

**WHOLE SCHOOL
PERSONAL, SOCIAL and HEALTH
EDUCATION (PSHE) POLICY
including
RELATIONSHIPS and SEX EDUCATION
(RSE)**

Last Reviewed: February 2020

Purpose of document:	To set out the whole school policy for Personal, Social and Health Education (PSHE) to include Relationships and Sex Education (RSE)
Intended audience:	All
Document lead/author	PSHE Lead
Issue date:	February 2020
Dissemination Method:	Published on website
Reviewer:	To be Reviewed Annually by the School Governing Body

CONTENTS

1. WHOLE SCHOOL PERSONAL, SOCIAL and HEALTH EDUCATION (PSHE) POLICY including RELATIONSHIPS and SEX EDUCATION (RSE).....	4
2. STATEMENT OF INTENT	4
2.1 OUR AIMS.....	4
2.2 OBJECTIVES: PUPILS SHOULD KNOW BY THE END OF SECONDARY SCHOOL	4
3. YEAR 7	5
3.1 Rights and Responsibilities (Character Counts)	5
3.2 Friendship and Bullying.....	5
3.3 Stepping Up (Careers)	5
3.4 Operation Smoke Storm	5
3.5 Mental Wellbeing (Peer Educator)	5
3.6 Dealing with Change	6
4. Year 8	6
4.1 First Aid	6
4.2 Relationships.....	6
4.3 Thinking Ahead (Careers).....	6
4.4 Alcohol and Smoking.....	6
4.5 Looking after yourself	7
4.6 Real Game	7
5. Year 9	7
5.1 Diversity	7
5.2 Contraception	7
5.3 All About Me (Careers).....	7
5.4 Being Aware	8
5.5 Body Image	8
5.6 Moral Thinking	8
6. Year 10	8
6.1 Finance	8
6.2 Careers	8
6.3 PE	8
6.4 Unhealthy Relationships	8
6.5 Mental Health Online Safety.....	8
6.6 Self-Examination	8
7. Year 11	8

7.1 PE	8
7.2 Moving on	8
7.3 Healthy Choices.....	8
7.4 Intervention	8
8. IMPLEMENTATION	9
9. MORALS AND VALUES FRAMEWORK.....	9
10. RSE CONFIDENTIALITY.....	9
11. CONTRACEPTIVE ADVICE	9
12. HYPA.....	10
13. USE OF EXTERNAL AGENCIES.....	10
14. EQUAL OPPORTUNITIES	10
15. PARTNERSHIP WITH PARENTS/CARERS	11
16. MONITORING AND REVIEWING	11

1. WHOLE SCHOOL PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE) POLICY INCLUDING RELATIONSHIPS AND SEX EDUCATION (RSE)

This policy will be freely available to the whole school community. It will also be available on the school website.

2. STATEMENT OF INTENT

Ken Stimpson Community School is fully committed to ensuring every student receives a comprehensive PSHE experience, which includes providing an understanding of relationships and sex education (RSE). When considering relationship and sex education we are concerned with lifelong learning about relationships, emotions, sex, sexuality and sexual health. It involves acquiring information, developing skills and informing positive beliefs, values and attitudes. The school is particularly keen to ensure that students can make informed choices regarding issues related to their physical, emotional and mental wellbeing.

2.1 OUR AIMS

It is the school's aim to deliver an effective PSHE programme, which includes RSE to ensure that young people can make well-informed decisions about their health and life. PSHE forms an important part of the curriculum and we will endeavour to provide for our young people a PSHE provision that provides them with:

- Knowledge and understanding to make informed choices and decisions.
- Opportunities to develop self-awareness, confidence and self-esteem.
- Develop responsible attitudes toward physical and mental health, supported by a healthy and safe lifestyle.
- Skills and positive attitudes towards building effective relationships and respect for others.
- Ability to manage and express feeling appropriately.
- Understanding of a diverse society and our rights and responsibilities.
- To work collaboratively with parents/carers to ensure a combined approach and to make certain they feel empowered and confident discussing RSE with their son/daughter.

2.2 OBJECTIVES: PUPILS SHOULD KNOW BY THE END OF SECONDARY SCHOOL

All schemes of work can be found on the school website. Schemes of work include, aims, objectives and a brief outline of the content to each lesson.

(Please note, lessons and content will be age appropriate and developmentally appropriate for all students).

3. YEAR 7

3.1 RIGHTS AND RESPONSIBILITIES (CHARACTER COUNTS)

OUR AIM

Character Counts is a way to help us all understand how to be good people. By thinking about the qualities within ourselves, we can make sure that as we grow into adults, we know how we should behave and respond to others. Character counts looks at:

- Giving students a language to communicate.
- Making students reflect on their behaviour.
- Helping students to understand why actions are wrong.
- Helping students accept responsibility for their behaviour.
- Enabling good students to behave well and still be accepted.

3.2 FRIENDSHIP AND BULLYING

OUR AIM

To enable students to understand how their behaviour/attitude can impact others and gain an understanding around how friendships can sometimes succumb to bullying behaviour intentionally or un-intentionally. Students will be able to recognise some of the factors, which may influence bullying relating to friendship, and use empathy to recognise and take into consideration other people's feelings.

3.3 STEPPING UP (CAREERS)

OUR AIM

To support students in making informed decisions about their future. The PSHE programme supports the intensive CEIAG Programme. Gatsby Benchmark 1, 2, 3, 4.

Resources: Pearson Education Programme Linked to The Real Game.

3.4 OPERATION SMOKE STORM

OUR AIM

To improve students' attitudes and misconceptions about smoking and increase awareness of smoking issues.

Interactive programme – username and password required to log onto the site.

3.5 MENTAL WELLBEING (PEER EDUCATOR)

OUR AIM

To increase students' awareness of stigma linked to mental health problems, the role of language in stigmatisation, to reduce stigma by increasing students' knowledge and understanding of mental health problems.

3.6 DEALING WITH CHANGE

OUR AIM

To build upon all other topics delivered as part of the year 7 PSHE programme. It specifically looks at the change's students may/will encounter when starting a new school. It develops responsibility and resilience when dealing with personal changes to circumstances.

4. YEAR 8

4.1 FIRST AID

OUR AIM

To equip students with the capacity to deal with emergencies and complete the St John's Ambulance Young First Aider Award and be confident in dealing with emergency aid situations.

This will be an in-house certificated course where students will be required to demonstrate basic first aid skills and complete a multiple-choice exam to test their knowledge and understanding in a range of First Aid situations

4.2 RELATIONSHIPS

OUR AIM

To raise student awareness of the growing numbers of teenage pregnancies both locally and nationally. Encourage students to explore and be comfortable with their own feelings and values regarding sex and relationships. Have accurate information to make informed choices about their own behaviour.

4.3 THINKING AHEAD (CAREERS)

OUR AIM

To support students in making their subject choices and giving them opportunities to link subjects to career pathways. The PSHE programme supports the intensive CEIAG Programme. Gatsby Benchmark 1,2,3,4

4.4 ALCOHOL AND SMOKING

OUR AIM

To promote resilience, and build on knowledge, skills and behaviours to enable young people to make responsible, healthy and safe choices around the use of alcohol and drugs.

4.5 LOOKING AFTER YOURSELF

OUR AIM

To provide students with a holistic view of health. To make students aware that being healthy is not just about their physical health, but more so about their mental, social and intellectual health as well.

4.6 REAL GAME

OUR AIM

To make students aware of the difference between a job, occupation and a career. To raise awareness of what the main characteristics of different jobs are, and the different jobs that are available. Students will then be able to identify that different occupations require different skills, and some can be transferable.

5. YEAR 9

5.1 DIVERSITY

OUR AIM

To explore the concept of diversity and understand its meaning in terms of encompassing acceptance and respect. Students should be able to understand that everyone is unique, recognise individual differences and embrace/celebrate the rich dimensions of diversity contained within each individual.

5.2 CONTRACEPTION

OUR AIM

To provide students with accurate and up to date information on the types of contraception available to them for the prevention of unwanted pregnancies and sexually transmitted infections. To give students information so they may make an informed choice about intimate relationships.

5.3 ALL ABOUT ME (CAREERS)

OUR AIM

To support students in making informed decisions about their future careers, higher education and further education. The PSHE programme supports the intensive CEIAG Programme. Gatsby Benchmark 1,2,3,4.

5.4 BEING AWARE

OUR AIM

To address current issues that students meet. It provides a safe platform from which students can discuss openly the issues that they are faced with daily. Discussion will centre on the pressures that young people face in terms of peer and media pressure, the consequences of their actions not just now but in the future. This is a fluid programme and can accommodate other issues if appropriate.

5.5 BODY IMAGE

OUR AIM

To raise student's awareness of body image in a positive way, which will encourage them to be more accepting of their own image. Students will be encouraged to like their own image, and to be aware that images portrayed by the media are sometimes impossible to achieve. To be body aware in terms of eating healthy and self-examination to maintain good health

5.6 MORAL THINKING

OUR AIM

This unit really gets the students thinking about their own values and decision-making skills. To utilise thought experiments to challenge the student's values and ideas, using the Armageddon thought experiment to consider not just their own values but the wider community's needs.

6. YEAR 10

6.1 FINANCE

6.2 CAREERS

6.3 PE

6.4 UNHEALTHY RELATIONSHIPS

6.5 MENTAL HEALTH ONLINE SAFETY

6.6 SELF-EXAMINATION

7. YEAR 11

7.1 PE

7.2 MOVING ON

7.3 HEALTHY CHOICES

7.4 INTERVENTION

8. IMPLEMENTATION

PSHE provision will be delivered within a whole school approach which will include:

- Relationships and Sex Education is delivered within Post 16 by a specialist assembly with the HYPA team normally delivered twice per year.
- Through cross curricular links.
- Curriculum days.
- Assemblies.
- Taught by skilled teachers, external PSHE providers and speakers.
- School Events and Extra Curricular Activities.
- School Council and Student Voice.

In addition, Ken Stimpson Community School will continue to promote student's spiritual, moral, social and cultural (SMSC) development, promoting fundamental British Values.

9. MORALS AND VALUES FRAMEWORK

Students are encouraged to appreciate the value of a stable family life, marriage and the responsibilities of parenthood. They will consider the importance of self-restraint, dignity, respect for themselves and others, acceptance of responsibility, sensitivity of other's needs, loyalty and fidelity, they will consider the physical, emotional and moral implications and risks of certain types of behaviour. Young people will be given RSE facts in a clear, objective, balanced and sensitive manner: all presented within a clear framework of values and the laws. Students will be encouraged to develop their resilience, develop their personal attributes such as kindness, integrity, generosity and honesty with the outcome to be well-rounded citizens in society.

10. RSE CONFIDENTIALITY

In line with the school's Safeguarding Policy a teacher taking an RSE lesson is not able to promise that all information that might emerge during a lesson will be kept confidential. If issues arise which may suggest sexual abuse or an illegal sexual activity, the teacher cannot guarantee confidentiality. Any concerns need to be reported to the designated teacher responsible for child protection, who will then work with Peterborough Child Protection Procedures for the Education Services or refer to the relevant health professional. (Refer to the school's Child Protection Policy for more detailed information).

11. CONTRACEPTIVE ADVICE

The school will provide general education on contraception. However, it is not the responsibility of any member of staff to offer individual student advice on contraception. It is however appropriate that these young people are made aware of relevant health professionals and services available who can offer a comprehensive service. Young people will always be encouraged to discuss these issues with their parents/carers.

12. HYPA (Health and Young Persons Advice Clinic, including iCASH (Integrated Contraception and Sexual Health))

This service is provided on site fortnightly during a lunchtime. Students are made aware of the clinic and what it offers if they ever feel the need to access it for confidential advice on the following areas:

- Sexual health, including STI's, contraception and pregnancy.
- Drugs.
- Smoking.
- Alcohol.
- Health issues.
- Friendship issues.

The service is manned by fully trained professionals in:

- Sexual Health and Contraception.
- Alcohol Awareness.
- Drugs Awareness.
- Youth Workers.
- Qualified Nurses.

All run through the NHS Integrated Contraception and Sexual Health Service (iCaSH).

13. USE OF EXTERNAL AGENCIES

All visiting professionals that contribute to the PSHE programme will be made aware of the school's PSHE policy and will be asked to discuss the materials they intend presenting to students prior to the lesson. The content will be checked against the PSHE/RSE framework and its age appropriateness. A teacher will always be present during the presentation and will be fully engaged with the lesson. They will have total responsibility for the welfare of the class and will be responsible for the visitor during their visit making sure they are always accompanied. Examples of external agencies are: Police, iCASH, CROPS Mentoring, School Nurse, Solutions4Health and Samaritans. For a more detailed list refer the school's website External Agencies section.

14. EQUAL OPPORTUNITIES

In line with the Equality Act 2010, Ken Stimpson Community School will ensure that the curriculum is relevant to all students, without exclusion. In presenting information on RSE, different rates of physical, intellectual and emotional development will be taken into consideration. Questions from individual students will be handled sensitively. The school will be aware of different religious and cultural views and will aim to present a balanced view in all resource materials.

15. PARTNERSHIP WITH PARENTS/CARERS

Ken Stimpson Community School (KSCS) believes quite strongly that the partnership between home and school is crucial in shaping how students behave, particularly in accordance to their health and making informed choices. At KSCS we strive to foster a good school/home relationship and actively encourage the support of parents to reinforce the positive messages we are trying to develop in their sons/daughters. Communication between school and home is a vital part of this policy to ensure parents/carers feel fully informed and included with the RSE education of their child.

Information will be available on the school website about all aspects of PSHE/RSE topics. Parents/carers have the right to withdraw their child from RSE lessons but not Relationships Education or Statutory Science lessons unless this conflicts with religious or cultural beliefs. Please note that the right to withdraw from RSE lessons is not a right to withdraw from the whole PSHE provision. However, should a parent/carer be considering such a step, it is suggested that they talk it through with their child and then Head of Year at the school. If the parent/carer decides this step is necessary, then the Head of PSHE will provide a resource pack for the parent/carer to fulfil the task of educating their child on the topics being missed.

16. MONITORING AND REVIEWING

- Monitoring and reviewing of PSHE will be ongoing.
- PSHE lessons are evaluated by students and staff using specific end of module evaluations. Students could identify further areas of study and staff will adjust content and delivery where appropriate.
- The School Performance Management system will ensure that the quality of PSHE is consistently delivered.
- The PSHE Co-ordinator will review the policy considering changes to the curriculum and national agenda.
- Teachers of PSHE will continue to be given the opportunity to further their skills through peer observation.
- This policy has been written to reflect the needs and views of teachers and pupils, to ensure it is fully inclusive.
- This Policy is overseen by the PSHE Co-ordinator.
- **Policy Review** – The school will review this policy in line with the procedure for policy review. Date for review – if no other reason for review (see policy review procedure) this policy will be reviewed in 2021.

Sex and Relationships Education – Frequently Asked Questions

What are the aims of SRE in our school?

Depending on the age of the children and the lessons in their particular year group, we want SRE to:

- Develop the confidence to talk, listen and think about their feelings and relationships
- Develop friendship/relationship skills
- Develop positive attitudes, values and self esteem
- Provide knowledge and understanding about puberty and the changes that will take place
- Provide knowledge and understanding about reproduction and sexuality
- Address concerns and correct misunderstanding that children may have gained from the media and peers
- Develop skills to help children protect themselves against unwanted sexual experience
- Know where and how to seek help

Can you explain the school's SRE Morals and Values Framework?

SRE follows the school's agreed aims, values and moral framework which is sensitive to the needs and beliefs of pupils, parents / carers and other members of the school community. SRE will be delivered within the school's agreed equal opportunities framework.

SRE will support the importance of marriage or stable relationships, for family life and bringing up children. Care is taken to ensure there is no stigmatisation of children based on their different home circumstances.

Pupils will be encouraged to understand that thinking about morals and values also includes:

- Respect for self and others
- Commitment, trust and love within relationships
- Understanding diversity regarding religion, culture and sexual orientation
- Honesty with self and others
- Self-awareness
- Exploration of rights, duties and responsibilities

Misunderstandings about SRE

There is sometimes concern that SRE in school might promote sexual activity or cause confusion about an individual's sexuality. The research on quality SRE points to a more positive outlook: 87 programmes from many countries were examined by UNESCO in 2009. This led to the conclusion that if SRE has an effect it is a positive one: *“sexuality education can lead to later and more responsible sexual behaviour or may have no discernible impact on sexual behaviour”*.

In the UK the research is even more positive. Analysis by the National Survey of Sexual Attitudes and Lifestyles team over several years consistently shows that men and women who said that lessons at school were their main source of information about sex were more likely to have started having sex at a later age than those for whom parents or other sources were their main source. Schools have an important role to play in SRE.