

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

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## Guidance: Personal, Social, Health and Economic Education (PSHEE)

### Overall Aims and Objectives of PSHEE

At Highgate, our PSHEE 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

We recognise that a pupil's personal and social development, health and mental well-being are vital to their success and happiness in all aspects of school life and beyond. Through PSHEE lessons, other lessons, assemblies, tutor meetings and our pastoral care system, we aim to support our pupils to make wise, healthy and thoughtful choices. The PSHEE programme teaches pupils to learn how to respect themselves and others (in accordance with the Protected Characteristics of the 2010 Equality Act). We want our pupils to develop a clear moral compass, build positive relations and look outwards with compassion and understanding. We also recognise that the ways in which pupils and staff treat each other, throughout the School, need to exemplify the key messages that are delivered formally and informally through the PSHEE syllabus.

In addition, the PSHEE programme seeks to equip our pupils with the requisite knowledge and skills that will enable them to have a clear understanding of their rights and responsibilities as members of the School and wider communities; as British citizens, it is important that they understand the rule of law and celebrate their collective and individual freedoms. By helping our pupils to engage with a wide range of age-appropriate PSHEE topics throughout their time at the School, we hope that our pupils will leave school feeling better equipped to navigate their way through life.

**Detailed, specific aims for PSHEE can be found in the Appendices to this policy.**

### PSHEE - Syllabus and Programme

Although there is a formal PSHEE programme (which we modify each year based on an analysis of research and what pastoral staff and pupils feel is needed), we also have the flexibility to respond to particular events and circumstances that occur both within our community and beyond. Please refer to the *PSHEE Syllabus Overview* for further detailed information about what we are currently planning to cover this year.

#### ***Schemes of Work:***

- We visit and revisit important topics in a number of ways across the year groups in a 'spiral curriculum', building on previous ideas to consolidate and extend understanding
- PSHEE programmes for each year group follow themes devised by the PSHEE coordinator in conjunction with pastoral staff and subject specialists
- Detailed, interactive lessons are planned by designated teachers and checked with the PSHEE team
- Different classes within a year group may cover topics at different times, particularly within the carousels
- The PSHEE programme includes various personal development and careers-relevant sessions planned by the Careers department together with the PSHEE coordinator, and the Careers' Department organises additional Careers and Work Experience schemes of work for pupils in Years 9-13.

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

All staff should deliver the PSHEE 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. PSHEE is almost always taught in mixed sex classes, although subjects such as menstruation and testicular health may be discussed within single sex groups. It is important that lessons are conducted in a respectful environment in which pupils are allowed to develop their own ideas and values (i.e. these should not be imposed). PSHEE lessons are delivered using a variety of teaching methods which include the following: discussions, role play, scenarios, worksheets, video clips and outside speakers.

#### Lower School:

- Tutors in Years 7 & 8 deliver the programmes. The programmes are developed and evaluated by the Lower School PSHEE tutors and the PSHEE coordinator in consultation with the Head of Years 7 & 8 and the Head of Lower School
- There is a 40 minute formal PSHEE lesson once every two weeks. In addition, relevant material may be included in the morning tutor slots, the weekly year group assembly or the weekly religious service
- Relationship 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:

The formal PSHEE programme is primarily delivered in a 50-minute lesson once every two weeks. In addition, there are two/three 20-minute morning tutor slots each week, as well as a year group assembly and a religious service that can be used to deliver material that complements the PSHEE programme.

Year 9: Pupils participate in a PSHEE carousel delivered by specialist teachers in which they explore the following four topics: Relationships and Sex Education; Risk (which includes substance abuse); Mental Health; Personal Development and Employability.

Year 10: In addition to the fortnightly tutor-led PSHEE lessons, pupils participate in a carousel taught by subject specialists in the following areas: Relationships and Sex Education; Substance Abuse; and Values and Citizenship. Year 10 also have three enrichment days: a Sixth Form Taster Day; an Employability Day and an Environment Day in the summer term.

Year 11: PSHEE is delivered by tutors on a fortnightly basis; this promotes the bond between tutors and tutees in a potentially stressful year. There is also a 'taster' carousel of subjects that pupils will not have previously studied but may like to opt for in the 6<sup>th</sup> Form, such as Politics and Economics.

Year 12: Pupils participate in a Life Skills carousel made up of four modules, each containing four lessons taught by subject specialists. One of these modules is a compulsory series of Employability lessons which is designed to develop pupils' interview skills. Pupils can choose three other options from 9 topics, on a first-come, first-served basis. Options include: First Aid, Economic Competence, Everyday Ethics, Risk Management, Mental Health, Healthy Living, Knowing Your Own Mind, DIY and Engaging with Urban Nature.

Year 13: PSHEE is delivered by tutors on a fortnightly basis; this promotes the tutor/tutee bond in a demanding year. Pupils also receive support with their personal statements during the Michaelmas term.

Tutors in years 9-12 also organise a series of one-to-one meetings with tutees to discuss personal development and general wellbeing. In Year 13, pupils have academic mentors in addition to tutors, with whom they can arrange meetings as required.

**PSHEE Staffing:**

**PSHEE Line-Manager** – Louise Shelley

**PSHEE Co-ordinator** – Vicky Stubbs

*PSHEE tutor for the Sixth Form* – Chrystal Cunningham

*PSHEE tutor for the Middle School* – Megan Taylor

*PSHEE tutor for the Lower School* – Alice Robinson

Tutors and specialist staff are given specific guidance before delivering PSHEE lessons and there are additional optional training sessions available for staff. Online lesson resources are available for tutor-led lessons, and subject specialists prepare their lessons in conjunction with the PSHEE team. The PSHEE team also works very closely with the Pastoral Management Committee and the Director of Wellbeing.

**Monitoring the Effectiveness of PSHEE**

Heads of Year, specialist teachers and the PSHEE tutors above work with the PSHEE Coordinator to develop Schemes of Work and ensure resources are appropriate and up to date. While some lessons may include an element of assessing knowledge and/or understanding, we do not formally assess PSHEE topics through end of year examinations or termly testing as we consider that the impact and effectiveness of PSHEE is more effectively measured through careful monitoring of the following:

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

**PSHEE Guidance Sources:**

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

- The QCA Guidance for:  
PSHEE; 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 Commentary on the Regulatory Requirements, September 2020
- ISSRs 2014 Part 1, Paragraph 2(2)(d) and (e), Paragraph 3(i); Part 2, Paragraph 5; Part 3, Paragraph 10
- 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
- PSHE Association
- Keeping Children Safe in Education DfE 2020
- Revised Prevent Duty Guidance for England and Wales, updated April 2019
- 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 PSHEE Association

## **Guidance: Relationship and Sex Education (RSE)**

### **General Aims and Objectives**

Relationship and Sex Education is now Statutory. It 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 attitudes. For our younger pupils, our teaching focuses mainly on relationships 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. For all year groups, we aim to provide a safe environment in which misconceptions and concerns can be raised and discussed without judgement.

**Detailed, specific aims for RSE can be found in the Appendices to this policy.**

### **RSE Syllabus and Programme**

Several departments are involved in the delivery of RSE as the development of appropriate attitudes, knowledge and understanding is essentially cross-curricular. Pupils will cover this subject through:

- The PSHEE programme
- Outside speakers and assemblies
- Biology and Science
- 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 including sexual ethics

Teachers meet regularly with the PSHEE coordinator to discuss and adapt lessons in light of the needs of the pupils in the different classes/years. Pupil feedback is also used to inform our teaching. While the content of the RSE programme may vary depending upon the perceived needs of our pupils, 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.
- Puberty and its effects on the brain, mind and body (relevant Biology lessons are taught around the same time and have been prepared by/with the PSHEE coordinator to ensure a complementary and thorough approach)
- Basic relevant anatomy and how a baby is conceived and born (mostly taught in Biology)
- Self-esteem, a healthy body image, and respect for oneself and for the wishes of others
- Healthy friendships and relationships as well as the responsibilities of parenthood
- Sexuality and sexual orientation, LGBTQ history and homophobia
- Digital and on-line safety issues (including an online ChildNet presentation), including the risk of exploitation

#### Middle School (Years 9-11)

##### Year 9 PSHEE Carousel (Four lessons)

- Feelings and values and what's healthy for this age group
- Types of relationships (healthy and unhealthy), sexual orientation and gender identity, emphasising the idea of respecting difference. Gender perspectives and societal views, including gender reassignment
- Understanding how the law applies to sexual relationships and the consequences of breaking such laws
- Consent: where responsibility lies and potential consequences of certain actions/behaviours, including the use of sexual images. Knowing when you're ready to give consent and how it looks/sounds when consent is absent
- Links between peer pressure and risk-taking behaviour e.g. drugs and alcohol and unplanned sex
- Basic information on Contraception and Sexually Transmitted Infections and where to seek help when necessary
- Forced marriage and Female Genital Mutilation (FGM)
- Question and Answer

NB. A presentation by Childnet (*if possible in light of Covid restrictions*) also covers online issues such as sexting, sextortion and media influences on teenage behaviour.

Year 10 PSHEE Carousel (Four lessons on Navigating Relationships and Sex, plus four on Attitudes)

- A revisiting of the ingredients for healthy relationships and how to recognise unhealthy behaviour
- Handling relationships in one's social circle, including breaking up 'well', and use of sexual images
- Contraception and Safe Sex (including common types of contraception/protection against STIs) including the effects of alcohol and drugs on decision-making
- Unplanned pregnancy: abortion, adoption and young parenthood, examined through analysis of case studies of young couples' experiences as well from legal/social perspectives
- Where to get help with unplanned pregnancy or an STI; what a GUM clinic visit may be like
- Links between adolescent brain development and choosing self-respect v the fear of not fitting in with the social group – how this affects decision making, behaviour and mental health
- Sexual objectification, body image and the effects of pornography/media/pop culture on relationship and sexual expectations
- Positive and negative emotional aspects of sexual activity, including why it's important to feel 'ready' - the emotional aspects of sex
- How to recognise and resist coercion in relationships and sex - consensual vs non-consensual sex. How to communicate consent and recognise the absence of consent
- Domestic/peer abuse, harassment: the law, effects on mental health, and what to do in instances of unwanted sexual experiences
- Question and Answer

Year 10 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
- Question and Answer

Year 11

Two RSE sessions in lessons 'borrowed' from Science lessons in the Michaelmas term aim to explore what pupils have learned so far and fill in any gaps in their knowledge or understanding through a quiz and various scenarios aimed at reinforcing understanding of healthy relationships and sexual consent in particular.

We also have an outside speaker talk with year 11 pupils about Sex, Relationships and STIs (*if possible in light of Covid restrictions*).

In Biology, pupils also revise male and female reproductive anatomy and function, the menstrual cycle, pregnancy and the role of hormones in the development of secondary sexual characteristics.

Sixth Form

All sixth form pupils will have a talk on Consent and the law, and, covid restrictions permitting, a talk from a person living with HIV.

Year 13 pupils will also discuss commitment in longer-term relationships and the joys and challenges of parenthood. Depending on their combination of y12 carousel options, pupils may also cover some or all of the following:

- Positive gender and body image concepts for men and women and how these ideas are linked with good mental health
- Risk re substance use and sex

**Confidentiality**

Teachers conduct RSE lessons in a sensitive manner and, while we frequently refer to ways in which pupils can safely talk to appropriate adults about issues of concern, we actively discourage disclosure of personal information within

lessons. Should such disclosure take place, 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 safeguarding leads within the School.

### **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, s/he 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. Teachers may choose to answer a question in a subsequent lesson to give them time to address it appropriately. The anonymous writing of questions to be answered at random by the teacher is widely used as it can overcome some of these issues. 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.

### **RSE Staffing:**

See PSHEE staffing on page 4. Individual RSE lessons are led by tutors, subject specialists or outside speakers.

### **Monitoring the effectiveness of RSE**

The Relationships and Sex Education programme is continually monitored, evaluated and revised by the PSHEE coordinator and 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 will provide for RSE from within that division. Louise Shelley (Deputy Head) will act as line manager to the PSHEE Co-ordinator (Vicky Stubbs) who, in turn, will work with the Head of the Lower School, Middle School and the Head of Sixth Form to monitor the overall provision of PSHEE and RSE at Highgate. Vicky 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 Counsellors, DSLs) further inform the RSE Policy and syllabus. As with PSHEE, RSE is not formally tested with end of year examinations or topic tests. Feedback from discussions with pupil groups, as well as periodical pupil surveys, are used to improve our RSE provision.

### **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.

### **The Role of Parents and Guardians**

The School is aware that the primary role in children's relationship and sex education lies with parents and guardians. Pupils are encouraged to appreciate the qualities of healthy relationships and family life with an emphasis on respect, care and support. 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.



**NB. We try to ensure that our RSE programme is culturally appropriate; however, according to** Section 34 of the Children and Social Work Act 2017, **parents have the right to withdraw their child from all or part of the formal Sex Education programme, 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 has to make arrangements to provide the child with Sex Education during one of those terms. There is no right to withdraw from Relationships Education.** It should be noted that, at Highgate, Sex Education is taught within the framework of Relationships Education, which would complicate any such withdrawal.

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 meet with parents to discuss the matter and, if confirmed, 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 certain aspects of the sex education programme, they cannot take part in lessons covering these topics until the request for removal has been cancelled in writing, or until they reach three terms before their 16<sup>th</sup> birthday.

### RSE Guidance Sources:

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

- The QCA Guidance for:
  - PSHEE
  - Sex and Relationship Education
  - Drugs Education
  - Statutory and non-statutory programmes
  - Personal well-being
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers. Updated 9 July 2020.
- DfE Guidance: Plan your Relationships, Sex and Health Curriculum, September 2020
- PSHEE Association
- Keeping Children Safe in Education DfE September 2020
- Sexual Violence and Sexual Harassment between Children in Schools and Colleges (May 2018)
- Ofsted
- ISI Commentary on the Regulatory Requirements, September 2020
- 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 (Jan 2013)
- Revised Prevent Duty Guidance for England and Wales, updated April 2019
- 'Understanding Personal, Social, Health and Economic Education in Secondary Schools' by Jenny McWhirter, Nick Boddington and Jenny Barksfield, endorsed by the PSHEE Association
- Ideas underpinning previous useful legislation e.g. Every Child Matters (ECM) and SEAL, National Healthy Schools Programme

## APPENDICES TO THE PSHEE AND RSE POLICIES

### Appendix 1: Specific Aims of PSHEE

#### ***Personal Education:***

- To enhance pupils' self-awareness, self-esteem, self-confidence, aspiration and happiness.
- To develop the knowledge, understanding and skills they need to manage their lives
- To help pupils to develop a growth mind-set, personal grit 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 encourage pupils to engage with and understand the issues which are appropriate and relevant to them at the different stages of their development
- To teach pupils to explore, consider and understand moral and ethical dilemmas
- To help pupils to 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 wider 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 with the mind-set and skills for responsible action
- To help pupils to make choices based on tolerance, a respect for and understanding of difference and with an absence of prejudice. e.g. with regard to any of the protected characteristics (Equality Act 2010)
- 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 importance of knowing the origins of their own (and other) cultures and to respect and promote cultural harmony and diversity, appreciating the contribution of different faiths and cultures to our society
- To actively promote pupils' understanding of 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 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 lifestyles including in their digital, on-line interactions (much of the later is now covered in IT lessons)
- In partnership with other school departments and the pastoral system, to educate pupils about issues including: exercise; illnesses (mental and physical); relationships, sex; 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
- In partnership with the Careers Department, to enable pupils to practise and refine key skills they will need in the world of work
- To prepare pupils for the wider world beyond school, so they are empowered to effectively seek employment and become independent contributors to society

## **Appendix 2: Detailed aims of RSE**

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.
- Examining the issue of sexual consent.
- 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.
- Developing a sense of responsibility for one's own actions and an appreciation of the consequences of choices made
- Learning to manage emotions and relationships confidently and sensitively
- Learning how to manage conflict
- Practising the skills needed 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
- Learning how to recognise and avoid coercion, exploitation and abuse.

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

- Knowing relevant laws and 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 (in conjunction with the Biology Department), sexuality, sexual orientation, sexual health and emotional aspects of relationships
- 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