



# **PSHE and RSE Policy**

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**June 2021**

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**June 2022**

**Staff resp. for review:**

**CRO/JCL/SP**

*Realising potential, nurturing leaders of the future*

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## 1. Aims

The aims of personal, social, health and economic (PSHE) education in our school are to enable students to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy in making decisions about risks, challenges and complex situations. It is a safeguarding curriculum that builds students' resilience, skills and confidence to access support when needed.

Norbury welcomes this development as it supports our vision that we want to enable our students to live full and active lives. We promote the value of knowledge and are committed to providing a curriculum which helps to develop strong communication and leadership skills, self-confidence and healthy living.

We strive to keep our students safe and prepare them for the future. We prepare students to embrace their places in the local and global communities. This includes discussing all types of families and relationships in our society.

We want to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship.

## 2. Statutory requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

- We must teach relationships and sex education (RSE) under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
- We must teach health education under the same statutory guidance

Regulations 2019, made under section 34 and 35 of the Children and Social Work Act 2017, make Relationships and Sex Education (RSE) compulsory for all students receiving secondary education.

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children

and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

This is why we have made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools.

In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. At secondary, teaching will build on the knowledge acquired at primary and develop further students' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex.

These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others' wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society."

*Secretary of State Foreword, Relationships Education, Relationships and Sex Education (RSE) and Health Education. DfE Guidance 2019 p.4-5.*

"Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to students, in a carefully sequenced way, within a planned programme of lessons."

*Relationships Education, Relationships and Sex Education (RSE) and Health Education. DfE Guidance p.8*

"All schools must have in place a written policy for Relationships and Sex Education."

*Relationships Education, Relationships and Sex Education (RSE) and Health Education. DfE Guidance p.11.*

The DfE guidance 2019 at secondary school level relates to the 'intimate and sexual relationships, including sexual health' section of the guidance and includes:

- Facts about reproductive health
- Facts about the full range of contraceptive choices
- How sexually transmitted infections (STIs) including HIV/AIDS are transmitted
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment
- Consent and the law

Here at Norbury High School for Girls (NHSG), we include the statutory Relationships, Sex and Health Education within the PSHE curriculum as our students need help and advice to help them develop healthy relationships, not just those of an intimate nature, but of all kinds.

We aim to help them understand what a healthy relationship looks like and teach them what is and is not acceptable behaviour. We want to enable our students to understand and respect who they are and empower them with a voice which enables them to act according to their beliefs and that supports them throughout their lives.

The PSHE and RSE policy at NHSG promotes respect and value for each individual student. The DfE guidance 2019 (p.15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics. Schools within the Trust are free to determine how and when they teach the pupils about LGBT content (Lesbian, Gay, Bisexual, and Transgender) and all pupils are taught the LGBT content at a timely point as part of the curriculum.

At NHSG, we respect the right of students, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be different with our approach to some aspects of RSE and Health Education.

### **3. Content and delivery**

#### **3.1 What we teach**

As stated above, we are required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance (linked to above).

##### Relationships, Sex and Health Education (RSHE)

At NHSG, we teach the elements that form part of the new legal requirement that all maintained schools are expected to have started teaching by the summer term 2021. These subjects are designed to equip children and young people with the knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. [Understanding Relationships, Sex and Health Education at your child's secondary school: a guide for parents](#)

Our PSHE curriculum is taught in scheduled PSHE lessons and supports young people through their physical, emotional and moral development which helps them learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. As required by the Government by the end of secondary school, students will have been taught content on:

- mental wellbeing

- being safe
- online media, internet safety and harms
- changing adolescent body
- health and prevention
- healthy eating
- physical health and fitness
- basic first aid
- families
- respectful relationships, including friendships
- drugs, alcohol and tobacco
- intimate and sexual relationships, including sexual health

For all aspects of PSHE, including RSE and health education see the curriculum map (Appendix 1) for more details about what we teach in each year/Key Stage - we may need to adapt it as and when necessary.

### **3.2 How we teach it**

- All students are taught PSHE and RSE for one hour per fortnight and taught by tutors and/or specialist staff
- These lessons are developed by © Jigsaw PSHE Ltd and when applicable supported by specialist outside agencies as well as through year group daily messages, assemblies and special events
- Many elements are also delivered across the curriculum such as within ICT, citizenship, science, PE and Religious Education lessons

PSHE is also delivered through activities which are not part of subject specific lessons:

- Assemblies
- Tutorial work
- ICT
- Student voice
- Work with outside agencies
- Educational visits and activities
- Assemblies
- Careers interviews
- Charity and fundraising initiatives
- Extracurricular activities, e.g. The Duke of Edinburgh's Award, careers and other key enrichment events

- Visitors are invited into school because of the particular expertise or contribution they are able to make and are supervised/supported by a member of staff at all times
- Form tutors teach their form groups; we also use outside agencies such as school nurses, the Safer Schools Police Officer and the [Daniel Spargo-Mabbs Foundation](#)
- All students are included in lessons, regardless of ability or special educational needs and/or disability; if students have a 'student passport' created by the learning support team, then the teacher will adapt the lesson to meet the needs of that particular student
- In our staff training sessions we emphasise the importance of teachers not letting their personal beliefs and attitudes influence teaching
- If teachers have concerns about their ability to teach certain areas of the curriculum without letting their personal beliefs and attitudes affect them, they should speak to JCL or SP
- The school follows the © [Jigsaw](#) PSHE Ltd scheme of work for secondary schools
- PSHE is not an exam based subject, teachers will therefore not grade student work according to levels but will follow the school policy on reporting on the completion of work and effort that students make in their lessons and homework tasks; homework may include independent reading, conducting a survey, research or questionnaire, writing a report, gathering information, learning facts or any other relevant application

## 4. Roles and responsibilities

### 4.1 The governing board

The governing board will approve the PSHE and RSE policy, and hold the headteacher to account for its implementation.

### 4.2 The headteacher

The headteacher is responsible for ensuring that PSHE is taught consistently across the school.

It is also their responsibility to manage any requests to withdraw students from non-statutory components of RSE

### 4.3 Staff

Staff are responsible for:

- Delivering PSHE and RSE in a sensitive way
- Modelling positive attitudes to PSHE and RSE
- Monitoring progress
- Responding to the needs of individual students

- Responding appropriately to students whose parents / carers wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

#### 4.4 Students

Students are expected to engage fully in PSHE and RSE and, when discussing issues related to PSHE and RSE, treat others with respect and sensitivity.

There is an expectation that all students fully engage in PSHE and RSE.

#### 4.5 Parents

All parents have access to the PSHE and RSE policy and are invited to feedback directly to the school and participate with surveys and questionnaires as part of our consultation

- Right to withdraw

Parents/carers have the right to request their child be withdrawn from some or all parts of sex education delivered, but not from sex education within the national curriculum which includes elements such as puberty and reproduction which is also within the science curriculum in all maintained schools. Parents also are unable to withdraw their child from Health Education or the Relationships Education element of Relationships and Sex Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

For Sex Education, the following definition is used:

‘Human reproduction and sexual behaviour’

Including:

- How human reproduction can happen (e.g. sexual intercourse, IVF, surrogacy)
- Anatomy and biology
- Reproductive health, choices, rights and responsibilities
- Sexual behaviour and sexual health, risks, reasons, rights and responsibilities

A request to withdraw must be made in writing and submitted to the headteacher for consideration. The headteacher retains the right to grant parents'/carers' requests until three terms before the child turns 16. Three terms before students turn 16, they can opt back into sex education against their parent's/carer's wishes. Should this occur, the school will provide sex education during one of the three remaining terms. Those parents/carers wishing to exercise this right are invited to discuss their objections and concerns and reflect on the impact withdrawal may have on their child. Parents have the right to withdraw students from non-statutory components of RSE up to the age of 16 (or up to three terms before their 16th birthday)

[Understanding Relationships, Sex and Health Education at your child's secondary school: a guide for parents](#)

See Appendix 2: Parent form: withdrawal from sex education within RS.

## 5. Monitoring arrangements

The delivery of PSHE is monitored by JCL and SP through:

- Learning walks, feedback from staff and students
- Monitoring of students' folders

This policy will be reviewed by JCL and SP annually. At every review, the policy will be approved by the governing board and headteacher.

## **6. Links with other policies**

This policy links to the following policies and procedures:

1. Safeguarding Policy,
2. Teaching and Learning Policy,
3. Behaviour and Anti-bullying Policy, and
4. Remote Learning Policy.



# Appendix 1

## Curriculum overview Sept 2021 - July 2022

Year/Age	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 7 (11-12)	Unique me, differences and conflict, my influences, peer pressure, online safety, sexting, consequences, online legislation	Bullying, prejudice and discrimination, Equality Act, bystanders, stereotyping, challenging negative behaviour and attitudes	Celebrating success, identifying goals, employment, learning from mistakes, overcoming challenges, planning skills, safe and unsafe choices, substances, gangs, exploitation, emergency first aid	Stress and anxiety, managing mental health, physical activity and mental health, effects of substances, nutrition, sleep, vaccination and immunisation, importance of information on making healthy choices	Characteristics of healthy relationships, healthy romantic relationships, consent, relationships and change, emotions within friendships, being discerning, assertiveness, sexting	Puberty changes, FGM, breast flattening/ironing, responsibilities of parenthood, types of committed relationships, happiness and intimate relationships, self-esteem, self-image, brain changes in puberty, sources of help and support
Year 8 (12-13)	Self-identity, family and identity, stereotypes, personal beliefs and judgements, managing expectations, first impressions, respect for the beliefs of others. Active listening	Positive change made by others, how positive behaviour affects feelings of wellbeing, social injustice, inequality, community cohesion and support, multiculturalism, race and religion, prejudice, LGBT+ bullying	Long-term goals, skills, qualifications, careers, money and happiness, ethics and mental wellbeing, budgeting, variation in income, positive and negative impact of money, online legal responsibilities, gambling issues	Long-term physical health, responsibility for own health, dental health, stress triggers, substances and mood, legislation associated with substances, exploitation and substances, medicine, vaccinations, immunisation Blood donation	Positive relationship with self, social media and relationship with self, negative self-talk, managing a range of relationships, personal space, online etiquette, online privacy and personal safety, coercion, unhealthy balance of power in relationships, sources of support	Types of close intimate relationships, physical attraction, legal status of relationships, behaviours in healthy and unhealthy romantic relationships, pornography, sexuality, alcohol and risky behaviour
Year 9 (13-14)	Perceptions about intimate relationships, consent, sexual exploitation, peer approval, grooming, radicalization, county lines, risky experimentation, positive and negative self identity, abuse and coercion, coercive control	Protected characteristics, Equality Act, phobic and racist language, legal consequences of bullying and hate crime, sexism, ageism, positive and negative language, banter, bullying in the workplace, direct and indirect discrimination, harassment, and victimisation. Prejudice, discrimination and stereotyping	Personal strengths, health goals, SMART planning, links between body image and mental health, non financial dreams and goals, mental health and ill health, media manipulation, self-harm, anxiety disorders, eating disorders, depression	Misperceptions about young peoples' health choices, physical and psychological effects of alcohol, alcohol and the law, alcohol dependency, drug classification, supply and possession legislation, emergency situations, first aid, CPR, substances and safety, sources of advice and support	Power and control in intimate relationships, risk in intimate relationships, importance of sexual consent, assertiveness skills, sex and the law, pornography and stereotypes, contraception choices, family planning, STIs, support and advice services	Mental health stigma, triggers, support strategies, managing emotional changes, resilience and how to improve it, reflection on importance of sleep in relation to mental health, reflection on body and brain changes, stereotypes
Year 10 (14-15)	Human rights, societal freedom, understanding safety in UK and beyond, ending relationships safely, stages of grief, loss and	Equality including in the workplace, in society, in relationships. Equality and vulnerable groups. Power and control	Impact of physical health in reaching goals, relationships and reaching goals, work/life balance, connections and impact on mental	Improving health, sexual health, blood-borne infections, self examination, diet and long-term health, misuse of prescription	Sustaining long-term relationships, relationship choices, ending relationships safely, consequences of relationships ending e.g.	Impact of societal change on young people, role of media on societal change, reflection on change so far and how to manage it

	bereavement, social media and culture, use of online data, threats to online safety, online identity, assessing and managing risk		health, benefits of helping others, online profile and impact on future goals	drugs, common mental health disorders, positive impact of volunteering, common threats to health including chronic disease, epidemics, misuse of antibiotics Organ donation Stem cells	bullying, revenge porn, grief-cycle. Divorce and separation, impact of family breakup on children, understanding love, fake news and rumour mongering, abuse in teenage relationships. Legislation, support and advice	successfully, decision making, sexual identity gender, spectrum of sexuality, stereotypes in romantic relationships, sexual identity and risk, family change, sources of support.
Year 11 (15-16)	Equality in relation to disability including hidden, consequences of not adhering to Equality Act, employers' responsibilities, benefits of multicultural societies, impact of unfair treatment on mental health, misuse of power, campaigning for equality		Aspiration on; career, finances, relationships, health. Skills identification, realistic goals, gambling, financial pressure, debt, dream jobs, skill set, education and training options, long term relationship dreams and goals, parenting skills and challenges, resilience, what to do when things go wrong.	Managing anxiety and stress, exam pressure, concentration strategies, work life balance, sexual health, hygiene, self examination, STIs, sexual pressure, fertility, contraception, pregnancy facts and myths, identifying a range of health risks and strategies for staying safe	Stages of intimate relationships, positive and negative connotations of sex, protecting sexual and reproductive health, safely ending relationships, spectrum of gender and sexuality, LGBT+ rights and protection under the Equality Act, "coming out" challenges, LGBT+ media stereotypes, power, control and sexual experimentation, forced marriage, honour-based violence, FGM and other abuses, hate crime, sources of support	
Year 12/13 (16-18)	<b>Careers, Finance and Independence</b>	<b>Sex, Relationships and Society</b>	<b>Health and Wellbeing</b>	<b>Exam Stress</b>		
	Apprenticeships, applications and university personal statements, UCAS, employability skills, plagiarism, job research, work ethic motivation, leadership skills, payday loans, personal branding, pensions and retirement, renting or buying a property/car, careers problem solving, my bank, Barclays life skills.	Global warming, critical thinking - fake news, honour based violence, social justice, date rape, feminism, free speech/hate speech, ageism, controlling relationships, sex and media, cultural appropriation, online subcultures and extremism, sex readiness and encounters, identity and rights - LGBT, disability access.	Drugs - A,B and C , tobacco, gender and identity, relaxation, alcohol awareness, healthy eating/diet/mental health, emotional wellbeing, healthy eating obesity and BMI, STI clinics and advice, yoga.	Elevate Education - Time management; ace your exams, study elevation, memory mnemonics, study sensei, effective note taking.		

## Appendix 2

### Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	