance for bringing up children.</li> <li>● what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.</li> <li>● why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> <li>● the characteristics and legal status of other types of long-term relationships.</li> <li>● the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li> <li>● how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</li> </ul>
<p><b>Respectful relationships, including friendships</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>● The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</li> <li>● Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>● How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</li> <li>● That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.</li> <li>● About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> <li>● That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>● What constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> </ul>

	<ul style="list-style-type: none"> <li>• The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</li> </ul>
<p><b>Online and the media</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>• about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</li> <li>• not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>• what to do and where to get support to report material or manage issues online.</li> <li>• the impact of viewing harmful content.</li> <li>• that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</li> <li>• that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> <li>• How information and data is generated, collected, shared and used online.</li> </ul>



<p><b>Being safe</b></p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>● the concepts of, and laws relating to, sexual consent, sexual</li> <li>● exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.</li> <li>● How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).</li> </ul>
<p><b>Intimate and sexual relationships, including sexual health</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>● how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.</li> <li>● that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.</li> <li>● the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</li> <li>● that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>● that they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>● the facts about the full range of contraceptive choices, efficacy and options available.</li> <li>● the facts around pregnancy including miscarriage.</li> <li>● that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).</li> <li>● how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.</li> <li>● about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>● how the use of alcohol and drugs can lead to risky sexual behaviour.</li> <li>● how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>

## Physical Health and Mental Wellbeing

<p><b>Mental wellbeing</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>● how to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> <li>● that happiness is linked to being connected to others.</li> <li>● how to recognise the early signs of mental wellbeing concerns.</li> <li>● common types of mental ill health (e.g. anxiety and depression).</li> <li>● how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.</li> <li>● the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</li> </ul>
<p><b>Internet safety and harms</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>● the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.</li> <li>● how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.</li> </ul>
<p><b>Physical health and fitness</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>● the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</li> <li>● the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health.</li> <li>● about the science relating to blood, organ and stem cell donation.</li> </ul>
<p><b>Healthy eating</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>● how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</li> </ul>

<b>Drugs, alcohol and tobacco</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>● the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.</li> <li>● the law relating to the supply and possession of illegal substances.</li> <li>● the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</li> <li>● the physical and psychological consequences of addiction, including alcohol dependency.</li> <li>● awareness of the dangers of drugs which are prescribed but still present serious health risks.</li> <li>● the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.</li> </ul>
<b>Health and prevention</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>● about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</li> <li>● about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.</li> <li>● (late secondary) the benefits of regular self-examination and screening.</li> <li>● the facts and science relating to immunisation and vaccination.</li> <li>● the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</li> </ul>
<b>Basic first aid</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>● basic treatment for common injuries.</li> <li>● life-saving skills, including how to administer CPR.<sup>15</sup></li> <li>● the purpose of defibrillators and when one might be needed.</li> </ul>
<b>Changing adolescent body</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>● key facts about puberty, the changing adolescent body and menstrual wellbeing.</li> <li>● the main changes which take place in males and females, and the implications for emotional and physical health.</li> </ul>

## Appendix 2 - Core offer

**PSHE EDUCATION: LONG-TERM OVERVIEW – 2022/23**

	Autumn 1 <i>Health &amp; wellbeing</i>	Autumn 2 <i>Living in the wider world</i>	Spring 1 <i>Relationships</i>	Spring 2 <i>Health &amp; wellbeing</i>	Summer 1 <i>Relationships</i>	Summer 2 <i>Living in the wider world</i>
<b>7</b>	<b>Resilience and Self-Esteem</b> Personal identity, positive thinking, <del>confidence</del> , self-esteem and resilience.	<b>Citizenship</b> Political system in the UK, Parliament, voting and elections, liberty.	<b>Diversity</b> Diversity, prejudice, and bullying	<b>Your Changing Body</b> Puberty, body image, unwanted contact, and FGM	<b>Building relationships</b> Self-worth and sexting, romance and friendships (including online) and relationship boundaries	<b>Financial decision making</b> Saving, borrowing, budgeting and making financial choices
<b>8</b>	<b>Drugs and alcohol</b> Alcohol and drug misuse and pressures relating to drug use	<b>Identity and relationships</b> Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception		<b>Mental Health</b> Mental health and emotional wellbeing, including body image and coping strategies	<b>Equality and Discrimination</b> Discrimination in all its forms, <u>including</u> : racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	
<b>9</b>	<b>Peer influence and gangs</b> Healthy and unhealthy social groups, assertiveness, and gang exploitation	<b>Setting goals &amp; Employability</b> Learning strengths, career options and goal setting as part of the GCSE options process, online presence.	<b>Respectful relationships</b> Families and parenting, healthy relationships, conflict resolution, and relationship changes	<b>Healthy lifestyle</b> Diet, exercise, lifestyle balance and healthy choices, and first aid	<b>Intimate relationships</b> Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	<b>Citizenship</b> Laws, justice systems, role of the police, courts and tribunals, public institutions and voluntary groups.
<b>10</b>	<b>Mental health</b> Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	<b>Financial decision making</b> The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	<b>Healthy relationships</b> Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and revenge pornography	<b>Exploring influence</b> The influence and impact of drugs, and the media	<b>Addressing extremism and radicalisation</b> Communities, belonging and challenging extremism	<b>Citizenship</b> Parliamentary democracy, executive legislature, judiciary, free press, electoral systems, forms of government, human rights, international law, UK legal system and community action.
<b>11</b>	<b>Next steps and Careers</b> Application processes, and skills for further education, <u>employment</u> and career progression		<b>Communication in relationships</b> Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	<b>Independence</b> Responsible health choices, and safety in independent contexts	<b>Families</b> Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	

## Appendix 3 - For Year 11 Recovery Curriculum

**PSHE EDUCATION: LONG-TERM OVERVIEW – 2021/22**

	Autumn 1 <i>Health &amp; wellbeing</i>	Autumn 2 <i>Living in the wider world</i>	Spring 1 <i>Relationships</i>	Spring 2 <i>Health &amp; wellbeing</i>	Summer 1 <i>Relationships</i>	Summer 2 <i>Living in the wider world</i>
<b>7</b>	<b>Resilience and Self-Esteem</b> Personal identity, positive thinking, <del>confidence</del> , self-esteem and resilience.	<b>Citizenship</b> Political system in the UK, Parliament, voting and elections, liberty.	<b>Diversity</b> Diversity, prejudice, and bullying	<b>Your Changing Body</b> Puberty, body image, unwanted contact, and FGM	<b>Building relationships</b> Self-worth and sexting, romance and friendships (including online) and relationship boundaries	<b>Financial decision making</b> Saving, borrowing, budgeting and making financial choices
<b>8</b>	<b>Drugs and alcohol</b> Alcohol and drug misuse and pressures relating to drug use	<b>Identity and relationships</b> Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception		<b>Mental Health</b> Mental health and emotional wellbeing, including body image and coping strategies	<b>Equality and Discrimination</b> Discrimination in all its forms, <u>including</u> : racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	
<b>9</b>	<b>Peer influence and gangs</b> Healthy and unhealthy social groups, assertiveness, and gang exploitation	<b>Setting goals &amp; Employability</b> Learning strengths, career options and goal setting as part of the GCSE options process, online presence.	<b>Respectful relationships</b> Families and parenting, healthy relationships, conflict resolution, and relationship changes	<b>Healthy lifestyle</b> Diet, exercise, lifestyle balance and healthy choices, and first aid	<b>Intimate relationships</b> Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	<b>Citizenship</b> Laws, justice systems, role of the police, courts and tribunals, public institutions and voluntary groups.
<b>10</b>	<b>Mental health</b> Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	<b>Financial decision making</b> The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	<b>Healthy relationships</b> Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and revenge pornography	<b>Exploring influence</b> The influence and impact of drugs, and the media	<b>Addressing extremism and radicalisation</b> Communities, belonging and challenging extremism	<b>Citizenship</b> Parliamentary democracy, executive legislature, judiciary, free press, electoral systems, forms of government, human rights, international law, UK legal system and community action.
<b>11</b>	<b>Mental health</b> Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	<b>Financial decision making</b> The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	<b>Healthy relationships</b> Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and revenge pornography	<b>Exploring influence</b> The influence and impact of drugs, and the media	<b>Addressing extremism and radicalisation</b> Communities, belonging and challenging extremism	