



Personal, Social and Health Education Policy including Relationships Education (Primary) and Relationships and Sex Education (Secondary) Policy

DETAILS OF POLICY	
Original policy created by:	Emma Johnson
Date of most recent review:	September 2022
Reason for review:	Update
Adopted by:	SLT
Parties communicated to:	All stakeholders
Methods of Communication:	School intranet, induction, website
Next planned review date:	September 2024
Persons responsible for audit review of policy:	Senior Leadership Group

## **Aims and Rationale**

To enjoy a successful and happy adult life, pupils need to be able to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. This is supported through our PSHE Curriculum which seeks to promote pupil's spiritual, moral, cultural, mental and physical development and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The way we teach these subjects can help support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

PSHE education is essential to such a curriculum and to meeting schools' requirement to promote pupils' wellbeing. **The Department for Education (DfE) has made it clear that schools should make provision for PSHE education.**

PSHE education is a planned programme of learning through which pupils acquire the knowledge, understanding and skills they need to manage their lives now and in the future. It is most effective when embedded within the school's culture, and where links are made with other relevant subjects to ensure consistency and continuity for pupils. These include, but are not limited to: Science, ICT, English, Physical Education, Catering & Hospitality, and Design & Technology.

When we are planning PSHE education we take account of existing DfE guidance on:

- Sex and Relationships Education
- preventing and tackling bullying
- safeguarding and equality

## **Statutory requirements**

This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

Section 78 and 80A of the Education Act 2002

Equality Act 2010

Children and Social Work Act 2017

DfE (2019) Relationships, Education, Relationships and Sex Education (RSE) and Health Education

DFE (2021) Keeping Children Safe in Education – Statutory Safeguarding Guidance

DFE (2022) Everyone's Invited

It incorporates our Relationships Education (Primary) and Relationships and Sex Education (Secondary) Policy

## **Definition**

PSHE includes a number of key themes which our pupils will need to engage with to help them develop an understanding of how to live a safe and healthy lifestyle, in addition to having

successful personal, social and academic lives. There is an emphasis to explore the risks and challenges in life around aspects of mental wellbeing, drugs and alcohol, relationships and sex; in which we aim to foster resilience and character in overcoming and avoiding difficulties in these areas. The PSHE curriculum will also develop key personality traits which we feel are important as a school, these include integrity, kindness, honesty, acceptance and generosity. Our aim is to facilitate pupil knowledge enabling them to make informed decisions when facing risks, challenges and complex tasks. This could include physical and emotional changes of puberty, making choices about alcohol or future careers. The PSHE curriculum also provides the platform for pupils to consider spirituality in it's broadest sense, with the ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.

## **Delivery**

The school offers an extensive Personal, Social and Health Education (PSHE) curriculum which complements the rest of the subjects our pupils will study. At Switched2 we believe studying specific subjects is important, but being at school is also about growing up and being ready for life as an adult. This includes making choices about future careers, staying healthy, sex and relationships, personal safety and personal finance – all things that we think are important.

Personal, Social and Health Education prepares pupils for both their futures and their day-to-day lives, it is focussed around three broad areas:

- 1) Health and Well-being
- 2) Relationships and Sex Education teaching
- 3) Living in the Wider World

As pupils progress through the school, they will study Units that could eventually lead to gaining Open Awards and Certificates which are recognised qualifications.

Each day pupil's are in School they will study some aspect of the PSHE curriculum, this includes classes and activities which will:

- Develop awareness of resilience and how this impacts wellbeing and relationships
- Being able to challenge own negative thoughts regarding body image, negative comments or judgements
- Explain a range of coping strategies for difficult situations, including knowing where to get help or support
- Identify what makes positive and negative relationships
- Explain a range of different emotions and what may impact these
- Explain how to create and manage a healthy lifestyle, including physical fitness, diet, sleep and the importance of self-examination
- Become familiar with basic first aid, online and personal safety
- Examine the changes both emotionally and physically throughout puberty and ways to

manage these

- Explore roles within relationships
- Acquire knowledge about safer sex and sexual health to ensure they are equipped to make informed healthy choices as they progress through adult life
- The dangers of substance abuse and the laws relating to illegal drugs
- We will give a positive view of human sexuality, with accurate information, so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity
- We will give pupils opportunities to reflect on values and influences (such as from peers, media, faith and culture) that may shape their attitudes and nurture respect for different views
- Ensure that pupils maintain their sexual health throughout puberty and in future sexual relationships
- Sensitively explore the risks and the emotional and physical impacts of abuse, equipping students with knowledge about a range of support networks
- Create a positive culture around sexuality and relationships, which ensures LGBTQ+ issues are discussed openly to ensure that all pupils feel included

### **Roles and Responsibilities**

*The Headteacher* - The headteacher is responsible for ensuring that our PSHE curriculum meets the DfE requirements and addresses the need to teach RSE consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

*THE PSHE Coordinator* - The PSHE Coordinator is responsible for ensuring taught content is age appropriate, accurate and up-to-date and will work with all staff to ensure they have support in designing and delivering PSHE, RE and RSE activities.

*Staff* - Staff are responsible for:

Delivering all classes in a sensitive and age-appropriate way

Modelling positive attitudes in all aspects of the school's practices

Responding to the needs of individual pupils

*Pupils* - Pupils are expected to engage fully in all classes and, when discussing issues related to PSHE, RE and RSE, treat others with respect and sensitivity. This response is in line with our core values of maintaining a positive attitude, respect for others at all times and displaying high levels of commitment.

### **Everyone's Invited**

The school is seeking to adopt practices recommended by Everyone's Invited, an approach which seeks to create safe space for all young people in education, by challenging the culture of rape and sexual violence often magnified by social media and access to pornography.

### **The right to withdraw**

Parents' and carers' have the right to withdraw their children from the non-statutory components of RSE. Parents can identify when RSE is being covered by referring to the school website. Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action. Appropriate alternative work will be given to pupils who are withdrawn from RSE.

After discussions the school can agree to parents' / carers' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive Relationships and Sex Education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.

### **Training**

Staff members access training and resources provided by the PSHE Association, and are updated by the PSHE Co-ordinator each term during directed time, on INSET days and during CPD twilight sessions. The school will also invite visitors from outside the school to provide support and training to staff teaching RSE.

### **Monitoring arrangements**

The delivery of PSHE, RE and RSE is monitored by the Headteacher through lesson observation and discussions with staff and pupils. Pupils' development in PSHE, RE and RSE is monitored by class teachers through the use of end of topic assessments, but is not formally assessed using the 9 - 1 grading system used by some other schools. This policy will be reviewed every two years by the Headteacher and School Leadership Team.