

PSHE (RSHE) Policy

Reviewed: 16th October 2024

Date for next review: October 2027

Member of staff responsible: N Martin



ST HILDA'S
CE HIGH SCHOOL

WISDOM
HOPE
COMMUNITY
DIGNITY
EQUALITY
DIVERSITY

Introduction

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

An amendment to the Children and Social Work Act 2017 made **Relationships and Health Education** at primary; and **Relationships, Sex, and Health Education** at secondary, statutory subjects. This is statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

This PSHE policy is also informed by Keeping Children Safe in Education, The Equality Act 2010, Mental Health and Behaviour in Schools, Preventing & tackling bullying, Sexual violence and sexual harassment between children in schools and colleges, Promoting Fundamental British Values as part of SMSC in schools, Education for a connected world, Parental engagement on relationship education, Tackling Child Sexual Abuse Strategy, UK Council for Internet Safety: Sharing of nudes and semi-nudes guidance for schools.

PSHE at St Hilda's CE High School

PSHE at St Hilda's is shaped by our Christian vision and values and our belief that promoting the health and happiness of all pupils allows them to flourish; to fully access the wider curriculum and manage their lives in a positive way. We believe that our curriculum is broad, balanced and age appropriate; it is progressive and meaningfully delivers our statutory obligations. Our curriculum allows for the personal development of all pupils, including our SEND pupils, and the knowledge to recognise healthy and unhealthy behaviours and where to go for help. We want our pupils to develop the skills to have positive relationships with themselves and others, to know and understand the Protected characteristics of the Equality Act 2010 and how to be an ally to vulnerable groups. We want to provide all pupils and staff with rich and meaningful opportunities to shape our curriculum and be courageous advocates for Equality and change in the World. We intend pupils to be curious about world-wide events and understand, respect and learn from the different communities and cultures that are represented in Liverpool and the wider world and to give them the opportunity to celebrate and feel a sense of belonging.

PSHE at St Hilda's CE High School is delivered to all students in accordance with the school's Equal Opportunities Policy and the requirements of the laws listed above.

It has been approved following consultation with relevant Heads of Department (Science, Religious Studies, ICT/Computing, Child Development and PE) as well as students, parents, governors and staff involved in teaching PSHE (RSHE).

A copy of this policy is available on the school's website as well as through the school's portal. A hard copy is available at Reception. Curriculum information is also published on the school portal.

Aims

Our PSHE policy will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Stay safe in the on and off-line world
- Remain physically healthy and seek appropriate support to do so
- Remain emotionally healthy and seek appropriate support if they are worried about their mental health
- Form and maintain healthy and safe relationships
- Identify and manage risk
- Live and work with others
- Be active citizens, to appreciate the beauty of the world around them and to consider the possibility of something greater than themselves
- Understand their own and others' values, rights and responsibilities
- Consider their aspirations and develop resilience for life challenges ahead
- Live in a democratic society
- Develop personal skills such as effective communication, assertiveness, budgeting and wider life-skills

PSHE Programme Content Overview

Year Group	Summary of themes
Year 7	<ol style="list-style-type: none"> 1. RSHE / Wider safety – What do you Hope for? (Hopes and dreams for the future, vision and values, online safety). 2. RSHE / Wider safety / Citizenship – What is Equality? (Hate crime, Healthy relationships). 3. Citizenship – what does Community mean? (Being British, Democracy, rule of law, rights and responsibilities). 4. Metacognition. 5. RSHE – what does Wisdom mean? (puberty, personal hygiene, FGM). 6. RSHE – What makes us unique? (visible difference and neurodiversity).
Year 8	<ol style="list-style-type: none"> 1. RSHE / Wider safety – What do you Hope for? (Hopes and dreams for the future, Danger of drugs, alcohol, smoking and vaping). 2. RSHE / Wider safety / Citizenship – What does Equality mean? (Healthy romantic relationships, re-cap Equality Act and Hate crime, Healthy relationships including online / pupils also taught 5 lessons during the year by Year 10 mentors as part of Mentors in Violence Prevention programme with Merseyside Youth Association). 3. Citizenship – what does Community mean? (Being British, Democracy, rule of law, rights and responsibilities). 4. Metacognition.

	<ol style="list-style-type: none"> 5. RSHE – what does Wisdom mean? (Mental Health, Body Image, eating disorders, self harm). 6. SMSC – topic changes each year and is linked to whole school Cornerstone Week.
Year 9	<ol style="list-style-type: none"> 1. RSHE / Wider safety – What do you Hope for? (Hopes and dreams for the future, influence and drugs). 2. RSHE / Wider safety / Citizenship – What does Equality mean? (Re-cap Equality Act and Hate crime, Gender, and Gender stereotyping, Sexual assault). 3. Citizenship – what does Community mean? (British values, where laws come from, police, courtroom trials). 4. Metacognition. 5. RSHE – what is a Healthy intimate relationship? (Healthy relationships vs unhealthy relationships, unintended pregnancy). 6. SMSC – topic changes each year and is linked to whole school Cornerstone Week.
Year 10	<ol style="list-style-type: none"> 1. RSHE / Wider safety – What do you Hope for? (Hopes and dreams for the future, gangs). 2. Citizenship – what does Community mean? (Democracy, monarch, laws and voting). 3. Metacognition. 4. RSHE – what is a Healthy intimate relationship? (Re-cap Hate Crime and Protected characteristics, healthy relationships, sexual harassment and online safety). 5. RSHE / Safety – What is a family? 6. SMSC – topic changes each year and is linked to whole school Cornerstone Week.
Year 11	<ol style="list-style-type: none"> 1. Metacognition. 2. Citizenship – what does Community mean? (British values, fighting for social justice, extremism).
<p>In addition to above, all pupils take part in wider personal development (Cornerstone curriculum) during form period each morning.</p> <p>This includes:</p> <ul style="list-style-type: none"> - Careers and Unifrog. - Opportunities to develop spirituality and consider big questions. - Picture News reflection (World News). - PSHE focused tasks throughout the year with PSHE themes including Black History month, World Philosophy Day, Stephen Lawrence, Consent, Work experience etc). - Diversity Champions hold meetings throughout the year which informs our Cornerstone (PSHE) Curriculum. - Diversity Week (SMSC)– whole school programme in July based around Protected Characteristics (in July 2023 it was based on Faith and what it means to be British). - St Hilda’s Reads – pupils read 3 times a week (also involves PSHE reflections). <p>AND External talks / visitors from organisation such as Talk the Talk, who support delivery of statutory RSHE.</p>	

Relationship and Sex Education (Relationships, Sex and Health Education)

Definition of Relationships, Sex and Health Education (RSHE)

From September 2020, Relationships and Sex Education is compulsory for all secondary schools as set out in the DfE Guidance. For all maintained schools there is also a statutory duty to provide Health Education.

Parental withdraw from sex education

Parents and carers have the right to request that their child be withdrawn from some or all of sex education. They cannot withdraw from any Relationships or Health Education lessons (Section 50, DfE, 2020, Relationships Education, Relationships and Sex Education (RSE) and Health Education). Before granting any such request we seek to work with parents / carers and, as appropriate, with the pupil to ensure that their wishes are understood and to clarify the nature and purpose of our PSHE curriculum. We will document this process to ensure a record is kept.

Once those discussions have taken place, except in exceptional circumstances, the school will respect the parents' request to withdraw the pupil, up to and until three terms before the pupil turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education. (DfE, 2020, Relationships Education, Relationships and Sex Education (RSE) and Health Education).

Requests for withdrawal should be put in writing, using the form in Appendix 2 and addressed to the Headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

RSHE policy and curriculum aims to:

- give all students objective and accurate information concerning sexual relationships;
- equip them to make considered decisions about their own relationships;
- encourage them to respect the needs and rights of others;
- foster a sense of moral responsibility;
- develop the skills to avoid unwanted sexual experiences;
- provide a knowledge of how the human body functions and how it develops so that students understand the changes that are happening to their bodies and how these will affect them;
- develop self-esteem, self-awareness and communication skills;
- provide support and information for young people and their parents;
- provide a secure environment where issues can be explored;
- provide opportunities for students to talk with adults, who are prepared to engage with them about issues that are concerning them;
- Encourage students to accept that others' sexuality may be different from their own;
- Teach students about aspects of the law regarding sexual relationships and sexuality;
- Provide a framework in which sensitive discussions can take place;
- Create a positive culture around issues of sexuality and relationships.

RSHE in Key Stage 3

At this age students are going through the early stages of puberty. The topics covered are:

- Changes to the body, emotions and mental health during puberty.
- Human fertility.
- Contraception.
- Personal responsibility for Health (e.g. personal hygiene, healthy habits, internet use).
- The menstrual cycle.
- Sexual Relationships and an individual's health (including STIs, HIV and AIDs).
- Introduction to consent and thinking about personal boundaries and how to set them.
- The effect of the media and the internet on body image.

RSHE in Key Stage 4

The topics covered in Key Stage 4 are:

- Human Fertility - how males and females differ in their fertility.
- The impact of the Internet and mobile technology on sexual issues and how this might be different for boys and girls.
- Pornography and the potential for it to affect their relationships and expectations.
- Peer pressure and how it may affect the choices they make.
- Choices and alternatives to different sexual situations.
- Consent in the context of relationships.
- Self care (breast and testicle examination).
- Healthy and unhealthy relationships.
- Teenage parenthood.

How PSHE is organised, monitored and evaluated in school

The PSHE curriculum is taught in Key Stages 3, 4 and 5. (See Appendix 1: By the end of secondary school pupils should know).

The time allocated to PSHE in each year group is:

- KS3 – one hour lesson every other week, in addition to PSHE delivered as part of the Cornerstone Curriculum (form time) including careers.
- KS4 – one hour lesson every other week, in addition to PSHE delivered as part of the Cornerstone Curriculum (form time) including careers.

The PSHE programme is led by N Martin, Head of PSHE who leads the review of teaching and learning and uses this to ensure the PSHE programme remains current, closely matched to students need, and that teaching and learning is effective. There are currently five other teachers of PSHE – M Bebb, S Gault, T Rahman, A. Gorst. Mr R Bellmon, Deputy Head, is responsible for monitoring, evaluation and subject leadership and reports to school Governors.

The role of the Headteacher and Governing body

Our Governing body ensures:

- all pupils have an entitlement to PSHE;
- the school is fulfilling its statutory obligations in regard to PSHE;
- all pupil make progress in regard to PSHE;
- PSHE is led effectively, managed, timetabled, resourced and well-planned so the school fulfils its statutory obligations;
- the quality of PSHE provision is subject to regular monitoring and evaluation;
- teaching is delivered in ways that are accessible to all pupils;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn from sex education outside of any statutory elements.

The headteacher and governors monitor this policy on a regular basis. Parents are consulted on this policy and have the opportunity to express their views.

Governors require the headteacher to keep a written record, giving details of the content and delivery of PSHE that is taught in school. Governors scrutinise materials to check they are in accordance with the school's ethos and values framework, and meet safeguarding obligations.

PSHE and Safeguarding

Inevitably the key themes regarding safeguarding pupil wellbeing are topics that are taught within PSHE. Safeguarding is a statutory duty and we ensure there is appropriate content within PSHE to educate pupils about keeping themselves and others safe. This includes pupils learning about relevant UK legislation such as the Equality Act 2010, laws around sexual harassment and abuse, and other criminal behaviours.

The PSHE Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and students alike, is vital in PSHE. A variety of approaches are used to give students relevant information, enabling issues to be explored through discussion and to allow acquisition of appropriate skills. A safe environment for discussion is created by the use of ground rules and distancing techniques so that pupils discuss issues 'theoretically' e.g., through a case study or a scenario, rather than drawing on the personal experiences of pupils. A wide range of appropriate resources is available to teachers of PSHE. These are available for inspection by parents on request.

Teachers recognise the importance of listening to the concerns of young people, particularly those who may find it more difficult to express emotions. Students will have the opportunity to ask questions both openly and in an anonymous way. For example, in lessons on puberty, both the boys and girls have an opportunity to ask questions that may be concerning them by submitting them on a piece of paper. Both formal and informal PSHE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the PSHE Subject Lead or Designated Safeguarding Lead if they are concerned or need support.

Disclosures in PSHE

Staff are aware that sometimes disclosures may be made during PSHE lessons; in which case safeguarding procedures are followed as appropriate. Sometimes it is clear that certain pupils may need time to talk one-to-one after the lesson closes, or needs to be signposted to further sources of advice or support. If disclosures occur, the school's confidentiality policy is followed.

As a general rule a pupil's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, they will talk to the Designated Safeguarding Lead (DSL) who takes action as laid down in the school's safeguarding policy. All staff members are familiar with the policy and know the identity of the DSL. The pupil concerned will be informed that confidentiality is being breached and reasons why. The pupil will be supported by staff throughout the process.

Students are deemed to be at risk if they are:

- involved in situations where they can endanger themselves or others.
 - involved in situations where they are being exploited or are exploiting others.
 - Victims of abuse, physical/sexual or emotional – this would require referral to the Designated Member of Staff for Safeguarding Children.
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Inclusion

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are LGBTQ+ and those from different cultural and faith backgrounds. Our inclusive PSHE fosters good relations between pupils and tackles all types of prejudice and discrimination.

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006). *"Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours. School pastoral and behaviour policies should support all pupils."* (DfE, 2019).

Consistent with the values already described and as a faith school, we will ensure that students are offered a balanced programme that includes many different viewpoints to particular situations,

including different faith perspectives. When looking at particular issues students will be taught that different groups hold to different principles. Exploring different viewpoints does not mean that the school supports that viewpoint. Pupils are also taught how UK law does not give unfettered rights to individuals so they can be abusive and intolerant of others if they have a different opinion or perspective.

Meeting the needs of all pupils

Students have been asked for feedback on topics and individual sessions and student satisfaction is high. Various online surveys are also conducted throughout the year and feedback is given through our Diversity Champions. Several lessons have been developed as a result of student feedback and requests.

How will we ensure inclusion and differentiate learning?

We will identify students' different starting points and ensure that all students' situations are understood. If a student has a Learning Support Assistant (LSA) this LSA will be assigned to them (unless there is a gender issue when other provision will be made).

We will require students to respect and appreciate many different viewpoints and use these to inform their own decisions. All staff teaching PSHE will be expected to do the same.

The Involvement of Parents and Carers

We are committed to working with parents and carers. We will offer support by:

- Making this document available on the school website, on the portal and by providing hard copies.
- Explaining our PSHE policy at the Year 7 parents welcome evening.
- Offering a question and answer evening to parents early in the autumn term.
- Sending out an electronic parental survey.

We notify parents about SRE topics by letter and/or email in Year 7, 9 and 10.

Parents and carers have the right to see sample materials used within the teaching of PSHE and can do so by prior appointment with a member of staff, or at any open evening the school chooses to hold about this curriculum area.

St Hilda's CE High School gives serious consideration to any comments from parents/carers about the sex education programme, and makes a record of all such comments.

Links with other policies and curriculum in school

The biological aspects of human sexual behaviour and contraception are delivered in National Curriculum Science. These lessons develop scientific knowledge and understanding and do not deal with values, beliefs and attitudes. Where aspects of sexual relationships arise in any other area of the curriculum they are considered in accordance with the values and beliefs framework of this policy. These lessons will involve any students who have been withdrawn from the PSHE Sex Education Programme. Teachers should act with professional judgement and respect students' and parents'

views and sensitivities. Moral choices are also covered in Religious Education; these include looking at fertility and fertility treatment in year 11.

The ICT department will also complete some work on responsible use of the internet as well as moral choices involved.

PSHE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including these:

- Anti-Bullying Policy
- Behaviour Policy
- Confidentiality Policy
- Equal Opportunities Policy
- Health and Safety Policy
- ICT Policy and Safe Internet Use Policy
- Inclusion Policy
- Safeguarding/Child Protection Policy
- SEND Policy
- Visitor Policy
- Teaching and learning Policy
- Other curriculum subjects e.g., Science, Re and Careers

Use of visitors

The headteacher and/or the PSHE Subject Lead will liaise with external agencies regarding the school PSHE programme and ensures that all adults who work with students on these issues are aware of the school policy, and that they work within this framework as part of the school's quality assurance processes.

Policy Dissemination

This policy is available on our school website where it can be accessed by the community. Training is regularly delivered to staff on the policy content. Copies are available from the school office on request from parents/carers.

Policy Review

This policy is reviewed annually.

	Signed Headteacher	Signed Chair of Governors
Date of review:		
Date of next review:		

Appendix 1: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<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. • 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	<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. • 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.

TOPIC	PUPILS SHOULD KNOW
Online and media	<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. • 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. • 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	<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	<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. • 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.

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/Carer signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/carers	Include notes from discussions with parents and agreed actions taken. Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the library.

