

Haggerston School

Aspiration Creativity Character

PSHE and Relationships and Sex Education Policy

Approved by	Date:
Full Governing Body	10th October 2022
Monitored by:	Full Review Due:
DHT Personal Development	October 2024

Overview and Legal Framework	Haggerston School has produced this policy in consultation with staff, parents and governors. Copies of this policy are available from the school on request. The DfE has made the teaching of Health Education and Relationships and Sex Education compulsory from Sept 2020.
Aims:	<p>1. To provide our students with the knowledge, skills, and attributes they need to keep themselves healthy and safe and to prepare them for life and work in modern Britain, specifically:</p> <ul style="list-style-type: none"> • they will be able to thrive as individuals and be prepared to live and work independently. • they will have the knowledge to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships: to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. • they will know how to make well-informed decisions about their health and wellbeing; including contraception, consent and what constitutes a healthy intimate relationship. They will have the knowledge to recognise what is healthy and unhealthy in themselves and others, and when issues arise be able to use safe exit strategies that they have developed or to know where to seek specialist support. • they will understand how to make positive contributions as members of society. • They will understand how to make sound financial decisions? • They will have the knowledge to help with economic wellbeing • To provide a positive, supportive environment where sensitive discussions can take place that enable students to explore a range of moral and ethical issues relating to all aspects of PSHE and SRE, including: <ul style="list-style-type: none"> • fostering critical thinking • promoting respect for different social, cultural and religious views • providing a positive, supportive environment where physical and mental wellness are discussed openly, without stigma.
Targets/ Outcomes:	<ul style="list-style-type: none"> • To have a high quality PSHE Curriculum in place for all year groups which meets all the stated aims • To develop the knowledge and skill set of teachers in delivering high quality PSHE/SRE lessons • To maintain strong links to specialist organisations and external partners who can support and enhance the delivery of PSHE/SRE
Definitions	<ul style="list-style-type: none"> • RSE – Relationships and Sex Education • PSHE – Personal, Social, Health and Economic Education <p>These three aspects of the National Curriculum are presented together in this document owing to their curricular links. These links may be evident through subject taught lessons or the PSHE curriculum (which includes RSE), assembly programme or tutor programme.</p>
Other Documents	<p>This policy should be read in conjunction with the following documents:</p> <ul style="list-style-type: none"> • Children and Social Work Act • DfE: Relationships education, relationships and sex education (RSE) and health education Guidance • DfE: Relationships and Sex Education (Secondary)

	<ul style="list-style-type: none"> ● DfE: Personal, social, health and economic (PSHE) education. Guidance about teaching personal, social, health and economic (PSHE) education in England. ● Relationships, sex and health education: guides for parents ● Haggerston School SMSC Curriculum Map
Roles and Responsibilities:	
Students will:	<ul style="list-style-type: none"> ● Engage fully in PSHE and RSE lessons and treat others with respect and sensitivity
Teaching Staff/Tutors will:	<ul style="list-style-type: none"> ● Deliver the planned PSHE/RSE curriculum with knowledge and sensitivity* ● Model positive attitudes to PSHE/RSE ● Monitor students' understanding and progress ● Respond to the needs of individual pupils ● Respond appropriately to pupils whose parents wish them to be withdrawn from the non-statutory elements of RSE ● Commit to developing their own knowledge and skills in teaching PSHE through school CPD programmes <p><i>*Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.</i></p>
Heads of Year will:	<ul style="list-style-type: none"> ● Review the planned PSHE curriculum for their year group and provide constructive feedback to the PSHE/SMSC Coordinator ● Support with supervision and monitoring on Character Days and Tutor activities
SMSC/PSHE Coordinator will:	<ul style="list-style-type: none"> ● Plan a high quality PSHE Curriculum for Years 7-13, ensuring coverage of all statutory elements and requirements, delivered through Character Days, Assemblies and Tutor Time. ● Communicate with and train staff to deliver the curriculum effectively. ● Liaise with external, specialist providers to deliver specific aspects of the PSHE curriculum. ● Monitor and evaluate the consistency and quality of delivery on Character Days and work with SLT to continually refine and improve the provision. ● Ensure parents are well informed about the SMSC/PSHE/RSE curriculum.
SLT will:	<ul style="list-style-type: none"> ● Monitor and evaluate the effectiveness of the PSHE curriculum and its consistency of delivery through Character Days, tutor time and assembly. ● Deliver high quality assemblies throughout the year according to the SMSC Curriculum Map.
Headteacher will:	<ul style="list-style-type: none"> ● Manage requests to withdraw pupils from non-statutory components of RSE ● Ensure PSHE is taught consistently well across the school
Parents will:	<ul style="list-style-type: none"> ● Communicate with the headteacher in writing, if they wish their child to be withdrawn from non statutory RSE. ● Support the values of tolerance, respect and equality which are intrinsic to the PSHE curriculum.
Governors will:	<ul style="list-style-type: none"> ● Review and approve the RSE policy, and hold the headteacher to account for its implementation

Appendix A: PSHE & RSE Curriculum Statement

PSHE stands for Personal, Social, Health and Economic education. RSE stands for Relationships and Sex Education. PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

What are the statutory elements of the PSHE curriculum?

- British Values: democracy, the rule of law, individual liberty, mutual respect and tolerance of those from different faiths
- Relationships and Sex Education (RSE) under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
- health education under the same statutory guidance

The RSE Curriculum:

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships, and resisting pressure to have sex (and consent). It should teach what is acceptable and unacceptable behaviour in relationships.

A comprehensive programme of SRE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. *(Supplementary advice to the Sex and Relationship Education Guidance DfE (0116/2000)*

Haggerston is committed to equipping all students with the knowledge and skills to explore moral and ethical issues relating to all aspects of SRE. We provide a positive, supportive environment, where sensitive discussions can take place that foster critical thinking and respect for a variety of social, cultural and religious views, that enable children to make informed choices about their lifestyles.

What are the statutory elements of the RSE curriculum?

- Families
- Respectful relationships, including friendships
- Online media
- Being safe (Coercion/Grooming/FGM/Consent/Abuse)
- Intimate and sexual relationships, including sexual health
- Law

Content and Delivery:

By the end of secondary school, Haggerston pupils will have covered:

- Mental Health & Wellbeing
- Relationships and Sex Education
- Health
- Safety & the Law
- Growing up and the Wider World
- Economic well being

Delivery:

The PSHE (including RSE) curriculum is delivered during drop down character days that happen one every half term and focused on the above topics plus careers. They are delivered by teachers and a variety of specialist professionals who are external to the school. We vet all external organisations to ensure they are well trained and experienced in discussing sensitive matters with groups of young people. The nature of the provider will depend on factors such as subject knowledge requirement, nature of the subject content, age and/or grouping of the students.

Student groups are predominantly tutor groups and when possible, the lead teacher will be experienced in the subject matter of the lesson.

A variety of delivery methods will be used: classroom/workshop/assembly and performance are the most common.

PSHE across the curriculum:

Health and Wellbeing education also features in other areas of the curriculum beyond PSHE. Examples include:

- History: History of medicine/public health (KS4), Civil rights movement (KS4)
- PE: Healthy lifestyles, Science of exercise (KS3/4)
- Food and Nutrition: balanced diet, nutrition, malnutrition. healthy eating (KS4)
- Science: Nutrition, malnutrition, digestion
- ICT: Cyber bullying, e-safety, online dangers (KS3)

RSE across the curriculum:

RSE does feature in other areas of the curriculum beyond PSHE. For example:

- Science: Puberty, Reproduction
- Drama: Family relationships, friendships, masculinity and femininity (KS3,4,5)
- History: Health (KS4)
- Geography: Population (KS3/4)
- RE: Marriage and the family (KS4)
- English: Relationships through the study of texts/poetry/non-literary texts/plays (KS3,4,5)

Inclusivity and impartiality:

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Safeguarding

All staff and facilitators have up to date DBS certification. Adults working with children (Haggerston staff or external professionals) have a duty of care to report any concerns to the school's safeguarding officer and to follow the school's safeguarding policy. Each Character day will begin with instructions that explain to students our safeguarding procedures and leads and where to go for support. Each lesson dealing with sensitive issues will contain sign posts for school and outside contacts for support

Steps are taken to ensure all students are included and feel confident with sensitive topics. These steps will include a provision for individual questions and ground rules for the session. Students who do not follow those rules are removed from the lesson.

Exemptions: Parental choice for sex education

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this. Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be shared with appropriate members of staff. The headteacher will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from sex education. The school will communicate with parents where topics relating to SRE are imminent in the curriculum plan.

Please note: The national curriculum for Science teaches about the biological aspects of human reproduction in KS3/4. Any sex education content delivered through the science curriculum is a legal requirement and students cannot be withdrawn.

Monitoring and Evaluation

- Quality of curriculum planning is reviewed by the Deputy Headteacher in charge of personal development.
- Quality of delivery is monitored on Character Days by SLT drop ins.
- Feedback is provided by staff, students and external providers following character days.
- Evaluation of each day then informs future planning.

Curriculum Map

	Autumn 1 Health & wellbeing and relationships	Autumn 2 Living in the wider world	Spring 1 Health & wellbeing and relationships	Spring 2 Health & wellbeing and relationships	Summer 1 Year group visits creativity developing cultural capital	Summer 2 Sports day character developing sense of community and team work
Year 7	Transition and safety teamwork, Transition to secondary school Healthy routines, Puberty and hygiene Diversity and bullying, Self-worth	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations	Influences on health, puberty, unwanted contact, and FGM, safety and first aid	Financial decision making Saving, borrowing, budgeting and making financial choices Diversity, prejudice Building relationships, romance and friendships (including online) and relationship boundaries		
	Autumn 1 Health & wellbeing and relationships	Autumn 2 Living in the wider world	Spring 1 Health & wellbeing and relationships	Spring 2 Health & wellbeing and relationships	Summer 1 Year group visits creativity developing cultural capital	Summer 2 Sports day character developing sense of community and team work
Year 8	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work	Alcohol and drug misuse and pressures relating to drug use, Emotional wellbeing, Mental health and emotional wellbeing, including body image and coping strategies and Online safety	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception digital literacy, media reliability		
	Autumn 1 Health & wellbeing and relationships	Autumn 2 Health & wellbeing and relationships	Spring 1 Living in the wider world	Spring 2 Health & wellbeing and relationships	Summer 1 Year group visits creativity developing cultural capital	Summer 2 Sports day character developing sense of community and team work
Year 9	Peer influence, Healthy and unhealthy friendships, assertiveness, substance misuse and gang exploitation	Lifestyle, Diet, exercise, lifestyle balance and healthy choices, and first aid goals Learning strengths, career options and goal setting as part of the GCSE options process	Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes	Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography and gambling		

	Autumn 1 Health & wellbeing and relationships	Autumn 2 Health & wellbeing and relationships	Spring 1 Health & wellbeing and relationships	Spring 2 Living in the wider world	Summer 1 Year group visits creativity developing cultural capital	Summer 2 Sports day character developing sense of community and team work
Year 10	Healthy relationships, Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media, exploring influence and impact of drugs, gangs, role models and the media, body image	Media influence, gambling, gender and sexuality, grooming	Mental health Mental health and ill health, stigma, safeguarding health, including during periods of stressAddressing extremism and radicalisation Communities, belonging and challenging extremism	Financial decision making The impact of financial decisions, debt, Work experience Preparation for and evaluation of work experience and readiness for		
	Autumn 1 Living in the wider world	Autumn 2 Health & wellbeing and relationships				
Year 11	Careers, employability, career options and goal setting, financial security	Safeguarding health first aid, self efficacy, addressing dangers of gangs, challenging rape culture				
	Autumn 1 Health & wellbeing and relationships	Autumn 2 Health & wellbeing and relationships	Spring 1 Health & wellbeing and relationships	Spring 2 Living in the wider world		
Year 12	Addressing extremism and radicalisation, prejudice, Healthy relationships, healthy lifestyles, risk,	Managing personal health, emergency first aid, pregnancy and contraception Digital literacy including media reliability	mental health, abusive relationships, work place bullying and personal brand	Careers, employability, career options and goal setting		
	Autumn 1 Living in the wider world	Autumn 2 Health & wellbeing and relationships				
Year 13	Careers, employability, career options and goal setting, financial security	emergency first aid, financial security, responsibilities in relationship, mental health through transition, independent living				