



PSHE RELATIONSHIPS AND HEALTH EDUCATION POLICY

Document Number:	ROM011
Version Number:	1
Responsibility	Assistant Headteacher
	ADMIN USE ONLY
Approval Date:	24/01/24
Approval Meeting:	RLGB 24Sp1
Scheduled Review Meeting:	RLGB 25Sp1



Change Log:

24/01/24

Section 1 Legal Framework and additional policies to read in conjunction, added.

Section 2 Rationale - expanded and updated.

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1. LEGAL FRAMEWORK

- 1.1. This policy has due regard to legislation and statutory guidance, including but not limited, to the following:
 - Education Act 2002
 - DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
 - DfE (2019) 'Keeping Children Safe in Education'
 - Children and Social Work Act 2017
 - Education – fifth report: Life lessons: PSHE and SRE in schools, Commons Education Committee inquiry into PSHE, 11th February 2015 (this report recommends that PSHE is made statutory).
 - Personal, social, health and economic (PSHE) education: a review of impact and effective practice, DfE, March 2015
- 1.2. This policy will be followed in conjunction with the following school policies and procedures:
 - Behaviour for Learning Policy
 - Careers Policy
 - Child Protection and Safeguarding Policy
 - Quality of Education Policy

2. RATIONALE

- 2.1. PSHE is a non-statutory subject. The National Curriculum has three statutory aims, for all children to become successful learners; confident individuals and responsible citizens.
- 2.2. This **statutory content** – referred to as RSHE – covers Relationships and Sex Education (RSE) at key stages 3 and 4. This came into place from September 2020 under the Children and Social Work Act 2017 <https://www.legislation.gov.uk/ukpga/2017/16>.
- 2.3. Schools must teach about physical health as part of statutory Health Education. Learning about physical health includes food choices, physical activity, balanced lifestyles, drugs and alcohol education, first aid, sleep, dental health and more.
- 2.4. Teaching about mental health and emotional wellbeing is a requirement as part of statutory Health Education - helping children and young people to understand their own and others' emotions, develop healthy coping strategies and seek appropriate support.
- 2.5. The Education Reform Act of 1988 requires all schools to provide a broad and balanced curriculum that:
 - Promotes the spiritual, moral, social and cultural development of pupils at the school and of society
 - Prepares pupils for the opportunities, responsibilities and experiences of adult life
- 2.6. Talking openly about mental health issues is an effective means of breaking down any associated stigma equipping pupils to adopt healthy behaviours and strategies from an early age, and to seek trustworthy support when they or their friends need it. Protective learning – including good communication, problem-solving, healthy coping skills, resilience and recognising emotions – can reduce the risk of pupils turning to unhealthy coping mechanisms. These factors lay the foundations for more specific learning about mental health, including a focus on issues such as depression, anxiety and eating disorders.

3. AIMS

- 3.1. Personal, Social, Health and Economic (PSHE) Education is a school curriculum subject that develops the knowledge, skills, attributes and core skills that all pupils need in order to keep healthy, happy and safe, preparing them for life and work in modern Britain. Our PSHE curriculum aligns with our school ethos, values, rules and core skills and enables pupils to understand the relationship between maintaining good physical, mental and emotional health, focusing on well-being and future life achievements.
- 3.2. Finance education, citizenship and careers education are taught within and alongside our PSHE curriculum.
- 3.3. All staff have a responsibility for the personal and social development of pupils, including the promotion of pupils' Spiritual, Moral, Social and Cultural (SMSC) development and promoting fundamental British values. This policy sets out the approach taken by the entire school community in supporting pupils' personal and social development and well-being.

- 3.4. High quality PSHE education provides a framework through which such capacities can be developed and applied to some of the most pressing issues facing our young people today (see appendix 1 for an outline of the curriculum). Evidence¹ shows that well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged. By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, an effective PSHE programme can tackle barriers to learning, raise aspirations, and increase opportunities for all of our pupils.

4. THE PSHE CURRICULUM

- 4.1. The Programme of Study sets out learning opportunities for key stage 3/4 based on three core themes:
- Health and Wellbeing core theme
 - Relationships core theme
 - Living in the wider world
- 4.2. Many of the learning opportunities, particularly in key stages 3 and 4, refer to 'managing' or 'responding to' challenging situations. By these terms we mean a variety of strategies which, depending on the context, might include: being able to identify risks or warning signs; resisting internal or external pressures; making informed decisions; exit strategies for unsafe situations; and knowing whom, how and when to ask for help, including reporting concerns.
- 4.3. At Key Stage 3, students build on the knowledge and understanding, skills, attributes and values they have acquired and developed during the primary phase. PSHE education acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life. Students learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media.
- 4.4. At Key Stage 4, students deepen knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during key stage 3. PSHE education reflects the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.
- 4.5. Even though much of 'Living in the wider world' is not included in statutory requirements, the theme as a whole remains vitally important for pupils' personal development and economic well being, as well as in supporting schools to meet the Gatsby Benchmarks for careers education as part of the DfE Careers Strategy.
- 4.6. PSHE lessons are timetabled for one lesson per two week cycle in Years 7, 8 and 9 and once a week in Y10. Y11 have their PSHE delivered through our assembly and tutor programme each week. PSHE lessons are taught by a team of experienced teachers who are dedicated to improving pupil outcomes.
- 4.7. The key principles of our PSHE provision:
- We recognise that young people bring prior knowledge and real life experiences to their learning. Our programme respects and builds on this, providing an engaging and challenging curriculum that reflects the needs of our pupils and encourages them to develop their existing knowledge and understanding.
 - We aim to provide a safe and supportive learning environment where pupils can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives.
 - We take an ethical and positive approach to curriculum planning which does not attempt to induce shock or guilt in pupils but focuses on how to keep themselves and others healthy, happy and safe.
 - We provide realistic, relevant and up-to-date information which reinforces positive social norms and challenges any preconceptions - including any preconceived ideas about what is 'normal'.
 - The PSHE programme enables pupils to develop their core skills by tackling real-life issues sensitively, creatively and collaboratively, reflecting on their learning and taking ownership of their own decisions and choices in life.
 - Pupils are encouraged to take responsibility for their own learning and reflect on their progress through the use of class discussion, formative assessment, and pupil voice activities. In this way, pupils are empowered to contribute to the PSHE programme by highlighting the aspects of the curriculum that they find most useful, and suggesting further content they would like to receive.
- 4.8. Monitoring, Evaluation and Review

- 4.8.1. The Curriculum Leader for PSHE will monitor the planning, teaching and learning of PSHE regularly through the use of department meetings, learning walks, pupil voice, reflecting upon statutory changes, and finally, by working with Progress and Curriculum Leaders across the school.

4.9. Child Protection

- 4.9.1. Due to the nature of the topics covered in the PSHE programme, all teachers are made aware of the school's guidelines on confidentiality and disclosure. The boundaries around confidentiality, disclosure and safeguarding are also made clear to pupils at the start of the school year in their PSHE lessons and regularly throughout the programme.

4.10. Assessing impact

- 4.10.1. The impact of PSHE lessons is measured primarily in the following ways:
- Formative assessment - PSHE teachers use formative assessment within every lesson to check pupil understanding of each topic. Techniques such as questioning, exit-tickets, class votes, written summaries and many more are used to elicit evidence of understanding, which the teacher then uses to tailor their next steps; providing more scaffolding to ensure each pupil has a strong understanding, or stretching pupils with more challenging content to develop their learning further.
 - Pupil voice – The Curriculum Leader for PSHE will meet with a representative group of pupils each term for a discussion about their PSHE education. The findings of these discussions will be recorded and shared with the PSHE team and other relevant staff.
 - Pre and post-learning quizzes – These will be completed at the beginning and end of each topic and will indicate the level of knowledge pupils had at the start of each unit and the knowledge they have gained through their learning in school. Individual teachers will check the results of their classes and these will be shared in department meetings.
- 4.10.2. Teaching staff will also carry out learning walks throughout the year to learn from each others' best practice.

5. THE WIDER CURRICULUM

- 5.1. The curriculum delivered in PSHE lessons is only one aspect of the approach taken by The Romsey School to help young people to develop the knowledge, skills and attributes they need to become happy, secure and active citizens. The learning provided in PSHE lessons supports and is supported by all curriculum areas as well as cross-curricular learning opportunities, drop-down days, the pastoral system and our Personal Development tutor programme, including Votes for Schools, weekly Personal Development sessions and assemblies (programme) which is delivered in tutor time.
- 5.2. Votes for Schools provide challenging and thought-provoking discussion activities based on current events which complement the school ethos and enable pupils to develop their core skills.
- 5.3. PSHE themes are delivered within weekly assemblies by Progress Leaders, Senior Leaders, Teachers and outside speakers.
- 5.4. The pastoral team offers emotion coaching to enable pupils to verbalise their emotions in order to learn to manage them effectively.
- 5.5. Tutors are supported by the PSHE curriculum leader to deliver personal development sessions to their tutor groups based on issues that are relevant to their year group.
- 5.6. The Romsey School has an extensive Student Leadership Programme which enables pupils to become leaders in many aspects of school life:
- Prefects
 - Anti Bullying Ambassadors
 - Peer Supporters
 - Tour Guides
 - Paired Reading
 - Culture and Diversity Group
 - Charity Reps
 - Student Voice

- DofE - Bronze
 - DofE - Silver
 - Environment Group
 - Primary Ambassadors
 - Wellbeing Ambassadors
 - Sports Leaders
 - Varied Ethnic Voices
- 5.7. Select pupils, from a range of year groups, are trained by the Diana Award to be Anti-Bullying ambassadors. Their training focuses on how to identify and prevent bullying behaviour.
 - 5.8. The SEND department and ASD Base deliver personal and social education to their linked pupils.
 - 5.9. The Science Department delivers many areas of Sex Education, including human reproduction and puberty.
 - 5.10. Maths delivers financial education to Years 7 and 10.
 - 5.11. SMSC and British Values are embedded in the school ethos and supported across the school in every curriculum area.
 - 5.12. Careers education is overseen by the Careers' Advisor. Pupils in Year 8 participate in Learn to Earn in order to gain an understanding of work and household finances. Year 9 - Unifrog Year 10 pupils participate in 'World of Work' week where they gain experience in running a business as well as support writing their CV and the opportunity to find out about many different career areas.

6. EQUAL OPPORTUNITIES

- 6.1. One of our core values is 'include', therefore we promote the needs and interest of all pupils irrespective of gender, culture or ability or aptitude. Teaching strategies will take into account the ability, age, readiness and cultural backgrounds of the pupils to ensure that all can access the full PSHE education provision. We promote social learning and expect our pupils to show a high regard for the needs of others. PSHE is a good vehicle for addressing both multicultural and gender issues and ensuring equal opportunities for all. We ensure that our PSHE curriculum is holistic and is adapted to reflect the needs and interests of all cohorts of pupils.

7. RELATIONSHIPS AND SEX EDUCATION

- 7.1. The aim of Relationships and Sex Education (RSE) at The Romsey School is to equip pupils with the knowledge and understanding about the physical, social and emotional aspects of growing up, including exploring topics such as: sex, sexuality, sexual health and relationships (romantic, familial and platonic) This helps pupils to make informed choices with confidence, and develop enjoyable, respectful relationships. RSE is taught primarily in PSHE, with additional content being covered in Science, Religious Education our tutor programme and the pastoral system.
- 7.2. Key principles of RSE
 - 7.2.1. High quality RSE is a partnership between home and school. Parents/carers will be informed about the RSE education their child will be involved in each year through a letter that will be sent home in the Autumn term, alongside a copy of the curriculum outline.
 - 7.2.2. RSE is taught by staff who are trained and confident in talking about sensitive issues.
 - 7.2.3. Clear ground rules will be established with pupils to ensure that they understand acceptable language and behaviour in RSE lessons. This will create a safe space for learning about sensitive and personal issues.
 - 7.2.4. RSE lessons are inclusive of sexual orientation, gender identity, disability, ethnicity, culture, faith or belief, age and other life experience.
 - 7.2.5. RSE lessons teach pupils about the law and their rights to medical confidentiality, even if under the age of 16 and promotes equality in relationships.
 - 7.2.6. Staff and pupils will be regularly reminded of the school policies on disclosure and safeguarding. If a pupil makes a disclosure in a lesson which causes a member of staff to become concerned about their welfare, the child protection policy will be followed.
 - 7.2.7. Pupils will regularly be encouraged to reflect on their own learning and their understanding of RSE.

7.3. Equality

- 7.3.1. staff teaching RSE at The Romsey School will be sensitive to the differing needs, backgrounds and circumstances of pupils in order to ensure that all pupils feel included in their PSHE lessons. RSE will incorporate views of different cultural and religious backgrounds as well as ensuring that LGBTQ+ content is embedded within the curriculum.
- 7.3.2. The RSE curriculum is fully accessible to pupils with SEND needs. Teachers are mindful of the 'preparing for adulthood outcomes', as set out in the SEND code of practice, when preparing these subjects for those with SEND.

7.4. Parental involvement

- 7.4.1. Parents have the right to request that their child is withdrawn from some or all parts of sex education (excluding lessons on human reproduction delivered in Science lessons). If parents wish to withdraw their child, then they will be invited to discuss this decision with the Curriculum Leader for PSHE and a senior member of staff. Once this discussion has taken place, except in exceptional circumstances, the school should respect the parent's request to withdraw their child. The school will then provide a supervised, quiet working area for the pupil during sex education lessons. When a pupil is three terms away from the age of 16, they are legally permitted to opt in to RSE, even if this goes against parental wishes. This policy is available to parents on the school website and is referred to in the school prospectus along with information about how to withdraw a child from sex education.

7.5. Monitoring and Evaluation

- 7.5.1. Delivery of RSE will be monitored regularly by the Curriculum Leader for PSHE through Deep Dives, learning walks, reviews of the curriculum, department meetings and line-manager meetings. As part of the PSHE department action plan, content and teaching techniques will be continuously reviewed and adapted, to ensure the best provisions for our pupils.

8. APPENDIX 1 - THE ROMSEY SCHOOL OVERVIEW

Healthy Relationships	Health and Well-being	Living in the Wider World
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Building Positive Relationships	Setting Boundaries Within Relationships	Britain as a Multicultural Society	Treating People Equally and with Respect	How to Keep Ourselves Healthy	The Dangers of Knife Crime
Year 8	Working Together as a Team	Public Speaking and Responding to Feedback	Mental Health and Well-being	Physical Health and Well-being	Know your Limits and Boundaries	The Impact of the Drug Trade and County Lines
Year 9	Gender and Sexuality (Equality)	Race and Ethnicity (Equality)	The Importance of Consent	The Importance of Protection	What are Human Rights?	Free Speech vs Hate Speech
Year 10	How to Manage your Finances	How the UK's Economy Affects People	Commitment and Sexual Relationships	Unequal Power in Relationships	Understanding Politics	Preparing for the Future

See below for a more in depth overview.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<u>Building positive relationships</u> 1. Making positive friendships 2. Maintaining safe and secure friendships 3. Staying safe online 4. Anti-bullying	<u>Setting boundaries within relationships</u> 4. The impact of our language 5. The importance of boundaries 6. Puberty 7. Reproduction	<u>Britain as a multicultural society</u> 1. Multiculturalism 2. British Values (democracy and the law) 3. Justice	<u>Treating people equally and with respect</u> 4. Equality 5. Radicalisation 6. International community	<u>How to keep ourselves healthy</u> 1. Personal hygiene 2. Healthy Habits 3. Self-esteem	<u>The dangers of knife crime</u> 4-6. The dangers of knife crime – including workshops from the ‘Choices Programme’.
Year 8	<u>Working together as a team</u> 1. Is banter just bullying? 2. Working together 3. Fake news 4. Public Speaking	<u>Public speaking and responding to feedback</u> 4. Presentations 5. Responding well to feedback 6. Setting goals for improvement	<u>Mental health and well-being</u> 1. Adolescent brain 2. Screen time and wellbeing 3. Stress 4. Mental health support	<u>Physical health and well-being</u> 5. Emergency first aid 6+7. Minor injuries 8. First Aid consolidation	<u>Know your limits and boundaries</u> 1. Boundaries online 2. Alcohol Safety 3. The effect of drugs 4. Dependency + addiction	<u>The impact of the drug trade and county lines</u> 5-6. County lines 7. Drug trade impact
Year 9	<u>Gender and sexuality (Equality)</u> 1. Positive identity 2. Sexism 3-4. Sexuality and gender	<u>Race and ethnicity (Equality)</u> 4. Celebrating diversity 5. Race and ethnicity 6. How to tackle racism	<u>The importance of consent</u> 1. Importance of consent 2. Consent case study 3. Keeping safe online 4. Unhealthy relationships	<u>The importance of protection</u> 5. Contraception 6. STIs 7. Impact of porn 8. Child sexual exploitation	<u>What are human rights?</u> 1. Importance of human rights 2-3. Abuses of human rights	<u>Free speech vs hate speech</u> 4. Freedom of speech 5. Bystanders 6. Tolerance and acceptance
Year 10	<u>How to manage your finances</u> 1. Money and wellbeing 2. Financial scams 3. Household Budgeting 4. Value for money 5. Ways to pay 6. Avoiding ‘bad’ debt	<u>How the UK’s economy effects individuals</u> 7. Understanding salary deductions 8. The cost of living 9. UK economy 10. Financial support 11. Pathways project – post16	<u>Commitment and sexual relationships</u> 1. Healthy relationships and commitment 2. Ending relationships respectfully 3. Self-examination / screening 4. Fertility 5. Pregnancy 6. Parenting 7. Abortion	<u>Unequal power in relationships</u> 8. Domestic abuse 9-11. The dangers of gangs 12. What advice would you give?	<u>Understanding politics</u> 1. The role of MPs 2. The role of the government 3. Democracy and community 4. International aid 5. World affairs 6. Future planning – initial plan	<u>Preparing for the future</u> 7. Interview prep 8. Interview skills 9. Earning money 10. Good employees 11. Revisit / finalise future plan 12. Personal statements

9. APPENDIX 2 - CORE SKILLS

Our Mission: Our lived experience of 'Compassionate Excellence' means that we *aspire, care and include*. These values result in young people who are *inspired, confident and fulfilled*. Students leave our school ready to rise to the challenges of their future.

Romsey School Core Skills - Shared Knowledge, Skills & Experiences:



Healthy

Learn how we can respect and care for our physical and mental health, raise awareness of risk and build confidence and agency to ensure healthy and safe decisions.



Literate

Include a specific focus on vocabulary development, reading (for meaning and enjoyment), speaking and writing.



Learners

Enhance our students' ability to learn through: Collaboration, Self-Management, Creativity, Curiosity, Resilience, Empathy & Reflection.



Numerate

Include a specific focus on transferable skills including basic arithmetic, graphical skills, estimations, sense of proportion and problem solving. Ensure our students understand financial competence.



Knowledgeable & Deep Thinkers

Provide opportunities for students to engage in deep and critical thinking, developing a mastery of knowledge & philosophical outlook for each subject.



Culturally Aware

Include opportunities for all students to develop their spiritual, moral, social and cultural literacy. Include all in trips, concerts, galleries, plays, sports events & outdoor adventures.



Ethical Global Citizens

Create a healthier and more peaceful world by engendering a respect for our planet's precarious future and a deep appreciation of the rich diversity people living on it, their rights & responsibilities.



Future Leaders

Develop informed decision making by engaging in relevant & meaningful learning, and analysing some of the most complex issues of our times. As a result, influencing others positively.