



William Edwards School

PSHE and RSHE Policy

Key Contact Personnel

Nominated Member of Leadership Staff Responsible: Mrs P Cormack

Date written: July 2023

Date of next review: July 2024

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 July 2024.

2) Links with other school policies and practices:

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

- Anti-Bullying Policy
- Child on Child Abuse Policy
- Safeguarding Policy
- Behaviour Policy
- SEND Policy
- SMSC and British Values Policy
- WES Mental Health & Wellbeing Policy
- Bereavement & Loss 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) (*Details for review of this document were published in May 2023 and outcomes may lead to early review of this policy*)
- Keeping Children Safe in Education (Updated September 2023)
- School inspection handbook
- Equality Act (Published October 2010)
- SEND Code of Practice 2015

4) Organisation

All aspects of PSHE teaching 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.

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, Police, St Giles Trust, theatre groups and Thurrock Road Safety team, as well as other organisations and charities. There are also wider, extra-curricular activities completed during tutor time which enrich the PSHE and RSE curriculum, and contribution from the St Giles' Trust in house mentor. We also maintain a broad overview of where PSHE/RSE is delivered additionally through curriculum subjects, and use this knowledge when planning.

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, including using The PSHE Association guidance materials.

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.

See Appendix A for SPIRAL CURRICULUM

5) 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.

6) 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 opportunities to reflect on their own learning and personal experience. This process of assessment has a positive impact on students' self-awareness and self-esteem. Pupils complete quizzes to check understanding and complete booklets on focus days.

7) Quality Assurance

PSHE and RSHE are monitored through various avenues; including student questionnaires and evaluations and lesson drop ins. Staff participate in evaluating the programme and sharing good practice.

Further to this:

- Teachers will critically reflect on their work in delivering all sessions through self-evaluation, and the HL responsible for PSHE/RSHE will adapt the school's QA system to make it meaningful for this area of the curriculum ;
- 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.

8) Monitoring and Review

This policy will be reviewed by SLT every year.

APPENDIX A – SPIRAL CURRICULUM

	Core Theme 1 Health and Wellbeing	Core Theme 2 Relationships	Core Theme 3 Living in the Wider World
Year 7	<p>HT 1: Self-Concept and Managing risk and personal safety. MALS and metacognition. Self-esteem & transition to secondary school.</p> <p>HT 2: Mental Health and Emotional Wellbeing. Mindfulness, Misconceptions associated with help-seeking and mental health concerns. A range of healthy coping strategies</p> <p>HT 3: Healthy Lifestyles and Puberty & Sexual Health. Diet and energy drinks. Exercise</p>	<p>HT 2: Bullying, abuse and discrimination. Diversity; anti bullying; prejudice. Discrimination; FGM & Cyber bullying.</p> <p>HT 4: Positive relationships, relationship values. Forming and maintaining respectful relationships. Different types of relationships, healthy and unhealthy relationships. Developing personal values in friendships, love and sexual relationships.</p> <p>HT 5: Consent, contraception and parenthood. Social Influences and Media/ Digital Resilience. Puberty, contraception, STIs.</p>	<p>HT 6: Learning Skills, Choices and pathways, work and career and Employment Rights and responsibilities, financial choices. Challenging career stereotypes; aiming high in school. Finance and budgeting.</p>

	<p>and screen time. Body and emotional changes.</p> <p>HT 5: Drugs, alcohol and tobacco. County lines, CCE, CSE.</p>		
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Through the use of a spiral curriculum, we will be organising learning into a series of recurring themes, which pupils will experience each year. PSHE and Enrichment lessons are embedded into our curriculum and ER is enrichment lessons which happen on a Monday morning.

Year 7 will have a focus day which will explore: Child on Child Abuse, Healthy Relationships, Pregnancy and STIs, Smoking and Vaping.

	Core Theme 1 Health and Wellbeing	Core Theme 2 Relationships	Core Theme 3 Living in the Wider World
Year 8	<p>HT 1: Mental Health, emotional well-being and self-concept. Managing risk and personal safety. Body image, independent situations including online. Risks associated with gambling.</p> <p>HT 3: Drugs, alcohol and tobacco. Healthy lifestyles. Strategies to manage a range of influences on drugs in society including safe use of prescribed and over the counter medicines. Personal and social risks of substance misuse.</p> <p>HT 6: Dealing with Change. Puberty and sexual health. Coping with grief, managing changes in friendship groups,</p>	<p>HT 2: Bullying abuse and discrimination. Positive relationships, relationships values, forming and maintaining respectful relationships. Child on child abuse, discrimination. Marriage, how the media portrays relationships and grooming, sexual harassment, exploitation and reporting abuse.</p> <p>HT 5: Consent, contraception and parenthood. Certain infections can be spread through sexual activity and that barrier contraceptive offer some protection. That consent is freely given.</p>	<p>HT 1: Media Literacy and Digital. Online safety, establish personal values and clear boundaries around aspects of life that they want to remain private. Strategies to safely manage personal information, images online and on social media. How to present yourself online (positively and negatively).</p> <p>HT 4: Financial choices. Learning Skills. Employment rights and responsibilities. Finances, human rights and cohesive Communities.</p> <p>HT 6: Social influences. Recognise peer influence and risk taking. Government and democracy.</p>

	family dynamics Hormonal and emotional changes. Personal hygiene.		
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Year 8 will have a focus day which will explore: Road safety, first aid, personal safety, risk taking, contraception, consent and risky behaviours.

	Core Theme 1 Health and Wellbeing	Core Theme 2 Relationships	Core Theme 3 Living in the Wider World
Year 9	<p>HT 1: Drugs, alcohol and tobacco. Healthy lifestyles. Drugs, Alcohol, vapes/ E-cigarettes. Short term and long term risks. The law relating to legal and illegal substances.</p> <p>HT 3: Self-concept. Personal strengths, building resilience and life changes (employment)</p> <p>HT 5: Managing risk and personal safety. Ways of assessing and reducing risk, CPR and running away from home.</p> <p>HT 6: Mental health. Identify a range of emotions,</p>	<p>HT 2: Bullying, abuse and discrimination. Managing risks and personal safety. Social influences. Child on child abuse, FGM, the characteristics of abusive behaviours. Recognising bullying, stereotyping and promoting inclusion.</p> <p>HT 5: Positive relationships. Relationship values, respectful relationships. Mature relationships, homophobia, transphobia. Inappropriate behaviours and sexting.</p>	<p>HT 3: Choices and pathways. Work and careers. Self-concept. Advice and support regarding KS4 decision making. Aspirations and goals. Interest and options.</p> <p>HT 4: Employment rights and responsibilities. Future employment. Careers and CVs. Routes into work, training and other vocational opportunities.</p> <p>HT 6: Media literacy and digital resilience. Personal values, school values and community spirit.</p>

	strategies to understand and build resilience, disappointments and setbacks.		
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Year 9 have two focus days

Focus Day 1: Media and relationships, consent, healthy lifestyles, mental health and county lines

Focus Day 2: KS4 Options, Alumni, Department Leader Discussions, Career Pathways

	Core Theme 1 Health and Wellbeing	Core Theme 2 Relationships	Core Theme 3 Living in the Wider World
Year 10	<p>HT 1: Self-concept, managing risk and personal safety. Personal strengths and building self-confidence. Mental health and responding to KS4 adventures. Emotional support during changes in life.</p> <p>HT 2: Sexual health and fertility. Pressure, sex and relationships, considering sexual relationships, managing break ups and FGM.</p> <p>HT 3: Sexual Health and Fertility. Safe sex, sexual health services, STIs and pregnancy.</p>	<p>HT 1: Positive relationships, relationship values, bullying, abuse and discrimination. Child on child abuse and support networks. Managing relationships.</p> <p>HT 2: Positive relationships and relationship values. Benefits of strong, positive relationships. Diversity in romantic and sexual attraction.</p> <p>HT 5: Social influence: Exploring the influence of role models, families and parenting.</p>	<p>HT 1: Learning skills. Transition to KS4. Organisational, research and presentation skills. Strengths and how to develop ideas. Targets and goals.</p> <p>HT 5: Choices and pathways. Employment rights and responsibilities. Post 16 aspirations, opportunities available after KS4, guidance about the next steps.</p> <p>HT 6: Media literacy and digital resilience. Positive and negative impact of the media. Social Media & Reality TV</p>

	HT 4: Managing risk and personal safety. Personal safety in new social settings. Strategies for identifying risky and emergency situations. How to respond in certain situations.		
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Year 10 have two focus days:

Focus Day 1: Gambling, managing feelings and loss, effects of alcohol for individuals and society, positive mental health and county lines.

Focus Day 2: Stress management, revision techniques, GCSE Pod, post 16 pathways- colleges and sixth forms.

	Core Theme 1 Health and Wellbeing	Core Theme 2 Relationships	Core Theme 3 Living in the Wider World
Year 11	<p>Self-concept. Post mock planning.</p> <p>Mental Health and emotional wellbeing. Coping with exam stress.</p> <p>Health related decisions. Lifestyle choices, sleep, diet and exercise. Health services.</p> <p>Drugs, alcohol and tobacco. Managing risk and personal safety. Mental and physical health consequences, personal safety, unhealthy behaviours, habits and</p>	<p>Consent. The characteristics and benefits of strong, positive relationships including trust. Abuse and forced marriage.</p> <p>Forming and maintaining respectful relationships. Child on child abuse.</p>	<p>Learning skills. GCSE Pod, evaluating and developing their study skills. Personal strengths and areas for development. Strengths and interests.</p>

	addictions. Youth violence. Violent crime and gangs.		
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Year 11 have two focus days. They will explore the above topics. During Enrichment lessons on Monday they will have academic intervention.