



Haslingden High School and Sixth Form

PSHE Policy

DRAFT PSHE (INCLUDING STATUTORY HEALTH, RELATIONSHIPS AND SEX EDUCATION AND CAREERS EDUCATION, INFORMATION AND GUIDANCE) POLICY

Haslingden High School and Sixth Form: This policy covers the delivery of personal, social, health and economic education, including the statutory health, relationships and sex education and careers education, information and guidance.

Unless specifically referred to, all content should be assumed to refer to all areas.

Consultation has taken place	Staff	Governors	Young people	Families
	Date:	Date:	Date:	Date:
Date formally approved by Governors:				
Date policy became effective:			Review Date:	
Person(s) responsible for implementation & monitoring	PSHE Lead			

INTENT OF PSHE

Purpose:

This policy covers our school’s approach to all non-statutory elements of PSHE, statutory guidance on Relationships and Sex Education (RSE) and Careers Education Information and Guidance (CEIAG)

We define it as a school curriculum subject through which students develop the knowledge, skills and attributes they need to keep themselves safe, happy and successful, developing as individuals into caring and responsible citizens equipped for life in the 21st century.

We believe it is important because PSHE helps children and young people to achieve their potential by supporting their wellbeing and tackling issues that can affect their ability to learn, such as anxiety and unhealthy relationships.

This policy was produced by the PSHE coordinator, through consultation with staff, students, parents and carers, Senior Leadership Team and School Governors. The policy will be available to parents and carers through the school website.

Overall school aims and objectives

PSHEE contributes to the school aims and objectives. Specifically, it assists in the process of promoting the social, emotional, spiritual, moral, cultural, intellectual and physical development of all students and prepares them for the opportunities, responsibilities and experiences of adult life.

Haslingden High School and Sixth Form regards PSHE as an intrinsic element in helping students to form lifelong, sensible, mature, balanced judgements based on sound knowledge and understanding.

RSE and Health Education addresses physical, moral and emotional development as well as encompassing associated areas.

What values will underpin this policy?

Our programme promotes establishing informed and active involvement in family, school, social, economic and civic life and ensures that students revisit each of the following core themes as they progress through school and Sixth Form:

- ***Health and Wellbeing***
- ***Relationships***
- ***Living and thriving in the Wider World***

PSHE will be taught across all Key Stages having due regard to moral considerations and the value of family life. It will reflect the aims and values of the school, notably to promote each student's personal and social development. It will encourage emotional stability and fulfilment and acknowledge the interests and needs of each cohort.

The school encourages young people to talk to their parents/carers, so collectively we can prepare students for the experiences, opportunities and challenges of everyday life, both now and in the future.

What are the aims and objectives of PSHE?

DfE statutory guidance states that from September 2020, all secondary schools must deliver Relationships and Sex Education (RSE)

Statutory Guidance on RSE states that we must include the following topics:

- *Families*
- *Respectful relationships, including friendships*
- *Online and media influences*
- *Being safe*
- *Intimate and sexual relationships, including sexual health*

Our programme aims to:

- deliver knowledge to students, encourage their understanding, develop their skills and enhance their abilities relevant to these areas.
- encourage the development of personal qualities and attitudes in students. This will promote social responsibility and moral values.
- use data available locally and nationally to underpin a particular topic and its relevance within the school community.

Our curriculum aims to assist young people to prepare for adult life by supporting their development of:

- **Identity**
- **Relationships**
- **A healthy lifestyle**
- **Risk assessment and safety**
- **Diversity and equality** (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
- **Rights, responsibilities and consent**
- **Change and resilience**
- **Career Education**

A key aspect of effective PSHE is that students learn how to access appropriate support safely in school and outside for themselves and to help others when needed. We address this by signposting students to relevant sources of support both in school and externally.

It is intended that, by following this policy, Haslingden High School and Sixth Form will enable all students to make informed, reasoned and responsible decisions about their own behaviours, values and attitudes. Haslingden High School, in partnership with the governors, the students and the parents of its students, aims to produce well-informed, well-balanced, responsible and caring members of the community, capable of sustaining fulfilling and successful relationships at all levels.

How will we ensure the curriculum is relevant to our students?

While promoting the core values, we will ensure that students are offered a balanced programme with the purposes:

1. To ensure the school's statutory and legal obligations are met.
2. To reflect the school's overall ethos of 'achievement for all' – to create successful, lifelong learners who have high aspirations, are well-informed, safe and happy, kind, resilient and ethical individuals who will make a positive contribution to their local community and beyond.
3. To underpin and reinforce other school policies and guidelines, including those regarding behaviour, equal opportunities, confidentiality, child protection and SEND.
4. To prepare students for the next phase of education and/or training by providing age-appropriate advice and guidance needed for each stage of their development.

We will use relevant local data and information related to RSE / Health / PSHE / Careers to inform planning and to address the identified needs of the whole school community, e.g. Health Needs Assessment Survey, Health LSIP,

along with Public Health data on road traffic accidents, attendance at A&E, alcohol and drug use, teenage pregnancy, social deprivation, family life, career and life chances.

With regards to RSE, we will ensure that students are offered a balanced programme with the purpose of preparing students for an adult life in which they can:

- Develop positive values within a moral framework to help guide their decisions, judgements and behaviour, based on tolerance and an understanding of difference.
- Understand human sexuality and be aware of their own sexuality in terms of heterosexuality, homosexuality, bisexuality, pansexuality and transgender issues.
- Understand the arguments for and benefits of delaying sexual activity, of minimising the number of sexual partners and of having protected sex, within the context of changing attitudes in contemporary society.
- Understand the consequences of their actions and behave responsibly in sexual and other personal relationships.
- Have the confidence and self-esteem to value and respect themselves and others.
- Have the skills to judge what kind of relationship they want and communicate effectively with others.
- Have sufficient information and skills to protect themselves and others from infection or unwanted pregnancy.
- Avoid being exploited or exploiting others and respect individual conscience.
- Avoid being pressured into unwanted or unprotected sex.
- Access confidential sexual health advice, support and if necessary, treatment via appropriate health services.
- Know how the law applies to sexual relationships.

We create a safe and supportive learning environment by teaching PSHE in such a manner that encourages students to have due regard to moral considerations, especially in sensitive areas such as RSE. We will ensure that where students indicate that they may be vulnerable and at risk, they will get appropriate support by following the school's Safeguarding Policy.

Any information provided is realistic and relevant, and reinforces positive social norms. Learning takes a positive approach that does not attempt to induce shock or guilt, and focuses on what young people can do to keep themselves safe, happy and successful, developing as individuals into caring and responsible citizens equipped for life in the 21st century.

In addition, the following steps will also be taken with regards to RSE:

1. *RSE forms part of the PSHE taught content in each year group. The PSHE lead co-ordinates the planning and management of the RSE programme in consultation with, the Headteacher, the Assistant Headteacher (personal development) and Governors. Where possible, form tutors teach the lessons unless curriculum timetabling dictates otherwise.*
2. *Where aspects of RSE occur within other curriculum areas they support the consistent messages for RSE taught within PSHE.*

3. *PSHE is taught following the agreed lesson plans. Teachers will report on students' effort and behaviour in each assessment block.*
4. *Teachers will be present when any outside speakers are used in RSE.*
5. *Teaching about physical aspects of RSE will be set within a moral framework, stressing the responsibility of all sexes in sexual matters and encouraging students to consider self-restraint, dignity, respect for themselves and others, sensitivity towards the needs and views of others, loyalty, fidelity, physical dangers and moral and religious beliefs.*
6. *Only visual aids, films, videos and texts approved by health and education professionals will be used in RSE. All materials, videos and other resources will be appropriate to the students and carefully chosen. Parents/carers may view them on request.*
7. *Parents/carers have the right to withdraw their children from any or all aspects of RSE taught within PSHE. They do not have to give reasons for their decision, but they should inform the PSHE Co-ordinator of their intention to withdraw their children from RSE. It is our aim that parents will not wish to withdraw their children from RSE lessons, which the school considers to be an entitlement for all children, and an important part of a child's overall education.*
8. *The governors are committed to the aim that, as far as possible, all students enjoy the same experience regardless of race, ability, gender, religion or culture. All students in Haslingden High School will have equal access to the RSE curriculum. The RSE programme will be appropriately adapted where necessary by the PSHE Co-ordinator in liaison with specialists and, where appropriate, with the class teacher.*
9. *The views of teachers, parents, governors and students concerning RSE will be sought at appropriate forums e.g. training sessions, Parents' and Information Evenings, PTFA, governors' meetings and Student Council meetings.*
10. *Student and staff evaluation of the RSE programme will occur throughout the year as well as regular monitoring.*
11. *Sensitive issues will be approached in such a way as to respect the range of cultural and religious views within the school, especially on topics such as contraception, abortion and homosexuality. The use of agreed ground rules and distancing techniques in RSE lessons is encouraged. Staff will operate within the school's confidentiality guidelines and refer any queries to the PSHE Co-ordinator.*
12. *Opportunities for single sex RSE lessons will be made available, if it is deemed appropriate.*
13. *Over the course of their RSE at Haslingden High School and Sixth Form, at appropriate stages, all students will cover the following:*
 - *Personal hygiene*
 - *Male and female physical changes at puberty*
 - *Male and female sexual organs*
 - *Human reproduction - factually and with the correct vocabulary.*
 - *Fertilisation and conception - natural and assisted*
 - *Foetal development and childbirth.*
 - *Family planning and methods of contraception, including abstinence.*
 - *A healthy pregnancy*
 - *The menopause*
 - *Sexual relationships and sexual health, including delaying sexual activity.*
 - *Sexually transmitted infections (STIs), HIV and AIDS*
 - *Abortion*
 - *The risks of casual sex and promiscuous sexual behaviour, especially when intoxicated.*
 - *Pornography in the real world*
 - *The value of stable relationships; basic parenting skills.*
 - *The law relating to sexual activity*
 - *Negotiating skills, assertiveness and management of situations involving sexual activity*
 - *Dealing with the emotions involved in relationships, sexual or otherwise*

Furthermore:

1. *The school seeks to provide a safe, secure learning environment for PSHE that enables young people to gain accurate knowledge, develop their own values and attitudes, and learn the skills to grow into happy, confident, successful adults*
2. *The school seeks to ensure all members of staff are role models for positive interpersonal relationships by providing training and regular opportunities to liaise with colleagues.*
3. *Group agreements (ground rules) are agreed with classes on an individual basis at the beginning of the academic year and are used to create and maintain a safe learning environment for staff and students throughout. They are regularly revisited to ensure a consistent approach.*
4. *Teachers will use distancing techniques to remove the risk of sharing personal information such as role play, scenarios and moral dilemmas.*

The PSHEE programme is taught within a safe and supportive learning environment, where young people can develop the confidence to ask questions, challenge the information they are offered, contribute their own experience, reflect on opinions, and put what they have learned into practice in their own lives. Teachers will use a range of techniques to ensure all students have the opportunity to have questions answered. For example, all classes have a question box which allows questions to be posted throughout the lesson and for the teacher to either respond to immediately or look at after the lesson and returned to the following lesson. Teachers are advised to keep a record of questions asked and how they were dealt with to inform future curriculum planning.

SEND, inclusion, equality and diversity

We recognise the right for all students to have access to PSHE which meets their needs and promotes the needs and interests of all students, irrespective of gender, culture, ability or aptitude, by taking into account the ability, age, readiness, and cultural backgrounds of our young people to ensure that all can fully access the PSHEE curriculum.

By referring to Equality Act 2010, we promote social learning and expect our students to show a high regard for the needs of others, and will use PSHE as a vehicle to address diversity issues and to ensure equality for all.

We will “Make appropriate provision to overcome all barriers to learning and ensure students with SEND have full access to the National Curriculum. This will be co-ordinated by the SENCo and Line Manager and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all students’ needs are catered for.” (SEN Policy)

We identify students’ different starting points by using baseline assessments that will be completed by students at the start of each module. These will allow students to demonstrate what they already know as well as what they are hoping to learn. At the end of each module teachers will complete a progress overview; this information will then guide future teachings of these topics, where applicable.

We respect students’ unique starting points by providing learning that is relevant, age appropriate and not intended to shock.

Students will always be encouraged to share their own experiences, should this be deemed appropriate to do so.

We ensure that students with special educational needs receive access to PSHE through making reasonable adjustments to make sure the PSHE environment and the lesson resources are as accessible as possible, and to this end individual teachers will consult with the LSF where necessary.

IMPLEMENTATION of PSHEE

PSHE is embedded within the curriculum mainly through the 'spiral programme'. This means organising learning into a series of recurring themes. At each encounter, the demand increases and learning is progressively deepened, thus avoiding PSHE being a string of topics or disconnected issues.

We plan and evidence cross-curricular learning by completing whole school audits and making clear links between PSHE and other subject areas.

Timetabling PSHEE

Our PSHE curriculum is mapped and planned effectively to ensure age-appropriate topics are delivered honestly and sensitively and provides students with the opportunity to ask for further information and guidance should they need it. Our provision is further enriched by the opportunity to take part in a range of extra-curricular activities, clubs or groups.

Who will be responsible for the curriculum?

The PSHE curriculum will be led by the PSHE Co-ordinator. Teachers will be provided with a bank of resources and suggested teaching methodologies from which to select.

At key stage 3, PSHE will be taught by an allocated teacher for the whole year. Ideally this will be the class form tutor to build upon and utilise positive relationships that exist between students and form tutor so that together, through PSHE lessons, they can enhance personal development and monitor progress.

The school supports staff delivering PSHEE to access appropriate CPD by providing termly forums allowing for information and guidance on subject knowledge and appropriate delivery techniques.

The programme will be taught through a range of teaching methods in line with the principles outlined in the Everyone Focused on Learning booklet.

The purpose of each lesson is made clear and learning experiences meet the needs of all young people in class. The PSHE programme offers a wide variety of teaching and learning styles, with an emphasis on active and participative learning and with the teacher as facilitator.

The teacher will select the materials to cover each lesson from a bank of carefully selected and produced resources. These should reflect the needs of the class, and potentially individual students, each lesson.

We will ensure cross-curricular learning by keeping an up-to-date overview of whole school delivery, working closely with other subjects and liaising with both curriculum and pastoral teams as appropriate.

What topics will be covered and broadly when?

PSHE will be delivered in modules that fit into the core themes of *Health and Wellbeing, Relationships and Living in the Wider World*. Topics will be revisited within the 5 year programme; however, all the content will be delivered to an age-appropriate level. The curriculum overview can be viewed on the school website. This is subject to change at the discretion of the PSHE Co-ordinator.

The use of visitors in the classroom

We will use external contributors in the following circumstances:

- Signposting for external agencies and sources of support, e.g. school nurse
- Delivery of more subject specific advice and guidance, e.g. study and revision skills
- Reinforcement of key messages by reputable agencies, e.g. Lancashire CASH
- The teaching of accredited courses requiring qualified staff, e.g. Heart Start

IMPACT of PSHE

How will we assess this learning?

We assess students' learning through a system of self-assessment throughout the year.

This is evidenced by the completion of both baseline assessments at the start of each module and reflection activities completed at the end of each lesson. Whole class assessment will be generated by the teacher at the end of each module, which will then be used to inform future planning.

How will we involve and consult students?

Students have been involved in the creation of this policy through consultation.

Students' needs, along with the issues they are facing, are identified by trends in internal data, i.e. CPOMs, as well as local data generated through the Red Rose portal. Furthermore, the use of baseline assessments and reflection activities will allow tutors to tailor the needs to their specific class or, indeed, individuals.

Students' views of what is currently being taught and how, will help to inform the curriculum by regular evaluations. End of topic evaluations will be distributed to all students and they will complete an end of year review.

Monitoring, reporting and evaluation

The delivery of the PSHEE curriculum will be monitored in line with the whole school quality assurance process and evaluated on an annual basis.

What is our policy on confidentiality?

Haslingden High School and Sixth Form is committed to safeguarding and promoting the welfare of children and young people and takes its statutory responsibilities in this context very seriously. We fully expect everyone working in or on behalf of the school to share our commitment.

Annual safeguarding training for all staff is an integral part of the school's CPD programme.

Due to the nature of the topics covered in the PSHEE programme, all teachers are made aware of the school's guidelines on confidentiality and disclosure. The boundaries around confidentiality are made explicit to students.

Responsibility for the implementation of this policy.

Key (PSHE/Personal Development) Governor

Head teacher – Russell Clarke

Assistant Headteacher – Elaine Edyvean

PSHEE Lead

Teachers

Parents and carers