

HIGHGATE

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

Contents	
Guidance: Personal, Social, Health and Economic Education (PSHEE)	
Overall Aims and Objectives of PSHEE	Page 2
PSHEE Syllabus and Programme	Page 2
PSHEE Staffing	Page 4
PSHEE Monitoring	Page 4
PSHEE Guidance Sources	Page 5
Guidance: Relationship and Sex Education (RSE)	
General Aims and Objectives of RSE	Page 6
RSE Syllabus and Programme	Page 6
Confidentiality	Page 9
Answering Difficult Questions	Page 9
RSE Staffing	Page 9
RSE Monitoring	Page 9
Religious Views	Page 10
The Role of Parents and Guardians	Page 10
The Right to Withdraw a Pupil from RSE	Page 10
RSE Guidance Sources	Page 11
Appendices	
Appendix 1: Specific Aims of PSHEE	Page 12
Appendix 2: Detailed Aims of RSE	Page 14
Appendix 3: Parent/Guardian Feedback	Page 15

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

Overall Aims and Objectives of PSHEE

At Highgate, our PSHEE/RSE 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 & RSE 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/RSE programme teaches pupils to learn how to respect themselves and others (in accordance with the Protected Characteristics of the Equality Act 2010). We want our pupils to develop a clear moral compass, build positive relations and look both inwards and outwards with compassion and understanding. We also recognise that the ways in which pupils and staff teach each other throughout the School need to exemplify the key messages that are delivered through the PSHEE & RSE syllabuses, in order for this messaging to be truly effective.

In addition, the PSHEE & RSE programmes seek 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 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 the Year* 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 by tutors, specialist teachers and outside speakers in fortnightly PSHEE lessons, carousels and morning break discussions. We also address PSHEE issues 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: Safeguarding and Welfare (including our Prevent Duty); Substance Abuse; Behaviour, and Anti-Bullying. PSHEE and RSE are 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, presentations, plays and workshops.

Lower School:

- Tutors in Years 7 & 8 deliver the programmes. The programmes are developed and evaluated by the Lower School PSHEE lead 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 break tutor slots, the weekly year group assembly or the weekly religious service, and in off-timetable lessons.
- Relationship and Sex Education is delivered in conjunction with the Biology department to ensure pupils have the foundation information they need to make the best use of the information they learn.
- SpEx Department staff 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 topics: Relationships and Sex Education; Risk (which includes substance abuse) and Mental Health. Pupils also have a 'drop down day' focused on Relationships.

Year 10: In addition to the fortnightly tutor-led PSHEE lessons, pupils participate in a carousel taught by subject specialists on 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, as well as off-timetable sessions focused on PSHEE topics including Substances and the Brain.

Year 11: PSHEE is delivered by tutors on a fortnightly basis; this promotes the bond between tutors and tutees in a potentially stressful year.

Year 12: Pupils participate in a Life Skills carousel made up of four modules, each containing four lessons taught by subject specialists: developing interview skills, developing First Aid skills; Mental Health and Economic Competence.

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 – Deputy Head (Pastoral) Graeme Robertson

PSHEE Co-ordinator – Vicky Stubbs

PSHEE tutor for the Lower School – Alice Robinson

PSHEE tutor for the Middle School – Megan Taylor

PSHEE tutor for the Sixth Form – Charlotte Jennings

Tutors and specialist staff are given specific guidance before delivering PSHEE lessons and there are additional 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. In the past, we have not formally assessed PSHEE or RSE, instead monitoring feedback from pupils and staff via the Pupil Welfare Committee, the School Council and other Pupil Action groups, regular conversations with tutors and subject specialists, approximately biennial surveys of pupil and staff and discussions with other pastoral leaders. Pupil attitudes and behaviour as well as Safeguarding and Welfare data also contribute to our evaluation of PSHEE/RSE efficacy.

More recently, however, we have been piloting some ideas of how we can more formally assess overall understanding of key PSHEE topics; it is going to be particularly interesting to compare these results with the perceived confidence of pupils in these areas as assessed through the surveys. We believe that enabling pupils to recognise their own learning may enable us to more accurately pick up on any important gaps in understanding as well as promoting pupil engagement.

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 2021
- ISSRs 2014 Part 1, Paragraph 2(2)(d) and (e), Paragraph 3(i); Part 2, Paragraph 5; Part 3, Paragraph 10
- DFE 'Promoting and supporting mental health and wellbeing in schools and colleges', September 2021
- PHE 'Promoting children and young people's mental health and wellbeing', September 2021
- DfE Non-statutory 'Mental Health and Behaviour in Schools, Departmental advice for school staff', November 2018
- 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 guidance
- DfE Keeping Children Safe in Education, September 2021
- Revised Prevent Duty Guidance for England and Wales, updated 2021
- 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 for secondary school pupils. 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. We consult with the Learning Support department re accessibility for pupils with SEND.

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

RSE Syllabus, Policy and Programme

RSE teachers and pastoral staff meet regularly with the PSHEE coordinator to discuss and adapt our RSE Policy and lessons in light of the needs of the pupils in different classes/years. Inevitably, the timing at which different pupils are ready to hear key messages is not the same, as young people mature physically and emotionally at different rates; we try to be sensitive to this and to achieve a balance between the repetition necessary to embed understanding and the provision of new information. Pupil Voice, through surveys, pupil action groups, affinity groups and informal comments, is important in helping us to constantly amend what we teach and when we teach it. This has been particularly important in the wake of the Everyone's Invited testimonies and our own Listening Exercise. Over the past year, we have consulted with parents about this policy and about what, how and when we teach RSE topics. We are grateful to the parents who have taken part in our recent RSE survey and to those who gave up their time to have specific input into this policy via Zoom meetings and email. We will continue to invite parent/carer input in this way at least annually. **Please see Appendix 3 for actions on parent feedback.** This policy is updated at least annually (see footnote), to take account of legislative changes and following consultation with parents/carers, pupils and staff. It is approved by the Deputy Head Pastoral and a member of the Governors Safeguarding Committee also has oversight of the Policy.

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/RSE programme, assemblies, and Science and Biology lessons. Additionally, lessons in other departments, such as the exploration of moral or ethical issues in the study of English literature, or the discussion of sexual ethics in RS and Philosophy, allow further discussions around relationships and sex.

While the details of specific lessons may vary slightly 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, respect for oneself and for the wishes of others.
- Healthy friendships and relationships as well as issues around sexism and bullying.
- Sexuality and sexual orientation, LGBTQ history and homophobia.
- Digital and on-line safety issues (including an online ChildNet presentation), including the risk of exploitation.

RSE Basics (Four lessons)

- Feelings, values and what healthy relationships do and don't look like.
- Sexual orientation, gender identity (including gender reassignment) and respecting difference.
- Understanding how the law applies to sexual relationships.
- 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, factors that may affect when a person is ready (including religion or faith).
- Basic information on Contraception and Sexually Transmitted Infections and where to seek help when necessary.
- Opportunities for pupils to ask any questions they want to in class discussions and via anonymous question boxes.

RSE Attitudes (Four lessons)

- Sexual objectification and why this is unhelpful for self-esteem and relationships. Analysis of media and porn portrayal of gender stereotypes and sexual expectations.
- Links between adolescent brain development and choosing self-respect versus the fear of not fitting in with the social group; how this affects decision making, behaviour and mental health.
- Analysis of scenarios in which sexual consent may seem confusing, along with the effects of alcohol and drugs on decision making capacity.
- Understanding the nature of abuse: domestic/relationship violence; emotional abuse; sexual harassment and sexual violence, and where to go for help for oneself or a friend.
- How to communicate in relationships, particularly with regard to sex, in order to enable healthy, positive interactions. Comparing how it looks/sounds when sexual consent is present vs absent, and how this understanding contributes to positive and pleasurable experiences.
- Opportunities for pupils to ask any questions they want to in class discussions and via anonymous question boxes.

NB. A presentation by ChildNet also covers online issues such as sexting, sextortion and media influences on teenage behaviour. The exact content of each presentation varies slightly as we try to meet current pupil needs.

Year 10 PSHEE CarouselRSE Navigating Relationships and Sex (Four lessons)

- 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 a recap of 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.
- Opportunities for pupils to ask any questions they want to.

RSE Attitudes (Four lessons)

NB: This course is similar to the above Y9 Attitudes course because the current Y10 did not get this course in Y9. Next year, the Y10 course will change as these pupils will have studied this material while in Y9.

- 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, and how this communication is vital to sexual pleasure.
- Domestic/peer abuse, harassment: the law, effects on mental health, and what to do in instances of unwanted sexual experiences.
- Opportunities for pupils to ask any questions they want to.

RSE in Tutor-led PSHEE

In addition to the above carousels, pupils will have lessons on: Online Shaming; Body positivity; Feminism and Gender Inequality; Forced marriage, HBA and FGM; Race and inequality, as well as on Managing Big Emotions. This year, they will also have a talk that they missed out on last year due to Covid – the RAP Project will come in to talk to them about Consent, the Law, and the influence of the media and porn on their relationships.

The carousel on Values & Citizenship teaches about the law and national institutions but also about tolerance and respecting difference.

Year 10 Non-Examined R.E. – The following RSE topics are covered in *Morality and Ethics* (in addition to the coverage within the RSE lessons listed within these pages):

- 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 sessions for RSE are arranged in lessons 'borrowed' from Science lessons in the Michaelmas term. These 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. There is also an STI quiz to recap understanding here. In addition, tutor-led PSHEE/RSE includes sessions on Screen Time, Anxiety and Grit, as well as an analysis of conflict resolution through an examination of the Middle East conflict.

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

In Y12, pupils have a PSHEE carousel which includes four lessons on Mental Health; while this does not directly refer to RSE, it is relevant in that it explores the relationship with the self and therefore how we interact with others. Pupils also hear a talk from a person living with HIV, and are invited to ask questions. In September 2021, we introduced a new course for all Y12 pupils in Bystander Intervention. This will examine attitudes towards sex and gender within our culture as well as sexual harassment and sexual/domestic violence, before

exploring how, when and why we can safely get involved in situations to prevent harm from taking place. These courses have had a proven and significant effect on reducing harm on US university campuses and our course is based upon a carefully researched programme developed by the University of Western England. Pupils will have fortnightly Bystander Intervention lessons all year.

In tutor-led PSHEE in Y13, pupils have lessons on equality in the world of work, examining attitudes in the work place. They will have lessons that discuss commitment in longer-term relationships and the joys and challenges of parenthood, and will also learn about fertility, IVF, adoption, fostering and surrogacy as well as miscarriage, SIDS and breast feeding. Pupils also hear a talk about healthy vs unhealthy relationships of various sorts, hazing at university/in sports clubs, consent and the law, and where to go if you need help in dealing with a relationship, for yourself or for a friend.

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 remind pupils that disclosure of personal information within lessons may present difficulties around keeping that information confidential within their peer group. Should such disclosure take place, 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, and work with the pupil to get them the support that they need. If the member of staff feels that a pupil is at risk or in danger, they 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, 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. 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 later 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 (Sam Pullan, Arthur Dabrowski and Simon Brunskill) will be the budget holder and will provide for RSE from within that division. Graeme Robertson (Deputy Head, Pastoral) will act as line manager to the PSHEE Co-ordinator (Vicky Stubbs) who, in turn, will work with the Heads of the Lower School, Middle School and 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. Learning during lessons/courses is frequently gauged by means of short baseline assessment activities and

subsequent activities designed to enable both pupils and teachers to assess progress, and we are expanding our use of this type of assessment. The School of Sexuality Education also conducted an RSE audit in 2021.

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 that beliefs can affect perceptions of the acceptability of concepts such as abortion, or when to have sexual intercourse, as well as 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 via the Parent Portal, emails and presentations.
- Answer any questions that parents/guardians may have about the sex education of their child.
- Invite input from parents and carers with regards to our RSE Policy, planned RSE curriculum and arrangements for RSE in school. This will be done via surveys, email/telephone contact, and questions after presentations. The DfE does not require us to accept and act upon every suggestion; however, where we do not feel that we can usefully implement a suggested change, we will attempt to explain our reasoning.

The Right to Withdraw Pupils

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.

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 16th birthday.

Any pupil who is concerned about any aspect of PSHEE or RSE (perhaps due to their own experiences) should liaise with their pastoral link (e.g. tutor or Head of House); while we expect all pupils to access statutory aspects of the curriculum, we can support such pupils by being flexible as to how this is done.

RSE Guidance Sources:

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

- The QCA Guidance for: PSHEE; Sex and Relationship Education; Drugs Education (statutory and non-statutory)
- 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 Statutory Guidance: Relationships and Sex Education (RSE)(Secondary), updated September 2021
- DfE Guidance: Plan your Relationships, Sex and Health Curriculum, September 2020
- DfE Teaching about relationships, sex and health, March 2021
- PSHEE Association
- Keeping Children Safe in Education DfE September 2021
- Sexual Violence and Sexual Harassment between Children in Schools and Colleges, Advice for governing bodies, proprietors, headteachers, principals, senior leadership teams and designated safeguarding leads (September 2021)
- Ofsted Review of sexual abuse in schools and colleges (10 June 2022)
- ISI Commentary on the Regulatory Requirements, September 2021
- ISSRs 2014 Part 1, Paragraph 2(2)(d) and (e), Paragraph 3(i); Part 2, Paragraph 5; Part 3, Paragraph 10
- '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 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 latter is now covered in IT lessons and via ChildNet presentations).
- 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 Relationships and 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 coercion, exploitation and abuse and how to seek help when necessary.

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

- Knowing relevant laws and understanding an individual's rights.
- Learning the importance of the legal protection for people with Protected Characteristics (Equality Act 2010): age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.
- 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 local and national sexual health advice, contraception and support services.
- Learning about reasons for delaying sexual activity, and potential benefits of such delay.

Appendix 3: Actions as a result of parent/carer feedback on our RSE policy and programme

1. Parents commented that appropriate training of RSE teaching staff was vital. We agree. Unfortunately, Covid limitations reduced some of our planned RSE training but in September 2021 we have trained all school staff in ASSV and all RSE staff also received training in Gender, Power and Consent at the start of term. Additionally, teachers of the new Y12 Bystander Intervention training are receiving ongoing training to prepare them for specific lessons.
2. Parents felt that PSHEE and RSE lessons needed to be more interactive, where possible. We agree. This requires greater contact time, so we have introduced the extra RSE carousel in Y9 and the Bystander Intervention lessons in Y12, which will allow a lot more discussion and sharing of ideas.
3. One parent asked if we could split the Policy by age group to make it more 'digestible'. While it would be a huge tome were we to make a separate document for each age group, we have made the topic descriptions for each age group clearer and more detailed in the above policy.
4. Some parents wanted more RSE in the 6th form. Covid meant that the usual talks on HIV and Consent were delayed, but we managed to fit these in before the end of last year and they are planned again for this year. In addition, we have more RSE around relationships and also future RS issues such as fertility and parenting.
5. A few parents discussed assessment of PSHEE progress, which we are also keen to work on in the light of increasing evidence of its value. The PSHEE Coordinator has since been on two courses focused on assessment and this year, we are piloting various forms of assessment of individual lessons or groups of lessons on a similar theme. We have also carried out a summative assessment early in Y9 to check on pupil recall from their Y8 PSHEE/RSE sessions, with relatively promising results; we will use this model again in the future, both as an indicator of where pupils may need more support and as proof to pupils themselves that they are, indeed, learning! (These assessments were not anonymous, allowing us to follow up where answers concerned us.)
6. Some parents wondered if we could assess pupil learning using scenarios in PSHEE/RSE. This is being done now in morning break time discussions with tutors, with guidance from pastoral leads.
7. Parents asked if we could involve boys in being part of the solution re ASSV. The Attitudes course was designed (pre-Everyone's Invited) with this in mind, but we've moved the course into Y9 this year in the hope that this will have a positive impact on sexism and related attitudes throughout the school.
8. Parents asked us to teach their children about porn and sexualised images and why this has such a negative effect on gender perceptions. Porn has been included in more lessons throughout the school, including a lesson on sexualised images in Y7, and teaching about porn and sexism in Y9 and 10. (Y7's ChildNet presentation last year had to happen online due to Covid, so we are revisiting this now that they are in Y8 with a live session from ChildNet.)
9. Some parents wanted to know more about what was being taught when, but around 90% of the 2020 RSE parent survey respondents had not recently looked at the Parent Portal content, which shows the Policy, Overview for the Year and an outline of each term's teaching. We will need to remind parents of this content more often, probably via SchoolPost; this may also provide an opportunity to highlight particular content. (This year, in response to pupil demand, we are also placing the above information on HERO for pupil access.)