

Presdales School



Title	Policy for Personal, Social and Health Education (PSHE) and Relationships and Sex Education (RSE)
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Vision

At Presdales School we promote the importance of Personal, Social and Health Education for our students to enable them to have the knowledge, skills and understanding they need to be equipped for the world they live in. We aim for our students to develop independence, resilience and ambition in order for them to thrive and succeed in everyday life. We strongly believe that students need to know how to keep safe and be healthy and how to manage their academic, personal and social lives in a positive way.

The school vision to equip our students with the skills and attributes to empower them to lead happy and successful lives, enabling them to make a meaningful contribution to our global society, is a key dimension of our PSHE programme. The delivery of PSHE fully embraces the school's values of kindness, integrity, equality, resilience, creativity and ambition. The PSHE programme aims to support students' academic progress to enable them to achieve their potential.

Under government requirements outlined in 'The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019' made under section 34 and 35 of the 'Children's Social Work Act 2017' we will be delivering compulsory Relationships and Sex Education and Health Education to all students.

Overview

PSHE promotes students' personal, social and emotional development, as well as their health and wellbeing. It provides the knowledge, skills and attributes that students need to lead healthy, safe, responsible and fulfilled lives now and in the future.

Students develop knowledge and understanding about all aspects of personal relationships, physical health and mental wellbeing, social issues and financial decisions. These fundamental life skills help them to manage their feelings and to develop emotional intelligence.

Personal Education	This aspect of the curriculum aims for students to develop a clear sense of self-awareness and identity; understanding individual values and opinions; the ability to handle strong emotions. It allows students to investigate and begin to forge their own views and opinions of key issues of the day whilst demonstrating tolerance and respect for others. This provides the opportunity for students to build their knowledge of the worlds of finance and employability.
Social Education	The relationships that students find themselves in are complex and varied from familial to plutonic to intimate and they will investigate the features of healthy positive connections with others, how to manage conflict, loss and bereavement. Our students will build an awareness of risk and danger whilst also knowing where to find additional support from within school and from

	external organisations. It will also outline what the law says about relationship issues including FGM, abuse and sexual harassment.
Health Education	Students are given the opportunity to consider the decisions that they make and how to take responsibility for the care of their body and health - both physical and emotional health. This provides students with current available data and research on which to base their decision-making.
Sex Education	Students will be able to consider the place of sexual relations within intimate relationships. Students prepare for puberty, understand sexual development and sexual health issues. It will cover contraception and consent within relationships.

Responsibilities and Delivery

The PSHE Lead ensures the effective delivery of the PSHE content through the Learn 4 Living programme to all students. Delivery of this programme happens through lessons and assemblies.

In Years 7, 8 and 9 students will have one timetabled lesson per week of Learn 4 Living which is delivered by a member of teaching staff in a growing department.

In Years 10 and 11 students have drop down days at regular points in the year covering the required PSHE content via a variety of themed workshops delivered by specialist staff and/or external providers.

In Years 12 and 13, although not statutory, PSHE is delivered to students tailored to recognised needs (as identified and agreed by the Sixth form leadership team) at regular intervals by specialist staff and/or external providers.

We are committed to developing a team of specialist teachers to deliver the Learn 4 Living programme in a sensitive way with a positive approach. Staff monitor student progress and respond to the needs of individual students. We recognise the importance of regular training and updates for staff to enable students to receive meaningful content and to ensure staff deliver controversial topics in a professional manner with their personal beliefs and attitudes not influencing their teaching. On occasions we do invite outside speakers with specialist knowledge of subjects being taught into school to deliver sessions.

Curriculum

A rigorous programme of study covering all new statutory content, plus additional content relevant for our students, has been developed to deliver a comprehensive exciting and stimulating learning experience for all students.

Teaching has been planned to have the most meaningful impact by breaking down topics into manageable units, with a focus on the clear communication of difficult issues and with as many opportunities as possible for students to relate what they have learnt to real life situations. Where appropriate some topics are revisited in each key stage when students are ready to progress in their learning about issues in more detail due to age related content.

All lessons are taught within a safe environment where all students have the opportunity to ask questions in a non-threatening way. Staff use agreed class ground rules in every lesson to ensure that sensitive topics and difficult concepts are explored in a meaningful manner.

Resources for teaching are sourced from a variety of reputable providers who specialise in the provision of suitable age related information delivered in a sensitive manner. Particular emphasis/use is made of guidance given by the national PSHE Association to ensure we are delivering suitable content.

There are many cross-curricular links within the Learn 4 Living programme. It has been developed to complement the teaching in related subject areas such as a Physical Education, Food Technology, Computing Studies, Science, PRE, Citizenship and SMSC/British Values. Where this is the case, this link is highlighted to students and identified on schemes of work to support planning.

See Appendix A for the Learn 4 Living whole school programme.

See Appendix B for government requirements about what students are required to learn in Relationships and Sex Education teaching.

See Appendix C for government requirements about what students are required to learn about physical health and mental wellbeing.

Relationships and Sex Education (RSE)

RSE aims to give students the information they need to develop healthy and nurturing relationships of all kinds. They learn the attributes of a healthy relationship and what makes a good friend, colleague, a successful marriage or other type of committed relationship. There is an emphasis on the importance of all types of positive relationships in becoming a successful and happy adult. They are taught what is acceptable and unacceptable behaviour in relationships. The link between positive relationships and good mental wellbeing is emphasised, as well as making clear the lasting negative impact of unhealthy relationships on mental health.

Effective RSE teaches students to understand sexuality and to respect themselves and others. We aim to equip students to make safe, informed and healthy choices as they progress into adult life and encourages them to understand reasons to delay sexual activity so that they can develop fulfilling and intimate relationships at appropriate times. Students are taught the facts and the law about sex, sexuality, sexual health, gender identity and pregnancy in an age appropriate, sensitive and inclusive way. Students are taught about a range of perspectives and the need to respect the rights of others to make their own decisions.

Equality

Our PSHE programme has been devised with a view to ensuring we meet the requirements of the Equality Act 2010 so that there is no discrimination against students because of their protected characteristics (which could cover their sex, race, disability, religion, gender reassignment, pregnancy/maternity, marriage/civil partnership or sexual orientation). Equality is a key underpinning principle of PSHE teaching and reasonable adjustments are made to alleviate disadvantage when planning the delivery of related subject material. Every effort is made to use gender-neutral case study examples. There is also no stigmatisation of students based on their home circumstances and areas of learning reflect sensitively that some students may have a different structure of support around them. Positive action is also taken to support students dealing with a particular disadvantage due to a protected characteristic by, for example, adapting the teaching programme for the student body to address relevant issues. We aim to foster healthy and respectful peer-to-peer communication and behaviour through the delivery of PSHE teaching and a whole school approach where we do not accept prejudiced behaviour and any occurrences are identified and tackled.

SEND

PSHE teaching needs to be accessible to all students and the needs of SEND students are of particular importance. We recognise that teaching PSHE to SEND students does require differentiation and adapting the delivery of topics will need to be based on individual needs. Due to the nature of their SEND, these students may be more vulnerable to exploitation and may be more susceptible to social, emotional and mental health issues further emphasising the importance of PSHE teaching to their wellbeing.

Safeguarding

At the heart of our teaching students PSHE is a focus on keeping children safe and we recognise the need for schools to play an important role in preventative education. Part of government guidance on 'Keeping Children Safe in Education' is teaching about safeguarding through the curriculum and this is predominantly delivered through PSHE teaching and assemblies.

At Presdales School the PSHE curriculum has been devised by the PSHE Lead in conjunction with the Designated Safeguarding Lead to ensure that all topics related to safeguarding needs are incorporated into the curriculum plan.

The school's Safeguarding Team play a key role in delivering PSHE lessons that are specifically related to safeguarding. Other sensitive topics are delivered by staff who are part of our Pastoral Team to ensure that they are dealt with appropriately. All staff delivering PSHE lessons know that if a student raises a safeguarding concern with them, that they pass it to the Safeguarding Team in a confidential timely manner (as set out in our Child Protection Policy).

We value the expertise of external speakers in delivering PSHE lessons/assemblies because we know that students benefit from their specialist knowledge of issues in the wider world. When external speakers are invited to deliver PSHE sessions to students, speakers are vetted and they adhere to our Visiting Speakers Agreement to ensure the suitability of what they say to students.

Assessment

Staff will be closely monitoring the progress of students in the Learn 4 Living programme and will use the start/finish topic trackers as a means of gauging improvements in student confidence with the subject material covered. Where appropriate, assessment will be in the form of short quizzes to ensure that students have successfully acquired key knowledge and concepts. Further opportunities for assessment will stem from issues-based content in the form of presentation, role play, feedback, research or extended writing.

Learning walks of lessons and workshop sessions will take place to ensure quality and consistency of content delivery.

Right to Withdraw

Whilst we emphasise the importance of all students receiving the PSHE Learn 4 Living teaching programme throughout their years at Presdales School, we recognise that parents have a right to request that their child be withdrawn from some or all of the sex education delivered as part of statutory Relationships and Sex Education. There is no right for parents to withdraw from Relationships Education or Health Education.

In such circumstances where parents wish to withdraw their child from sex education we follow government guidance in following recommended processes; requests are made to the Head Teacher who discusses the request with the parents and the child to ensure their wishes are understood and to clarify the nature and purpose of the curriculum. Parents can request to withdraw their child up to and until three months before the child turns 16.

Engaging Stakeholders

Presdales School recognises the importance of working alongside stakeholders in order to deliver PSHE with optimum effect for our students. The school staff body was consulted on the adoption of this programme and the views of other stakeholders taken into account.

We recognise that parents have the most significant influence in enabling their children to grow and mature and form healthy relationships. Therefore we strive to work alongside parents in the delivery of PSHE. We aim to keep parents informed on a regular basis about what students are being taught in the PSHE programme so that they can have meaningful conversations at home about issues being covered. At the start of each academic year information is shared as part of the Parents Information Evening for each year group. Then parents are notified about what is being delivered in the term ahead in Key Stage 3 lessons and the content of drop down days for older years before they take place. Any concerns parents may have about topics being covered can then be addressed in advance.

We have also been mindful of our local needs, working alongside key agencies such as our Ware PCSOs and Hertfordshire Mental Health partners. This allows us to address the need for contextual safeguarding so that we can equip our students to make decisions in their local environment as best possible. As a result of this input we adapt our provision of PSHE teaching when new issues arise.

The importance of student voice is emphasised in PSHE teaching and at regular intervals in curriculum teaching (whether at the end of a topic in Key Stage 3 or at the end of a drop down PSHE days for older year groups), student feedback is taken about activities they have enjoyed and topics they would like to cover. Staff feedback is taken at the end of each academic year. When Year 11 students have completed the statutory programme feedback from both students and parents is collected and analysed.

This policy is available to all stakeholders by being posted on our school website and the policy is reviewed every two years with feedback from stakeholders taken into account.

Monitoring and Evaluation

The delivery of the PSHE Learn 4 Living curriculum is constantly reviewed to meet changing needs in the society in which we live. The PSHE Lead and the Designated Safeguarding Lead/Assistant Head meet on a weekly basis to plan and implement the programme of delivery.

On an annual basis the curriculum is reviewed and changes made reflecting the views of stakeholders. The Governing Body PSHE link meets with the Assistant Head on a termly basis to ensure PSHE is delivered effectively. This policy is reviewed every two years and approved by the Senior leadership Team and Trust Board PSHE link.

Appendix A : Learn 4 Living Whole School Programme

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7 Annual assemblies: PCSO Online safety	Transition to secondary school Target setting & feedback	Friendship & bullying Resolving conflict	Puberty & hygiene	Healthy Lifestyle Diet Sleep Healthy eating (tooth decay)	Influences on us - community © Family	Creativity & ambition & enterprise (c)
Year 8 Annual assemblies:	Rights and responsibilities (C)	Relationships - recognising healthy vs unhealthy	Addiction Including impacts of addiction Drugs Alcohol Gambling	Democracy & UK political & judicial system (c)	Managing and coping with stress	Money matters ©
Year 9 Annual assemblies: PCSO drugs	Media and us Appropriate viewing - age restrictions, gaming etc Spotting photoshoping Media persuasion /advert targeting techniques	Basic first aid	Healthy lifestyle What's a healthy lifestyle? Risk with alcohol & drugs (Smashed online) Cancer awareness (self-checking)	Mental wellness - Signs of mental health concerns Common mental health conditions Mindfulness Benefits of physical	Focus on Relationships CSE Healthy rels & Intimate rels Organised crime groups & county lines	Diversity in UK © Democratic/Non democratic beyond UK Elections Discrimination/Racism

	Send us a pic (3)		Smoking & vaping Health: science of blood, organ and stem cell donation	activity	Trust me lessons Separation & bereavement	
Year 10 Annual assemblies PCSO anti-social behaviour	Workshop PM Critical consumer Extremism	Workshop PM -Stereotypes, equality & community -Healthy living (drug/alcohol use)	Whole day -Revision and learning strategies (Glia) -Recognising & managing stress -Caring for your mental health -Online dangers - dark web, fraud phishing,		Whole day -Peer-on-peer/sexual harassment -Finance- savings, banking, payslips - debit /credit/debt (C) -Tolerance/Respect and difference (TBC) (ethnic identity in the UK) (C) -Consent & staying safe in rels; honour based crime, forced marriage -Long term relationships & parenting -UK relationships with the rest of the world © (2021 Y10 UK gov and elections)	
Year 11 Annual assemblies:	Workshop PM Managing a family budget Respectful communities ((HBT bullying)	Workshop AM -Being a responsible digital citizen -Sexual health review -Finance –credit, borrowing & debt -Cancer awareness	Workshop Day -Parenting skills & costs -Managing money; Pensions -Sex & risk (RSE Service) -Taking care of your body -Pregnancy & fertility			

Appendix B: Relationships and Sex Education (RSE) Government Requirements

By the end of secondary schools should have covered the following content:

Families	<p>Pupils should know</p> <ul style="list-style-type: none">• that there are different types of committed, stable relationships.• how these relationships might contribute to human happiness and their importance for bringing up children.• what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.• why marriage is an important relationship choice for many couples and why it must be freely entered into.• the characteristics and legal status of other types of long-term relationships.<ul style="list-style-type: none">• the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.• how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.
Respectful relationships, including friendships	<p>Pupils should know</p> <ul style="list-style-type: none">• the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.• practical steps they can take in a range of different contexts to improve or support respectful relationships.<ul style="list-style-type: none">• how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.• what constitutes sexual harassment and sexual violence and why these are always unacceptable.• the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.
Online and media	<p>Pupils should know</p> <ul style="list-style-type: none">• their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.• about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.<ul style="list-style-type: none">• not to provide material to others that they would not want shared further and not to share personal material which is sent to them.• what to do and where to get support to report material or manage issues online.

	<ul style="list-style-type: none"> • the impact of viewing harmful content. • that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. • how information and data is generated, collected, shared and used online.
Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> • the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. • how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).
Intimate and sexual relationships, including sexual health	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. • that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. • the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. • that they have a choice to delay sex or to enjoy intimacy without sex. • the facts about the full range of contraceptive choices, efficacy and options available. • the facts around pregnancy including miscarriage. • that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). • how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. • about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. • how the use of alcohol and drugs can lead to risky sexual behaviour. • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

'Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers' Department for Education July 2019.

Appendix C: Physical health and mental wellbeing Government Requirements

By the end of secondary schools should have covered the following content:

Mental wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none">• how to talk about their emotions accurately and sensitively, using appropriate vocabulary.• that happiness is linked to being connected to others.• how to recognise the early signs of mental wellbeing concerns.• common types of mental ill health (e.g. anxiety and depression).• how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.• the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.
Internet safety and harms	<p>Pupils should know</p> <ul style="list-style-type: none">• the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.• how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.
Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none">• the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.• the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.• about the science relating to blood, organ and stem cell donation.
Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none">• how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none">• the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.• the law relating to the supply and possession of illegal substances.• the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.• the physical and psychological consequences of addiction, including alcohol dependency.• awareness of the dangers of drugs which are prescribed but still present serious health risks.• the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none">• about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.

	<ul style="list-style-type: none"> • about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. • (late secondary) the benefits of regular self-examination and screening. • the facts and science relating to immunisation and vaccination. • the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.
Basic first aid	<p>Pupils should know</p> <ul style="list-style-type: none"> • basic treatment for common injuries. • life-saving skills, including how to administer CPR. • the purpose of defibrillators and when one might be needed.
Changing adolescent body	<p>Pupils should know</p> <ul style="list-style-type: none"> • key facts about puberty, the changing adolescent body and menstrual wellbeing. • the main changes which take place in males and females, and the implications for emotional and physical health

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