

# PSHE & RSE Policy

Lady Hawkins' School



**Approved by:**

The Governing Body

**Date:** 1<sup>st</sup> July 2021

**Last reviewed on:**

New policy

**Next review due by:**

July 2023

## 1. Introduction

At Lady Hawkins' School, we agree with the Department for Education that Personal, Social, Health and Economic Education is ***“an important and necessary part of all pupils' education”***. To this end we deliver our PSHE programme as part of the core curriculum to every pupil and student from Year 7 to Year 11

Our PSHE Education curriculum is designed to give pupils and students the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens.

## 2. Aims of PSHE

At LHS we aim to give our pupils/students opportunities to:

- Take and share responsibility
- Feel positive about themselves
- Take part in discussions in a supportive atmosphere
- Make real and informed choices and decisions about their own lifestyle
- Meet and talk to people
- Develop good personal relationships
- Consider social, ethical and moral dilemmas
- Recognise and respect the diverse world in which we live
- Find information and advice
- Prepare for change
- Develop effective organisational skills
- Engender a positive, self-motivated attitude towards life

We do this because we believe in the fundamental value of these experiences.

At LHS all our students are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and local communities. In so doing, every student learns to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and learn to understand how they are developing personally and socially, tackling many issues that will prepare them well for adulthood.

## 3. Teaching and Learning

A variety of teaching strategies are used to develop relevant skills and knowledge through:

- Developing discussion
- Thinking through debate
- Working in groups
- Investigation
- Role play
- Participation
- Learning with simulations
- Reflection

Staff are aware that views of some of the issues covered within our programmes of study may be sensitive or controversial. However, whilst personal views are respected, all topics are taught without bias. If staff feel inexperienced or unable to deliver a topic effectively then more experienced colleagues will assist.

Topics are presented using a variety of views and beliefs so that pupils/students are able to form their own informed opinions but also to respect others that may have different views. Extreme views in any form, on any topic will always be challenged and monitored carefully.

#### **4. Assessing**

As with any learning, the assessment of pupils' PSHE and RSE is important as it enables the teacher to gauge their progress and it also informs the development of the lessons. Pupils do not pass or fail this area of learning, but have the opportunity to reflect upon their personal learning experience, set goals, and record their understanding in a range of ways; posters, leaflets, reflective diaries etc. Their progress is also monitored during class discussions, group work, questionnaires / surveys and peer assessment. Pupil voice is also used to adapt and amend material for PSHE and RSE and ensure it is relevant and effective to both our learners and wider community.

#### **5. Roles and Responsibilities**

##### **LHS Governing Body**

The PSHE and RSE policy will be approved by LHS governing body and they will hold the Headteacher to account for its implementation.

##### **The Headteacher**

It is the responsibility of the Headteacher to ensure that PSHE and RSE is taught consistently across the school.

It is also their responsibility to manage any requests to withdraw pupils from non-statutory components of RSE

##### **Staff**

Are responsible for:

- The delivery of PSHE and RSE in a sensitive way
- Modelling positive attitudes to PSHE and RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents /carers wish them to be withdrawn from the non-statutory components of RSE

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.

##### **Pupils**

There is an expectation that all pupils engage in PSHE and RSE and follow the ground rules (as specified above) thus ensuring they treat others with respect and sensitivity.

## **Parents**

All parents have access to the PSHE and RSE policy and are invited to feedback directly to the school and participate with surveys and questionnaires as part of our consultation process.

### **6. Parents right to withdraw from RSE**

Parents' have the right to withdraw their child 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 wished to receive sex education rather than being withdrawn, the school will arrange this. Students are not able to be withdrawn from the 'Health Education' topics within the new curriculum.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy 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 the parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from sex education.

Appendix 1: PSHE Outline

| Term | Year 7  | Year 8   | Year 9   | Year 10   | Year 11   |
|------|---|--|--|---|---|
| 1    | Aspirations<br>Self esteem<br>Wants and Needs<br>Racism and Stereotypes<br>Safer social media<br>Being resilient<br>Finance - Ethics  | Self confidence<br>Personal target setting<br>Behaviour to achieve<br>Emotional literacy<br>Mindfulness  | Behaviour to achieve<br>Human rights: Education<br>Interpersonal skills<br>Discrimination<br>Growth Mindset<br>Coping with Stress<br>Managing Anxiety<br>Selfie safety | Grief and bereavement<br>Suicide<br>Managing social anxiety<br>Social media and self esteem<br>Screen time<br>Study skills<br>WEX and CV skills                                 | What is success?<br>Identity and Diversity<br>Obesity and Body positivity<br>Privilege<br>Fertility and Health<br>What is CPR?  |
| 2    | Finance - Earning and spending<br>Budgeting<br>Bank Accounts<br>Credit cards<br>E-money<br>Spending at Christmas  | Consent<br>Contraception<br>Dangers of pornography<br>Sexting and images<br>STI's<br>Male body image<br>Domestic violence  | Alcohol awareness<br>Drugs and the law<br>Vaccinations, OD and stem cells<br>Vaccinations and stem cells<br>Acid attacks<br>Self harm<br>Christmas                     | Time management<br>Living sustainably<br>Homelessness<br>Hate crime<br>Tattoos and Piercings<br>Binge drinking<br>Christmas   | Perseverance and procrastination<br>The importance of sleep<br>Risk and decision making<br>Gambling<br>Digital footprints<br>Personal safety<br>Christmas                         |
| 3    | Friendships<br>Family relationships<br>Love and feelings<br>Bullying or banter<br>cyber bullying<br>Safe relationships<br>British Values - Identity<br>British Values - Radicalisation                    | Tolerance<br>Radical groups<br>Extremism<br>Attracting converts<br>Sharia Law in the UK<br>Prevention<br>P&D Religion  | Eating disorder<br>Body image<br>CSE<br>Abusive relationships<br>Peer pressure<br>BV: Religion and culture<br>BV Identity<br>LGBTQ+                                    | Conflict management<br>Forced and Arranged marriage<br>Harassment and stalking<br>Revenge porn<br>Relationships and role models<br>International Womens Day                     | Bullying and body shaming<br>Types of relationship<br>Consent, Rape and SH<br>What makes good sex?<br>Safe and chemical sex<br>Relationship break ups<br>Happiness and positivity |
| 4    | Friendships 2<br>Family relationships 2<br>Love and more feelings<br>Bullying or banter 2<br>cyber bullying 2<br>Safe relationships 2<br>British Values - Identity 2<br>British Values - Radicalisation 2 | Protected characteristics<br>Stereotypes: Disability<br>Homophobia: LGBT<br>Stereotypes: Teenagers<br>Avoid online grooming<br>Our environment                           | UNICEF around the world<br>Human rights: trafficking<br>UK: Helping other countries<br>Sustainability<br>Young offenders and the Law<br>Knife Crime and consequences   | Careers - what is right for me?<br>Employability skills - CV<br>Careers in STEM<br>Preparing for WEX<br>Rights and Responsibilities   | Animal rights and sustainability<br>The environment<br>Globalisation<br>Multiculturalism<br>Right wing extremism<br>The dark web<br>Cyber crime and online fraud                  |
| 5    | Healthy Lifestyle<br>Balanced diet<br>Nutrition<br>Consequences - poor choices<br>Energy drinks<br>Exercise<br>Smoking<br>Dangers of drugs  | Vaping and addiction<br>Cancer awareness<br>Personal Safety<br>First Aid<br>Teenage pregnancy  | My future my control<br>Work skills and experience<br>Enterprise and skills<br>Workplace skills<br>KUDOS   | The Criminal Justice system<br>Anti-social behaviour<br>County lines<br>Money laundering<br>Terrorism and Holy war<br>Over and covert racism<br>Fake news and critical thinking | GCSE revision and study skills<br>College and University - applications<br>Independent living<br>Job interviews<br>Health and Safety at work<br>Trade unions                      |
| 6    | Mental Health and Depression<br>Emotional literacy<br>Puberty<br>Periods<br>FGM<br>Summer   | Finance: In and Out<br>Finance: NI and Tax<br>How is tax spent?<br>Finance: Spending and saving<br>Careers: Entrepreneurs<br>Careers: Teamwork<br>Careers: Communication | Avoiding debt<br>Managing money<br>Consumers and the law<br>Employability  | Same sex relationships<br>Gender and trans identity<br>Community cohesion<br>Sexism<br>Parenting<br>Obesity and Body positivity   |   |

Living in the wider world  
Relationships: RSE and BV  
Healthy living and choices

Careers lessons in Year 9 and 11 will be taught discreetly. As a result, content may not be linear but taught simultaneously with another unit.

## Appendix 2: Parent form: withdrawal from sex education within RSE

| TO BE COMPLETED BY PARENTS   |  |       |  |
|--|--|-------|--|
| Name of child  |  | Class |  |
| Name of parent   |  | Date  |  |
| Reason for withdrawing from sex education within relationships and sex education |  |       |  |
|  |  |       |  |
| Any other information you would like the school to consider                      |  |       |  |
|  |  |       |  |
| Parent signature   |  |       |  |

| TO BE COMPLETED BY THE SCHOOL               |  |
|---|--|
| Agreed actions from discussion with parents |  |
|   |  |