



Curiosity | Care | Courage | Creativity

## King Edward VI School

# Personal, Social, Health & Economic Education with Relationships & Sex Education Policy (PSHE & RSE) Policy October 2023

### Our Vision:

*To be a vibrant learning community nurturing courage, care, curiosity and creativity in every young person, so that they flourish in the world with hope and self-belief.*

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<b>Drawn up by:</b>	Beverley Tucker – Deputy Headteacher
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## 1. Aims

- To support the personal and social development of every student in the school.
- To promote healthy life style choices and habits both physically and mentally.
- To develop the economic literacy essential for successful living.
- To understand career options and how to access career pathways.
- To deliver Relationships and Sex Education in appropriate year groups and Key Stages in accordance with the Statutory Guidance and National Curriculum.
- To promote the school values of care and courage.
- To provide education on important age appropriate safeguarding issues.
- To provide reassurance to parents that the school works closely with the parent body and local community to ensure that the right topics are being taught, at the right age, with the right emphasis.

## 2. Statutory requirements

As a maintained secondary school, we must provide PSHE to all students as per the [Children and Social work act 2017](#).

In teaching PSHE, we must have regard to [Personal, social, health and economic \(PSHE\) education](#) (2020) statutory guidance

As a maintained secondary school, we have our Equalities objectives and the statutory guidance Equalities Act (2010) at the centre of all we do. In teaching PSHE & RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At King Edward VI School we teach PSHE, as set out in this policy.

As a Church of England school, we will teach PSHE in a manner compatible with liberal Church of England values.

## 3. Policy development and link policies

This policy has been developed in consultation with staff, students and parents. The consultation and policy development process involved the following steps:

This policy is regularly reviewed and views of parents, students, governors and staff are used to develop both the policy and effective delivery of this important curriculum area.

This policy should be read and understood in conjunction with:

- Behaviour (including Anti-Bullying)
- Careers Education, Information, Advice and Guidance (CEIAG) Policy
- Careers Education, Information, Advice and Guidance (CEIAG) Provider Access Statement
- Collective Worship
- Early Help Offer
- Equalities Policy and Objectives
- Health Safety and Welfare
- Looked After Children (Children in Care)
- Online Safety
- Religious Education
- Safeguarding (including Prevent Duty)
- Safeguarding in Practice
- SEND Policy
- Teaching and Learning

## 4. PSHE Curriculum

The curriculum covers the statutory government guidance on the following broad categories:

- Health Education
  - Mental wellbeing
  - Internet safety and harms
  - Physical health and fitness
  - Healthy eating
  - Drugs alcohol and tobacco
  - Health and prevention
  - Basic first aid
  - Changing the adolescent body
  
- Relationship and Sex Education
  - Families
  - Respectful relationships including friendships
  - Online and media
  - Being safe (including consent, harassment and domestic abuse)
  - Intimate and sexual relationships, including sexual health

Teaching the law in relation to the above topics is part of PSHE and it is important that all students learn these basic laws as part of their compulsory general education.

In addition to the above economic literacy and careers form part of the programme under the following topics:

- Personal finance (including how to save and invest)
- Enterprise
- Learning about a wide range of careers
- Learning about educational choices needed to pursue different pathways

The curriculum is constantly under review with yearly programmes of study published on the website.

### **Informing and consulting parents**

Parents are invited to discuss any matters of concern with the PSHE Coordinator.

### **Parental right to withdraw from sex education**

See Section 8 of this Policy document.

### **Complaints Procedure**

Any complaints will be dealt with initially by the Deputy Headteacher and ultimately discussed with the Headteacher. If a problem remains unresolved it will be taken to the Governing Body in line with the school's Complaint Procedure.

## **5. Delivery of PSHE Education**

We teach our PSHE programme using the following:

- Extended tutorials delivered by the Form Tutor five times per year (three in Year 11)
- Assemblies
- Drop down days (where we focus on specific PSHSEE or RSE for an entire day)
- Within subjects which are most appropriate (i.e. basic sexual reproduction is taught in Biology)

In addition to this universal offer, we ensure that our students are signposted to the best available advice should individuals need guidance on specific matters for example managing their feelings

within a challenging relationship or misuse of substances. This type of advice and guidance is logged as part of our Safeguarding and Pastoral Care systems.

The PSHE & RSE policy should be sensitive to the students' stage of development. Staff should be aware of the variety within student physical, mental and emotional development and the differences of life experience. In response to this, the curriculum has a number of key themes which are developed through the key stages and built upon as students mature.

External organisations with specific expertise are invited in to contribute to the teaching programme as appropriate. All visitors will be aware of the school's PSHE policy. The visit will be part of a structured programme. Any material to be used or distributed by the visitor will be considered by the programme co-ordinator before delivery.

## **6. Roles and responsibilities**

### **6.1 The Governing Board**

The Governing Board will approve the PSHE policy and hold the Headteacher to account for its implementation.

### **6.2 PSHE Coordinator**

The PSHE Coordinator is responsible for:

- Ensuring the PSHE curriculum is up to date
- Providing resources for the teaching of the extended tutorial programme
- Booking external expertise for the delivery of specialised elements
- Liaising with the assemblies lead to deliver elements of the programme
- Liaising with the Careers Coordinator
- Liaising with the Designating Safeguarding Lead

Staff delivering elements of the programme are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Assessing student understanding and monitoring progress
- Responding to the needs of individual students

Staff do not have the right to opt out of teaching PSHE. Staff who have concerns about teaching PSHE are encouraged to discuss this with the Headteacher. All staff at King Edward VI School have been trained in all aspects of safeguarding.

### **6.3 Students**

Students are expected to engage fully in PSHE, when discussing issues covered by the curriculum. Students should treat others with respect and sensitivity.

## **7. Parents' right to withdraw**

### **Informing and consulting parents**

Parents are invited to discuss any matters of concern with the PSHE Coordinator. Information and materials are also displayed during the school's annual open evening.

Parents have the right to withdraw their children from the components of sex education within PSHE up to and until three terms before the child turns 16 (during Year 10). After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher. A meeting will take place with the Headteacher and PSHE Co-ordinator to discuss the issue around withdrawal from the Sex Education element of the programme and the limitations.

A copy of withdrawal requests will be placed in the student's educational record and updated annually. The Headteacher will discuss the request with parents and take appropriate action:

- Alternative work will be available to students who are withdrawn from PSHE Education.
- Special arrangements are in place for all SEN students unable to participate in the classroom and delivered by teaching assistants.
- Review of the withdrawal agreement annually.

## **Parents cannot withdraw their child from relationships or health education part of PSHE Education**

### **8. Training**

Staff are trained on the delivery of PSHE as part of their induction and it is included in our continuing professional development calendar.

### **9. Safeguarding**

All staff are trained in the school's safeguarding procedures and policy which are updated annually in line with Keeping Children Safe in Education and as such, cannot offer or guarantee students unconditional confidentiality. Any tutors/subject teachers who are concerned about the wellbeing of a student will refer the matter to the Head of Year who will then discuss the matter with the Designated Safeguarding Leader or Safeguarding Officer. They will follow the child protection guidelines outlined in our Safeguarding Policy following Suffolk County Council guidelines.

Senior staff act as a link with outside agencies dealing with issues of a sexual nature. We offer regular sessions focused on a variety of social and emotional issues including PSHE & RSE.

Other organisations such as the Terence Higgins Trust are invited in to contribute to the teaching programme as appropriate. All visitors will be aware of the school's relationship /sex education policy. The visit will be part of a structured programme. Any material to be used or distributed by the visitor will be considered by the programme co-ordinator. A list of examples of external visitors is at the end of this policy document.

### **10. Monitoring arrangements**

The delivery of PSHE is monitored by Deputy Headteacher with line management responsibility for PSHE.

Student development in PSHE, also monitored by class teachers as part of our internal assessment systems. PSHE is supported where appropriate by a variety of different organisations and visitors via assemblies, workshops and video-links to provide students with different experiences.

PSHE & RSE offer many opportunities for enhancing provision through the involvement of external contributors. It is important that whenever the school chooses to work with external contributors, activities are carefully planned. Working with external contributors is not a substitute or alternative to planned teaching programmes delivered by the school's teaching staff, but activities can add value to existing programmes or may be used to initiate new areas of learning. We have existing programmes where the work with external contributors is already well established, such as those for drug, alcohol and tobacco education. It is important that where the school is approached by external contributors who offer activities, careful vetting and preparation is completed. Teachers, of course, remain responsible for student behaviour, health and safety and safeguarding throughout and should always be present during activities.

The benefits for students of using external contributors, is that they:

- bring a new perspective to a subject or topic
- offer specialist knowledge, experience and resources
- make sensitive or controversial topics easier to address
- form a friendly and potentially active link with the community and local services

- add variety to the curriculum
- give support to teachers through a team-teaching approach.

They may also:

- support curriculum or policy development and/or planning
- provide specialist training for teachers
- support curriculum monitoring and evaluation activities.

External contributors can also bring longer-term benefits to individuals, the school and the community by:

- providing students with supportive relationships with adults
- establishing sustained and positive relationships between the generations and different social groups within a community
- strengthening links and relationships within and between the communities in and around the school.

Examples of external providers approved by the PSHE Association:

[FGM Schools Resource Pack- by FORWARD](#)

[DO...SRE for schools](#)

[BBFC KS3 lessons: 'Making Choices: Sex, Relationships and BBFC Age ratings'](#)

[Resources by EACH \(Educational Action Challenging Homophobia\)](#)

[NSPCC 'Making sense of relationships' lesson plans and guidance](#)

Terence Higgins Trust

CEOPS

Always

Additional providers used for assemblies, online sessions and workshops:

Turning Point

SOS – St Giles Trust

Suffolk Young Carers

Suffolk Police

## Appendix 1: By the end of KS3 (From DfE Guidance)

TOPIC	STUDENTS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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 those in positions of authority</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>



TOPIC	STUDENTS SHOULD KNOW
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

## Appendix 2: By the end of KS4

TOPIC	STUDENTS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• 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</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>• 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 identify this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• 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)</li> <li>• 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</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• 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</li> </ul>

TOPIC	STUDENTS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• 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</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• 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</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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)</li> </ul>

TOPIC	STUDENTS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• Religious values may guide some individuals in choices around sex and marriage</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• 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)</li> <li>• 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</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>

### Appendix 3: 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 following meeting		
Headteacher Signature		Annual Review date:

## Appendix 4: Extended Tutorial Programme

### KING EDWARD VI PSHE EDUCATION: EXTENDED TUTORIAL OVERVIEW

	Autumn 1 Health & wellbeing	Autumn 2 Relationships	Spring 1 Living in the wider world	Spring 2 Health & wellbeing	Summer 1 Relationships	Drop down day
Year 7	<b>Transition and safety</b> Transition to secondary school, dealing with change and personal safety (online)	<b>Diversity</b> Diversity, prejudice, and bullying including cyber bullying	<b>Developing skills and aspirations</b> Careers, teamwork and enterprise skills, and raising aspirations	<b>Healthy lifestyle</b> Diet, exercise, lifestyle balance and healthy choices,	<b>Changing Friendships</b> Dealing with changes, hurtful behavior including online	<b>Health and puberty (Aut)</b> Healthy routines, influences on health, puberty, unwanted contact, and FGM
Year 8	<b>Emotional wellbeing</b> Attitudes and stigmas towards mental health and emotional wellbeing, including coping strategies	<b>Discrimination</b> Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	<b>Digital literacy</b> Online safety, digital literacy, media reliability,	<b>Drugs and alcohol</b> Alcohol and drug misuse and pressures relating to drug use	<b>Building relationships</b> Self-worth, romance and friendships (including online) and relationship boundaries	<b>Financial decision making (Sum)</b> Saving, borrowing, budgeting and making financial choices and gambling hooks  Basic first aid
Year 9	<b>Emotional wellbeing</b> Digital resilience, healthy coping strategies and unhealthy coping strategies including self-harm and eating disorders	<b>Respectful relationships</b> Families and parenting, healthy relationships, conflict resolution, and relationship changes	<b>Setting goals</b> Learning strengths, career options and goal setting as part of the GCSE options process	<b>Peer influence, substance use and gangs</b> Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	<b>Identity and relationships</b> Stereo types in relationships, gender identity and sexual orientation,	<b>Identity and relationships (Aut)</b> Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception
Year 10	<b>Transition and challenges</b> Challenges and resilience including during periods of transition or change	<b>Inclusion, belonging and addressing extremism</b> Communities, belonging and challenging extremism and radicalisation	<b>Financial decision making</b> The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	<b>Exploring influence</b> The influence and impact of drugs, gangs, role models and the media	<b>Healthy relationships</b> Un/healthy relationships; expectations, myths, pleasure and challenges	<b>Intimate relationships (Spr)</b> Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography
Year 11	<b>Mental health</b> Recognising ill health; depression, stress and anxiety, promoting positive well-being and where to seek support	<b>Families</b> Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	<b>Building for the future</b> Stress management, and revision techniques and employment	<b>Independent revision</b>		<b>Communication in relationships (Aut)</b> Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse