

HIGHGATE**Guidance: Personal, Social and Health and Economic Education (PSHE)
and
Relationship and Sex Education (RSE)**

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Guidance: Personal, Social, Health and Economic (PSHE) Education**Overall Aims and Objectives of PSHE Education:**

At Highgate, we recognise that a pupil's personal and social development, health and mental well-being are all vital to their success and happiness in all aspects of school life and beyond. Our PSHE programme reinforces the School's Ethos and its framework of morals and values by supporting its three key Aims:

- To be a place for learning and scholarship
- To be a reflective community
- To be an exemplar for the healthy life

While there is a PSHE Education programme which we reorganise each year based on an analysis of what tutors and pupils feel pupils need, we also have the flexibility to respond to particular events and circumstances that occur both within our community and beyond. The ways in which pupils and staff treat each other throughout the School, at all times, should exemplify the messages delivered formally and informally through the PSHE Education syllabus and beyond.

Specific Aims of PSHE***Personal Education:***

- To enhance pupils' self-awareness, self-esteem, self-confidence, aspiration and happiness.
- To encourage pupils to engage with and understand the issues which are appropriate and relevant to them at the different stages of their development
- To develop the knowledge, understanding and skills they need to manage their lives, both now and in the future
- To help pupils to develop a growth mind-set, and to learn the importance of developing personal grit, determination and resilience
- To nurture mature, confident pupils who value and make the most of their abilities
- To develop pupils' ability to show initiative, use critical thinking to make informed decisions and to assess the potential consequences of their choices
- To encourage pupils to take responsibility for their behaviour with an understanding of its impact on others
- To teach pupils to explore, consider and understand moral and ethical dilemmas
- To help pupils to stay safe and recognise dangers and avoid exploitation, bullying and abuse

Social, Moral and Cultural Education:

- To help pupils identify their own moral codes and values, to distinguish right from wrong and to recognise the consequences of their own (and others') actions
- To learn the value of respect, empathy and emotional intelligence in social interaction
- To develop pupils' social and inter-personal skills to enable them to foster good relationships, managing them confidently and sensitively
- To help pupils understand how to act responsibly online and on their mobile 'phones, for the protection of themselves and others
- To develop pupils' awareness of and respect for their social, economic and political environment, enabling them to become informed citizens
- To help pupils to make choices based on tolerance, a respect for and understanding of difference and with an absence of prejudice such as racism
- To encourage pupils to recognise the value and vulnerability of disabled and aging people, the particular challenges they may face and their contribution to society
- To help pupils to understand the origins of their own (and other) cultures and to respect and celebrate cultural harmony and diversity, appreciating the contribution of different faiths and cultures to British society

- To help pupils understand the value of individual liberty, democracy and the Law, and educate them about the basis upon which the Law is made and applied in England (independent of government and faith)
- To develop pupils' awareness of relevant aspects of the law and the government, public institutions and services, such as parliament, the NHS and the education system.
- To educate pupils about the dangers of radicalisation and extremism and how young people may be drawn into these ways of life, so that they can avoid such exploitation
- To help pupils to develop the mind-set and skills for responsible action
- To encourage an interest in / active participation in community projects where pupils can make a positive contribution to their own community (as seen in the School Councils and pupil focus groups) and the wider community (as exemplified in the Years 9 and 10 Community Programmes and Community Service TAA)
- To encourage pupils to appreciate non-material aspects of their lives

Health Education:

- To empower pupils to adopt healthy, safe lifestyles including in their digital, on-line interactions
- In partnership with other school departments and the pastoral system, to educate pupils about issues ranging from: diet and healthy eating; exercise; illnesses (mental and physical); relationships, sex and STIs; drugs and alcohol
- To develop each pupil's capacity for self-reflection and their problem-solving skills as cornerstones of long term mental health
- To help pupils to learn how to access community support agencies and services e.g. GUM clinics and Childline

Economic Education:

- To encourage pupils to have an understanding of issues relating to money (including the importance of taking responsibility for one's finances) and to provide them with the basic tools for doing so
- To encourage aspiration with regard to careers, avoiding gender bias and other prejudice
- To prepare pupils for the wider world beyond school, so they are empowered to effectively seek employment and become independent contributors to society

PSHE Education - Syllabus and Programme

The PSHE Education programme is designed to allow continuity and development through the different key stages. Please refer to the online *PSHE Education Syllabus Overview* for further detailed information.

Schemes of Work:

- There are specific PSHE programmes for each of the year groups
- Detailed lesson plans with accompanying resources are stored on the Intranet. Having used a range of pupil booklet types over the years, we are currently exploring what system best promotes pupil engagement and learning.
- Different classes within a year group may cover topics at different times
- The Careers' Department organises Careers and Work Experience schemes of work for pupils in Years 9-11

Delivery of the PSHE Education Programme

PSHE Education is delivered formally through a fortnightly programme delivered by tutors, specialist teachers and outside speakers and in morning break tutor meetings. We also address PSHE Education issues informally through the academic curriculum, assemblies, religious services, the pastoral and disciplinary systems, and through the day to day interactions between members of our School and wider communities.

All staff should deliver the PSHE Education programme with specific knowledge and understanding of the relevant School policies on: Safe-guarding and Welfare (including our Prevent Duty); Substance Abuse;

Behaviour, and Anti-Bullying. PSHE Education is taught in mixed sex classes, although on occasions special talks (e.g. Menstruation) may be given to single sex groups. It is important that lessons are conducted in an atmosphere where pupils and teachers show respect for each other and for the learning environment and pupils should be allowed to develop ideas and values (i.e. these should not be imposed). PSHE is delivered using a variety of teaching methods which include: discussions, role play, scenarios, worksheets, video clips and outside speakers.

Lower School:

- Tutors in Years 7 & 8 deliver the programme, which is developed and evaluated by the Lower School PSHE tutor together with the PSHE coordinator in consultation with heads of year and the Head of Years 7 & 8
- There is a formal 40 minute PSHE period once every two weeks. In addition, relevant material may be included in the two twenty-minute morning tutor slots, the weekly year group assembly or a religious service
- Relationship and Sex Education is delivered in conjunction with the Biology department
- SpEx Department teach basic nutrition, fitness and healthy habits and all pupils take part in regular fitness assessment testing.

Middle School and Sixth Form:

- In Year 9, a carousel of topics on Relationships and Sex, Substance Abuse, Mental Health, and developing Employability skills, is delivered by specialist teachers. Pupils also engage in Community Service within the carousel
- Y9 Tutors also organise a series of one-to-one meetings with tutees to discuss personal development and progress
- In Years 10-13, the formal PSHE Education programme is primarily delivered by tutors in a 50-minute period once every two weeks. In addition, there are two 20-minute morning tutor slots, a weekly year group assembly and a religious service which can be used to deliver material which complements the PSHE programme
- Tutors and specialist staff are given specific guidance and optional training before delivering the PSHE programme
- Specialist teachers deliver additional *Relationship and Sex Education* in years 9-11 and *Substance Abuse Education* in Years 9-10, as well as *British Values* lessons in y10.
- Year 10 also have an enrichment day focused on careers and employability in the summer term.

PSHE Staffing:

PSHE Line-Manager – Louise Shelley

PSHE Co-ordinator – Vicky Stubbs

PSHE tutor for the Sixth Form – Chrystal Cunningham

PSHE tutor for the Middle School – Timothy Davies

PSHE tutor for the Lower School – Sarah Hutchinson

Specialist staff deliver PSHE lessons within the various carousels as outlined below:

Relationship and Sex Education:

Tim Davies and Abbie Blackmore (Y9); Philip Liebman and Helen Evans (Y10); Emma Richardson and Vicky Stubbs (Y11).

Mental Health, Addiction and Substance Abuse:

Dan Brandt and Alex McBride (Y9); Sam Keeble and Phil McClory (Y10).

Employability skills:

Louise Shelley and Simon Brunskill (Y9).

Heads of Year, specialist teachers and the PSHE tutors above work with the PSHE Coordinator to develop Schemes of Work and ensure resources are appropriate and up to date.

Monitoring the Effectiveness of PSHE

We do not formally assess PSHE through end of year examinations or termly testing as we consider that the impact and effectiveness of PSHE is more effectively measured through careful monitoring of:

- The general behaviour and attitudes of the pupils
- Formal Rewards and Sanctions data
- Anti-Bullying Data, Pupil Questionnaires and pupil/staff surveys (approximately every 2 years)
- Medical Centre Data
- Safeguarding and Welfare Data
- Regular, informal feedback on and evaluation of the termly programmes by tutors and pupils
- PSHE pupil groups, the School Council and other Pupil Action groups
- Pupil participation in co-curricular and community based activities
- Discussions with relevant staff: e.g. School Chaplain, Nurse, School Counsellor, DSLs

PSHE Guidance Sources:

The Highgate PSHE Guidance document has been informed by the recommendations of:

- The QCA Guidance for:
 - PSHE
 - Sex and Relationship Education
 - Drugs Education
 - National Curriculum of Citizenship
 - Statutory and non-statutory programmes
 - Personal well-being; Economic well-being and financial capability
- Ofsted
- ISI Handbook September 2017
- ISSRs 2014 Part 1, Paragraph 2(2)(d) and (e), Paragraph 3(i); Part 2, Paragraph 5; Part 3, Paragraph 10
- DfE Non-statutory SMSC advice, January 2013
- DfE Non-statutory 'Mental Health and Behaviour in Schools, Departmental advice for school staff', March 2015
- DfE 'Improving the spiritual, moral, social and cultural (SMSC) development of pupils', Departmental advice for independent schools, academies and free schools, November 2014
- DfE 'Promoting fundamental British Values as part of SMSC in Schools', Departmental advice for Maintained Schools, November 2014
- Ideas underpinning previous useful legislation e.g. Every Child Matters (ECM) and SEAL, National Healthy Schools Programme
- PSHE Association
- Keeping Children Safe in Education DfE September 2016
- Prevent Strategy Review 2011
- Prevent Duty Guidance 2015
- Channel Process Awareness (online training)
- 'Understanding Personal, Social, Health and Economic Education in Secondary Schools' by Jenny McWhirter, Nick Boddington and Jenny Barksfield, endorsed by the PSHE Association

Guidance: Relationship and Sex Education (RSE)

General Aims and Objectives

Relationship and Sex Education (RSE) involves learning about the development of healthy relationships, sex, sexuality and sexual health. We aim to help pupils to acquire knowledge, to develop values and decision-making skills, and to form positive and responsible beliefs and attitudes. For our younger pupils it is developmental and lays the foundations for further work; for our older pupils it forms an important part of their individual journeys through adolescence to adulthood. We try to ensure that the programme is relevant to all our young people, regardless of sexual orientation or gender identity.

Our RSE guidance should clarify the content and manner in which sex education is delivered in our school and our current RSE programme incorporates the following elements as part of its over-all aims:

Pupils will be encouraged to develop **appropriate attitudes and values** by:

- Learning the importance of developing individual values and listening to one's conscience and inner warning signals
- Learning the value of mutual respect, love and consideration for the perspectives of others in relationships
- Exploring moral dilemmas and developing critical thinking as part of practising decision-making
- Learning the value of family life, marriage, civil partnerships and stable and loving relationships for the nurture of children, understanding that there are different types of families that can provide a loving environment

Pupils will be encouraged to develop the **appropriate personal and social skills** by:

- Practising self-respect, empathy and consideration for others
- Learning to manage emotions and relationships confidently and sensitively
- Being able to communicate about sexual matters with confidence and dignity
- Learning to make choices based on an understanding of difference and with an absence of prejudice e.g. sexism and homophobia
- Understanding how gender issues can have an impact on mental health, careers and society in general
- Developing a sense of responsibility for one's own actions and an appreciation of the consequences of choices made
- Managing conflict; and
- Learning how to recognise and avoid exploitation and abuse

Pupils will be encouraged to develop the **appropriate knowledge and understanding** by:

- Knowing relevant laws
- Understanding an individual's rights
- Learning about physical and mental development at appropriate stages including the effects of puberty and understanding how this may affect decisions and their consequences
- Learning about reproduction, sexuality, sexual orientation, sexual health and emotions
- Learning about contraception and the range of local and national sexual health advice, contraception and support services
- Learning about reasons for delaying sexual activity, and potential benefits of such delay

RSE Syllabus and Programme

Although the content of the RSE programme may vary depending upon the perceived needs of the pupils, in general, we aim to cover the following:

Lower School (Years 7 and 8)

- Physical and emotional development of boys and girls and when this is likely to happen – what's 'normal' for their age group.
- Puberty (periods, voice breaking etc.)
- Self-esteem, a healthy body image, and respect for oneself and for the wishes of others
- Friendships and Relationships
- Love, care and the responsibilities of parenthood
- Basic relevant anatomy and how a baby is conceived and born (mostly taught in Biology)
- Sexuality and sexual orientation
- LGBT history and homophobia
- The law
- Digital and on-line safety issues (including a Childnet presentation)
- Risks of exploitation or potentially damaging approaches to relationships

NB. These sessions provide pupils with the opportunity to discuss any concerns that they may have about their changing bodies and minds and they lay the foundations for RSE offered in subsequent years.

Middle School (Years 9-11)Year 9

PSHE Carousel (Four lessons)

- Understanding how the law applies to sexual relationships and the consequences of breaking such laws
- Feelings and values and what's 'normal' for this age group
- Types of relationships, sexual orientation and gender identity, emphasising the idea of respecting difference. Gender perspectives and societal views, including gender reassignment
- Links between peer pressure and risk-taking behaviour e.g. drugs and alcohol and unplanned sex
- Responsibility and the consequences of one's actions
- Contraception and Sexually Transmitted Infections
- Question and Answer

Biology GCSE Syllabus

- Anatomy of male and female reproductive systems
- Male and female gametes and how characteristics are inherited
- Hormones, the menstrual cycle and secondary sexual characteristics (puberty)
- Sexual intercourse, pregnancy, twins

A presentation by Childnet also covers online issues such as sexting, sextortion and media influences on teenage behaviour.

Year 10

PSHE Carousel (Four lessons)

- Relationships: what's normal and what's healthy at this age?
- Positive and negative emotional aspects of sexual activity, including why it's important to feel 'ready' and to resist coercion - consensual vs non-consensual sex
- Body Image and sexuality, along with pornography/media/pop culture and its effect on sexual expectations
- Sexism and gender roles in relationships
- Contraception and Safe Sex (including types of contraception/protection against STIs).

- Where to get help if things go wrong
- Question and Answer

Pupils are encouraged to talk and think about a wide range of issues and to ask questions about any of these matters.

Non-Examined R.E – Morality and Ethics

- Teenage Pregnancy and Abortion
- Resisting pressure to be sexually active until the pupil is ready vs coercion and rape
- Gender roles in relationships
- FGM and 'honour-based' violence (HBV)
- Question and Answer

Year 11

- Unwanted pregnancy and Abortion – analysis of young couples' experiences
- How to discuss sex in relationships – scenarios to explore this
- Outside speaker on Sex and Relationships and STIs
- The role of Family Planning/GUM clinics
- Question and answer

Sixth Form

Tutor-led discussion about the following:

- Building healthy longer-term relationships, commitment
- Respectful communication within sexual relationships e.g. re pleasure or contraception
- What constitutes consensual vs non-consensual sex, unhealthy power balances in relationships, rape.
- Sexual identity
- Positive body image concepts for men and women
- HIV, AIDS talk from a person living with HIV
- Information about Sexual Health Clinics and other support agencies

Delivery of RSE Syllabus and Programme

We take a holistic approach to RSE and several departments are involved in its delivery. We recognise that the development of appropriate attitudes, knowledge and understanding is essentially cross-curricular and at Key Stages 3 and 4 students will cover this subject through:

- The PSHE programmes
- Outside speakers and Assemblies
- Biology and Science
- RS and Philosophy
- Other Departments e.g. English – the study of a text may address personal, social, moral and ethical issues relating to RSE; RS and Philosophy looks at various relevant issues e.g. sexual ethics

Teachers adapt and adjust the RSE Programmes in light of the needs of the pupils in the different classes.

Confidentiality

Teachers conduct RSE lessons in a sensitive manner and in confidence; however, teachers can never promise unconditional confidentiality to a pupil. Indeed, if a teacher feels that a pupil is going to tell them something significant, or if a pupil requests in advance that nobody else be told, the member of staff needs to stress to the child that this may not be possible. If a pupil makes a reference to having been involved in under-aged sexual activity or if a pupil indicates that they may have been a victim of abuse, the teacher will take the matter very seriously. If the member of staff feels that a pupil is at risk or in danger, he or she will report the matter to the designated Child Protection Officers.

Answering Difficult Questions

Sometimes a pupil will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly, and if a teacher is uncomfortable with the nature of a question, they should decline to answer it at the time or even at all, although a child should never be made to feel uncomfortable for having asked a question. The anonymous writing of questions to be answered at random by the teacher can overcome some of these situations. Teachers should also be aware that, in order to respond to the demands of pupils with specific special educational needs, they may need to plan work in different ways or be more explicit in their explanations.

Religious Views

As part of the sex education programme issues of contraception, HIV/AIDS and sexuality are addressed. Facts are presented in an objective and balanced way. Pupils will be made aware of the difference between fact, opinion and religious belief.

Pupil Groupings and Co-education

Pupils are taught in mixed gender and ability classes for PSHE lessons. In line with most co-ed schools, *RSE* is preferably taught in mixed classes so that boys and girls learn to understand and respect the viewpoints, feelings and concerns of each other. At all times, teachers will endeavour to ensure that all members of the class are comfortable with the material that is being delivered. On occasion, however, we recognise that single sex groupings may be more appropriate (e.g. discussions about Menstruation).

RSE Staffing:

See PSHE staffing on page 5. Other RSE lessons will be led by tutors or outside speakers.

Monitoring

The Relationships and Sex Education programme will continue to be monitored, evaluated and revised by the Senior Team. A member of the School's Governing Body also audits the RSE provision. The relevant Assistant Head for each Division will be the budget holder and organise provision for sex and relationships education within that division. Louise Shelley (Deputy Head) will act as line manager to the PSHE Co-ordinator who, in turn, will work with the Head of the Lower and Middle School and the Head of Sixth Form to monitor the overall provision of PSHE and RSE at Highgate. Vicky Stubbs, PSHE co-ordinator, has responsibility for development of RSE policy and the day to day management of RSE. Discussions between relevant staff (e.g. School Chaplain, Nurses, School Counsellor, CP Officers) further inform the RSE Policy and syllabus. As with PSHE, RSE is not formally tested with end of year examinations or topic tests although periodical surveys of pupil opinion on how well they feel their needs are being met are used to improve our RSE provision.

The Role of Parents and Guardians

Pupils are encouraged to appreciate the qualities of healthy relationships and family life with an emphasis on respect, care and support. The School is aware that the primary role in children's sex education lies with parents and guardians. We wish to build a positive and supporting relationship with parents/guardians through mutual understanding, trust and co-operation. In promoting this objective we aim to:

- Provide guidance to parents/guardians about the school's RSE programme.
- Answer any questions that parents/guardians may have about the sex education of their child.
- Take seriously any issue that parents raise about the guidance document or the arrangements for RSE in the school.
- Deal with sensitive issues and questions arising from the programme of study and deal with them as honestly as possible.

We try to ensure that our RSE programme is culturally appropriate; however, under the Education Act (1993), parents have the right to withdraw their child from all or part of the formal Relationships and Sex Education programme. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the relevant Assistant Head, making it clear which aspects of the programme they do not wish their child to participate in. In such cases, parents will be asked to write a letter, formally requesting permission for this to happen; naturally, the School will comply with the wishes of parents in this regard. Parents should be aware, however, that issues of a moral and ethical nature may arise from apparently unrelated topics in subjects such as Biology and in this instance, when a discussion takes place within the context of the subject curriculum, it will not be deemed to be part of the RSE programme and it is not, therefore, subject to the parental right of withdrawal. Should a parent wish to remove their child from the sex education programme, they cannot take part in the sex education programme until the request for removal has been cancelled in writing.

RSE Guidance Sources:

- The Highgate PSHE Guidance document has been informed by the recommendations of:
- The QCA Guidance for:
 - PSHE
 - Sex and Relationship Education
 - Drugs Education
 - Statutory and non-statutory programmes
 - Personal well-being
- Ofsted
- ISI Handbook September 2017
- ISSRs 2014 Part 1, Paragraph 2(2)(d) and (e), Paragraph 3(i); Part 2, Paragraph 5; Part 3, Paragraph 10
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- Ideas underpinning previous useful legislation e.g. Every Child Matters (ECM) and SEAL, National Healthy Schools Programme
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