Whittington Green School

Dream Reach Achieve

PSHE and RSE policy

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PSHE Purpose

At Whittington Green School we want our students to:

- Be motivated and enjoy learning
- Develop a range of skills to equip them for a successful adult life, such as independence and ambition
- Be confident, responsible, happy and feel safe
- Be friendly, respectful, caring and polite
- Experience success every day

In a school:

- That fosters individual talents and abilities in every child
- That has high expectations for itself, its staff and students
- That celebrates success and achievement in all its forms
- That values the role parents and carers play
- That is continually striving to improve

Personal, Social and Health Education (PSHE) helps to give students the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Therefore PSHE underpins our school ethos.

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 their school and communities. In doing so they learn to recognise their own self worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the school council and carrying out whole school votes

They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Therefore this policy promotes practices within the school to reinforce our vision, and to remove or discourage practices that negate them.

What is PSHE?

PSHE includes citizenship, health, finance, careers and drugs education as well as the Relationships and Sex Education content (see later in the document).

<u>Knowledge and understanding</u>

- Learning and understanding physical development at appropriate stages.
- Understanding human sexuality, sexual health, emotions and relationships.
- Learning about a safe and healthy lifestyles based on accurate information.
- Learning about seeking appropriate help and advice.
- Learning about the nature and impact of immediate, local and global economic and social inter-dependence and environmental sustainability
- Learning about their community and the society of which they are a part

- Learning about how our society is structured and functions
- Developing the knowledge, skills and personal values to reflect on current affairs
- Developing students' understanding of rules and laws

Attitudes and values

- Learning the importance of values and individual conscience and moral considerations.
- Learning the value of family life, stable and loving relationships for the nurture of children.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.
- Learning to respect and value difference and diversity.
- Having structured opportunities for the exploration of personal attitudes and values
- Exploring attitudes and values towards drugs, drug use and drug users

Personal and social skills

- Learning to manage emotions and relationships confidently and sensitively.
- Learning to manage change.
- Developing self-respect and empathy for others.
- Learning to make choices based on an understanding of difference and with an absence of prejudice.
- Learning to make informed choices.
- Exploring the risks and consequences of their own and others' actions and choices
- Managing conflict.
- Learning how to recognise and avoid exploitation and abuse.
- Developing inter-personal skills
- Developing a sense of belonging
- Having opportunities to develop a positive self image
- Learning about themselves
- Learning about playing a positive and active role as citizens

How PSHE is delivered.

1. It is delivered during form tutor times (25 minute sessions) each week,
2. Other curriculum areas delivering aspects of PSHE e.g. science, drama, English/literacy, mathematics and Humanities.
3. Assemblies
4. By the provision of appropriate information through leaflets and books.
5. Delivery in response to incidents.

PSHE is conducted in a safe learning environment through the use of ground rules and distancing techniques so that students are not put on the spot or expected to discuss their own personal issues in class. For example:

- No one (teacher or student) should be expected to answer a personal question.
- No one will be forced to take part in a discussion.

Active learning methods, which involve children's full participation, will be used. PSHE takes place within mixed sex classes or single gender groups as deemed appropriate

and relevant, with the students' usual class teacher. A visitor such as a school community nurse does at times supplement the PSHE curriculum as a planned event with the teacher present. Teaching resources are selected on the basis of their appropriateness to students.

In most cases teachers will attempt to answer children's questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use their skill and discretion in these situations. .

Teachers will also follow the following guidance:

- Teachers will establish clear parameters about what is appropriate an inappropriate in a whole-class setting.
- If a child's question is inappropriate to address with the whole class the teacher should acknowledge the question and attend to it later on an individual basis.
- If a question is too personal the teacher should remind the students of the ground rules.
- Teachers will set the tone by speaking in a matter-of-fact way and ensuring that students discuss issues in a way encourages positive participation.
- Students may have opportunities to write down questions anonymously and post them in a question box. The teacher will have time to prepare answers to questions before the next session, and can choose not to respond to any questions which are inappropriate to address in whole class lessons.

Equal Opportunities

The school's programme of study for PSHE is designed to ensure that all children have full and equal access.

Children may have varying needs regarding PSHE depending on their circumstances and background. The school strongly believes that all students should have access to PSHE that is relevant to their particular needs.

To achieve this, the school's approach to PSHE will take account of:

- The needs of boys as well as girls
- Ethnic and cultural diversity.
- Varying home backgrounds.
- Sexuality
- Students with learning difficulties and disabilities

The school also recognises the need, and provides for extra, targeted work with vulnerable students.

RSE – Introduction

Whittington Green School is aware that children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

As part of the students' education at Whittington Green, we have a comprehensive Personal, Social, Health and Economic (PSHE) education programme that is taught through tutor groups. This programme gives young people the knowledge, understanding, attitudes and practical skills to live safe, healthy, productive lives and meet their full potential.

From Summer 2021, we also have a mandatory requirement to teach Relationships, Sex and Health Education (RSHE). Much of what is included in the new RSHE requirements is already covered as part of our current PSHE provision, however the provision and policy is being updated based on the new requirements.

The aims of Relationships, Sex and Health Education

The aim of this policy is to communicate to staff, governors, parents/carers, visitors and students the manner in which RSHE will be delivered and supported at Whittington Green School.

The aim of RSHE is to give students the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage, civil partnership or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help students understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

Our RSHE policy will provide clear progression from what is taught in primary in Relationships, Health Education (RHE). We will build on the foundation of RHE and, as students grow up, at the appropriate time, extend teaching to include intimate relationships. Alongside being taught intimate relationships, students will also be taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult.

Teaching of RSHE at Whittington Green will enable students:

- to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful;
- to understand the benefits of healthy relationships to their mental wellbeing and self-respect and to understand that unhealthy relationships can have a lasting, negative impact on mental wellbeing;
- to believe they can achieve goals and that in order to achieve those goals they

must stick at the tasks despite the challenges they may face;

- to be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way;
- to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence including honour-based violence and forced marriage) and strategies to manage this or access support for themselves or others at risk;
- to recognise risks, harmful content and contact, and how and when to report issues to keep them safe online and offline;
- to, within the law, be well equipped to make decisions for themselves about how to live their own lives in the future, whilst respecting the right of others to make their own decisions and hold their own beliefs;
- to be prepared for the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood.

What is effective Relationships, Sex and Health education?

It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of a stable and loving relationship. It is also about the teaching of sex, sexuality, and sexual health as well as preparing students at school for opportunities, responsibilities and experiences of later life. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching. Our curriculum is also designed to support children growing up in an increasingly complex and digital world. Whilst the internet is an overwhelmingly positive development in our lives, it does present significant challenges, particularly for young people. The dominance of social media, the prevalence of cyberbullying and the risk that children learn about relationships from untrustworthy sources – we aim to support children to make the right decisions and keep themselves safe and happy.

Delivery of RSHE: Attitudes and values

Students are taught to examine the value of family life, marriage and civil partnerships, and stable and loving relationships for the nurture of children. They are also encouraged to explore and consider moral dilemmas. RSHE can also help pupils to develop a positive self- image and high self-esteem, responsibility and the ability to make informed decisions.

Delivery of RSHE: Personal and social skills

RSHE encourages students to manage emotions and relationships confidently and sensitively whilst developing self-respect and empathy for others. Students are taught to make choices based on an understanding of difference, with an absence of prejudice and learning how to recognise and avoid exploitation and abuse. It also provides opportunities to develop communication skills and assertiveness within a range of different situations.

Delivery of RSHE: Knowledge and understanding

RSHE focuses on understanding physical development at appropriate stages. The students will explore: human sexuality, reproduction, sexual health, emotions and relationships.

Students will also be provided with information on contraception and the range of local and national sexual health advice support services. Students will look at the reasons for delaying sexual activity, the benefits to be gained from such delay and the avoidance of unplanned pregnancy.

This will provide an objective and balanced view of sexual matters, correcting any misconceptions and misinformation students may have gained.

Delivery of RSHE: Delivery of RSHE at Whittington Green School

RSHE will be set in the context of a wider whole-school approach to supporting pupils to be safe, happy and prepared for life beyond school. The curriculum on relationships, sex and health will complement and be supported by the School's wider policies on behaviour, inclusion, respect for equality and diversity, anti-bullying and safeguarding. RSHE will sit within the context of the School's broader ethos and approach to developing pupils socially, morally, spiritually and culturally; and its pastoral care system.

The RSHE curriculum will be predominantly taught through the tutor time programme, providing a safe environment to explore these topics. Additionally, we may use outside agencies to provide specialist, age specific support to deliver some of the RSHE content. Furthermore, we recognise that RSHE is not an isolated subject and many other subjects provide a focus for exploring some elements of RSHE, for example: Science, Food Technology, PE. Religion and Ethics.

When studying RSHE, the School recognises the need to create a supportive and secure atmosphere where students can develop the confidence needed to talk, listen and think about sex, health and relationships. In order to do this, teachers will:

- Establish ground rules with students
- Emphasise the importance of mutual respect
- Encourage reflection
- Make students aware of the relevant people to approach in the School

At Whittington Green all tutors will be involved in delivering the RSHE curriculum. Effective teaching will ensure that core knowledge is broken down into topics of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.

Pupils with special educational needs and disabilities (SEND)

Relationships, Sex and Health Education (RSHE) will be accessible for all pupils. High quality teaching is differentiated and personalised, this is the starting point to ensure accessibility for all pupils. The School will also be mindful of the preparing for adulthood

outcomes as set out in the SEND code of practice, when preparing these subjects for pupils with SEND. We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. RSHE can also be a priority for some pupils, for example some with Social, Emotional and Mental Health Needs or learning disabilities. For some pupils there may be a need to tailor content and teaching to meeting the specific needs of children at different development stages.

Roles and responsibilities

The Governors

That the Quality of provision is subject to regular and effective self-evaluation and that the subject is well led, planned and effectively managed.

Deputy Head Teacher

The Deputy Head Teacher is responsible for ensuring that RSHE is planned, resourced and taught consistently across the school and for managing requests to withdraw students from the non-statutory/non-science components of RSHE.

Staff

All staff will ensure that:

- Ground rules are negotiated with the group before embarking on lessons of a sensitive nature so that both the staff and pupils can work together in a supportive atmosphere in which all members can speak with confidence and without fear of embarrassment, anxiety or breach of confidentiality;
- All students are offered the opportunity to explore ideas, situations and feelings in an atmosphere of confidence and support;
- All points of view they may express during the course of teaching RSHE are unbiased
- The teaching of RSHE is delivered in ways that are accessible to all pupils with SEND;
- The emphasis of teaching RSHE will always be the importance and understanding of personal relationships and the right of the individual to make informed choices;
- Issues of stereotyping, sexual equality, harassment, rights and legislation underpin the teaching of RSHE;
- Where appropriate they direct pupils to seek advice and support from an appropriate agency or individual. It is inappropriate for staff to give students personal advice on matters such as contraception;
- Where a student has embarked on a course of action likely to place them at risk, the member of staff will ensure that the student is aware of the implications of their behaviour. The member of staff should refer any potential concerns to the Designated Safeguarding Lead.

Parents/carers

Whittington Green acknowledge the key role that parents/carers play in the development of their children's understanding about relationships. Parents are the first educators of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

All Parents/Carers will be:

- Given every opportunity to understand the purpose and content our RSHE curriculum;
- Encouraged to participate in the development our RSHE curriculum;
- Able to discuss any concerns directly with the school.

Parental right to withdrawal from RSHE

Parents have the right to request that their child be withdrawn only from some or all of sex education delivered as part of statutory RSHE. The School, before granting any such request, will require the Deputy Head Teacher to discuss the request with the parent and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Following the discussions, except in exceptional circumstances, the School will respect the parents' request to withdraw their child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms. The Deputy Head Teacher will ensure that where a pupil is excused from sex education, the pupil will receive appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from the National Curriculum.

Working with external agencies

We are aware that working with external partners will enhance the delivery of RSHE and will support staff to bring in specialist knowledge and implement different ways of engaging with young people. Where external agencies are used, we will check the credentials of the visiting organisation and any visitors linked to the agency. We will also ensure that the teaching delivered by the visitor fits with the planned programme ant the published policy. We will work with external agencies to ensure that the content delivered is age-appropriate and accessible for all pupils. Any materials that are used as part of the delivery must be approved by the School in advance of the session. The School will ensure that the visitor is aware of aspects of confidentiality and understands how safeguarding reports should be dealt with in line with the School's Safeguarding Policy.

Safeguarding, reports of abuse and confidentiality

Whittington Green recognises that at the heart of RSHE, the focus is on keeping children safe, and acknowledges the significant role the School have in preventative education. In our curriculum we will allow children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children will be made aware of the processes to enable them to raise their concerns or make a report and how any report will be handled. This will also include processes when they have a concern about a peer or friend. All staff are aware of what to do if a child tells them that

they are being abused or neglected. Staff are also aware of the need to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those that need to be involved, such as the Designated Safeguarding Lead. A member of staff will never promise a child that they will not tell anyone about a report of abuse, as this is not in the best interests of the child. The involvement of the Designated Safeguarding Lead (or Deputy Designated Safeguarding Lead) will ensure that trusted, high quality local resources are engaged, links to the police and other agencies are utilised and the knowledge of the any particular local issues it may be appropriate to address in lessons.

Procedure for monitoring and evaluating RSHE

The policy and its implementation will be reviewed every 12 months. RSHE will be monitored by the Deputy Head Teacher, whose responsibility is to:

- Ensure that RSHE is covered in the schemes of work for PSHE;
- Monitor the use of teaching and learning styles;
- Monitor the use of teaching materials;
- Evaluate the effectiveness of the RSHE programme;
- Ensure the content is age appropriate.

RSHE curriculum content

The School will cover the following content by the end of secondary school

Secondary RSHE Outcomes	
Theme	**Relationships**
Families	That there are different types of committed stable relationships
	How these relationships might contribute to human happiness and their importance for bringing up children
	What marriage is, including their legal status, eg. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony
	Why marriage is an important relationships choice for many couples and why it must be freely entered into
	The characteristics and legal status of other types of long-term relationships
	The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting
	How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.
Secondary RSHE Outcomes	
Theme	**Relationships**
	The characteristics of positive and healthy friendships (in all contexts, including online) including trust, respect, honesty, kindness, generosity, boundaries, privacy,

Respectful relationships including friendships	consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.
	Practical steps they can take in a range of different contexts to improve or support respectful relationships
	How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (eg. how they might normalise non-consensual behaviour or encourage prejudice)
	That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs
	About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help
	That some types of behaviour within relationships are criminal, including violence behaviour and coercive control
	What constitutes sexual harassment and sexual violence and why these are always unacceptable
	The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal
Secondary RSHE Outcomes	
Theme	**Relationships**
Online and media	Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online
	About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising materials placed online
	Not to provide material to others that they would not want shared further and not to share personal materials which is sent to them
	What to do and where to get support to report material or manage issues online
	The impact of viewing harmful content
	That specifically sexually explicit material eg. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners
	That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail
	How information and data is generated, collected, shared and used online
Secondary RSHE Outcomes	
Theme	**Relationships**
Being safe	The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships
	How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)
Secondary RSHE Outcomes	
Theme	**Relationships**
Intimate and sexual	How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship

relationships including sexual health	That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, eg. physical, emotional, mental, sexual and reproductive health and wellbeing
	The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause
	There are a range of strategies for identifying and managing sexual pressure, understanding peer pressure, resisting pressure and not pressurizing others
	That they have a choice to delay sex or to enjoy intimacy without sex
	The facts about the full range of contraceptive choices, efficacy and options available
	The facts about pregnancy including miscarriage
	That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)
	How the different sexually transmitted infections (STIs), including HIV/AIDs are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of, and facts about, testing
	About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment
	How the use of alcohol and drugs can lead to risky sexual behavior
	How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Secondary RSHE Outcomes	
Theme	**Health Education**
Mental wellbeing	How to talk about their emotions accurately and sensitively, using appropriate vocabulary
Mental wellbeing	That happiness is linked to being connected to others
	How to recognise the early signs of mental wellbeing concerns
	Common types of mental ill health (eg. anxiety and depression)
	How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health
	The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness

Secondary RSHE Outcomes	
Theme	**Health Education**
Internet safety and harms	The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image for their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online
Internet safety and harms	How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours

Secondary RSHE Outcomes	
Theme	**Health Education**
Physical health and fitness	The positive associations between physical activity and promotion of wellbeing, including as an approach to combat stress
	The characteristics and evidence of what constitutes a healthy lifestyle, maintaining and healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health

	About the science relating to blood, organ and stem cell donation.
Secondary RSHE Outcomes	
Theme	**Health Education**
Healthy eating	How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer
Secondary RSHE Outcomes	
Theme	**Health Education**
Drugs, alcohol and tobacco	The facts about legal and illegal drugs and their associated risks, including the link to serious mental health conditions
	The law relating to the supply and possession of illegal substances
	The physical and psychological risks associated with alcohol consumption in adulthood
	The physical and psychological consequences of addiction, including alcohol dependency
	Awareness of the dangers of drugs which are prescribed but still present serious health risks
	The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so
Secondary RSHE Outcomes	
Theme	**Health Education**
Health and Prevention	About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics
Health and Prevention	About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist
	(late secondary) the benefits of regular self-examination and screening
	The facts and science relating to immunisation and vaccination
	The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn
Secondary RSHE Outcomes	
Theme	**Health Education**
Basic first aid	Basic treatment for common injuries
	Life-saving skills, including how to administer CPR
	The purpose of defibrillators and when one might be needed
Secondary RSHE Outcomes	
Theme	**Health Education**
Changing adolescent body	Key facts about puberty, the changing adolescent body and menstrual wellbeing
	The main changes which take place in males and females, and the implications for emotional and physical health