



William Edwards School

PSHE and RSHE Policy

Draft

Key Contact Personnel

Nominated Member of Leadership Staff Responsible: Mrs L Merrigan

Date written: June 2021

Date of next review: June 2022

This policy will be reviewed at least annually, and following any concerns and / or updates to national / local guidance or procedures

1) Introduction and Context

This policy covers our school's approach to Personal, Social, Health and Economic Education (PSHE) including Relationships, Sex & Health Education (RSHE).

Guidance provided by the PSHE Association has been used to create this policy; which can be viewed by parents and carers on the school website. The policy will be reviewed annually, with the next review date set for June 2022.

2) Links with other school policies and practices:

This policy links with several school policies, practices and action plans including:

- Anti-Bullying Policy
- Safeguarding Policy
- Behaviour Policy
- SEND Policy
- SMSC and British Values Policy

3) Legislation

Statutory guidance that informs the school's policy includes :

- Personal, social, health and economic (PSHE) education (Updated June 2019)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (Published June 2019)
- Keeping children safe in education (Updated September 2020 / January 2021)
- School inspection handbook (Published May 2019 – last updated April 2021)
- Equality Act (Published October 2010)
- SEND Code of Practice 2015

4) Organisation

All aspects of these teachings will be taught through a spiral curriculum delivering the recurring themes at appropriate levels as a student progresses through WES. With each delivery of the theme, the level of demand and knowledge increases and learning is progressively deepened.

	Health and Wellbeing	Living in the Wider World	Relationships and Sex
Year 7	Transition to secondary school; Diet and exercise and how to make healthy choices; The risks of alcohol, tobacco and other substances; Managing puberty and the issues of unwanted contact and FGM .	Enterprise skills and introduction to careers; Challenging career stereotypes and raising aspirations ; Making ethical financial decisions ; Saving, spending and budgeting our money.	Diversity, prejudice and bullying including cyber bullying; Managing on-and-offline friendships ; Self-esteem, romance and friendships; Exploring family life.
Year 8	First aid and personal safety, focusing on road safety; Alcohol and drug misuse and managing peer influence ;	Rights and responsibilities in the community; Tackling age and disability discrimination ;	Tackling racism and religious discrimination , promoting human rights; Online safety and digital literacy;

	Mental health and emotional wellbeing, including body image ; Managing change and loss.	Evaluating value for money in services; Risk and consequences making financial decision .	Introduction to sexuality and consent ; Introduction to contraception including condom and the pill.
Year 9	Peer pressure , assertiveness and risk, gang crime; Dieting, lifestyle balance and unhealthy coping strategies ; Managing peer pressure in relation to illicit substances; Assessing the risks of drug and alcohol abuse and addiction.	Understanding careers and future aspirations; Identifying learning strengths and setting goals as part of the GCSE options process ; Planning and carrying out an enterprise project ; Reflecting on learning skills development in key stage 3.	Managing conflict at home and the dangers of running away from home; Tackling homophobia, transphobia and sexism ; Relationships and sex education including health relationships and consent ; The risks of STIs, sexting and pornography .
Year 10	Transition to key stage 4 and developing study habits; Mental health and ill health, tackling stigma; Exploring the influence of role models ; Evaluating the social and emotional risks of drug use .	Understanding the causes and effects of debt ; Understanding the risks associated with gambling ; Readiness for work .	Tackling relationship myths and expectations; Managing romantic relationship challenges including break ups; Understanding different families and learning parenting skills ; Managing change, grief and bereavement .
Year 11	Promoting self-esteem and coping with stress; Learning and revision skills to maximise potential; Health and safety in independent contexts; Taking responsibility for health choices .	Understanding the college application process and plans beyond school; Skills for employment and career progression.	Personal values and assertive communication in relationships; Tackling domestic abuse and forced marriage .

Students will have regular, timetabled lessons for PSHE and RSE, alongside off-timetable focus days throughout the academic year. For both of these aspects, students are taught by a team of teachers trained in this aspect of education. There are visits from external agencies and speakers such as the Fire Service, Brook Advisory Service, School Nurses and the Mental Health Wellbeing Team, and other organisations and charities. There are also wider, extra-curricular activities completed during tutor time which enrich the PSHE and RSHE curriculum. Alongside this, there is a map showing how individual departments contribute to the development and embedding of PSHE and RSHE learning. This is audited annually.

5) Teaching Responsibility

This programme will be delivered by all staff, although there will be core teams for certain aspects of it. Staff will be supported by CPD and training throughout the course of the academic year.

Visitors to the classroom can bring expertise or personal stories to enrich pupils' learning. However, the teacher will always manage this learning, ensuring that learning objectives and outcomes have been agreed with the visitor in advance, and that any input from visitors should be a part of a planned, developmental programme rather than a substitute for it. Teachers will always be present to manage the learning, and to ensure that it is safe.

6) Creating a Safe Learning Environment

We will create a safe and supportive learning environment by establishing clear ‘ground rules’ and confidentiality policies at the beginning of the academic year.

There will be a consistent first lesson of the year approach with all students to ensure that this is understood by all, with expectations made clear and students given the opportunity to co-construct the learning agreement.

Further to this, interactive learning methods that support participation and encourage reflection are promoted. These methods include paired work, small group work, class discussion, questioning, drama and distancing techniques e.g. scenarios, fiction, films and clips.

Due to the nature of PSHE and RSHE education, pupils’ learning may result in them seeking advice or support on a specific personal issue. Teachers cannot offer complete confidentiality; and it is important for everyone’s safety that teachers and pupils are clear about what can and cannot be kept confidential. It is also very important for external contributors, including school nurses, to be clear about these rules, and for pupils to understand how they can seek support externally as well as in school.

In the event of a disclosure, teachers will consult with the Designated Safeguarding Lead and in that person’s absence, the Deputy DSL. Visitors and external agencies which support the delivery of topics will also be required to follow in line with our school’s Safeguarding and Child Protection Policy.

All lessons will promote the needs and interests of all pupils, irrespective of gender, culture, ability or personal circumstance. Teaching will also take into account the cultural backgrounds of all children to ensure that all can fully access the provision.

7) Assessment

As with any learning process assessment of students’ PSHE and RSHE development is important. It provides information which indicates students’ progress and achievement and informs the development of the programme.

Students do not pass or fail within these areas but have the opportunity to reflect on their own learning and personal experiences and set goals and agree strategies to reach them. This process of assessment has a positive impact on students’ self-awareness and self-esteem.

8) Quality Assurance

PSHE and RSHE are monitored through various avenues; including student questionnaires and evaluations, and regular meetings of staff to monitor and evaluate the programme and share good practice.

Further to this:

- Teachers will critically reflect on their work in delivering all sessions through self-evaluation;
- Pupils will have opportunities to review and reflect on their learning during lessons and at the end of topics;

- Student voice will be influential in adapting and amending planned learning activities and content;
- Each aspect of provision will undergo a quality assurance process, including moderation against DfE guidelines.

9) Monitoring and Review

This policy will be reviewed by SLT every year. At each review, the policy will be approved by the LSAB.