

PSHE and RSE Policy

This Policy supports / complements the following policies:

- Anti-Bullying Policy
- Behaviour Policy
- Child Protection Policy
- Curriculum Policy
- Equality, Diversity & Inclusion Policy
- E-Safety Policy
- Prevent Risk Assessment
- MyConcern Protocol for day to day use
- Observation of Religious, Dietary, Language or Cultural Needs
- Special Educational Needs Policy
- Visitors' Policy

Documents that inform the school's RSE policy include:

Education Act (1996)

Learning and Skills Act (2000)

Education and Inspections Act (2006)

Equality Act (2010)

Relationships Education, Relationships and Sex Education (RSE) and Health Education (2020)

Keeping Children Safe in Education – Statutory safeguarding guidance (2021)

Children and Social Work Act (2017)

Framework

This policy covers Bede's Senior School's approach to PSHE (Personal, Social, Health, Economic) and RSE (Relationships and Sex) education. It was produced by the Head of PSHE through consultation with the Assistant Head - Pupil Welfare and the Pastoral Steering Group, as well as feedback from teaching staff and pupils. Consultation took the form of shared documents, meetings, audits and surveys. Pupils have been involved in the creation of this policy through their reflections and feedback via the PSHE website.

Personal, Social, Health and Economic (PSHE) education supports pupils to develop knowledge, skills and attributes needed to stay healthy, safe and prepare them for life and work in the modern world. PSHE education helps pupils to achieve their academic potential and equips them with skills they will need in the future.

Core themes;

- Health & wellbeing
- Relationships
- Living in the wider world

Please see Appendix A for further Rationale of the Curriculum and the Pupil Voice that became a strong part of how the curriculum was structured.

Roles and Responsibilities

The PSHE programme will be led by the Head of PSHE through consultation with the Assistant Head - Pupil Welfare and the Pastoral Steering Group, as well as feedback from teaching staff and pupils. It will be taught by designated teaching staff/tutors, based on levels of confidence, and is taught once a fortnight, on Wednesdays Week A lesson 6. PSHE is also delivered across various areas of the school including tutor time, in department lessons, assemblies, workshops, chapel, in the Health & Wellbeing Centre and sign-posting to online resources. It will be supported by a planned, structured curriculum which is differentiated by year group. Teaching staff will receive PSHE training via the staff hub and through the Professional Development program, in order to fully support pupils with PSHE. PSHE will be monitored and evaluated by the Head of PSHE through consultation with the Assistant Head - Pupil Welfare and the Pastoral Steering Group, as well as by the Headmaster and governors.

Legislation (Statutory Regulations and Guidance)

We are required to teach relationships education/RSE as part of PSHE and this informs the content of our PSHE curriculum. The new curriculum was compulsory from September 2020. This guidance states that by the end of secondary school, schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary. Pupils should know:

Relationships & Sex Education:

Families:

- 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 – for example, 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), how to seek help or advice, including reporting concerns about others, if needed

Respectful relationships, including friendships;

- the characteristics of positive and healthy friendships, in all contexts including online, such as: 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 (for example, 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

Online and media

- 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, for example 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

- 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

- 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, for example 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 and menopause
- 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 and 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

The Law

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions. Pupils should be made aware of the relevant legal provisions when relevant topics are being taught in PSHE, including for example:

- Marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism/radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)

Health Education

Pupils should know:

Mental wellbeing:

- how to talk about their emotions accurately and sensitively, using appropriate vocabulary.
- that happiness is linked to being connected to others.
- how to recognise the early signs of mental wellbeing concerns.
- common types of mental ill health (e.g. anxiety and depression).
- how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.

- the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

Internet safety and harms;

- the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.
- how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.

Physical health and fitness;

- the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
- the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.
- about the science relating to blood, organ and stem cell donation.

Healthy eating;

- how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

Drugs, alcohol and tobacco;

- the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.
- the law relating to the supply and possession of illegal substances.
- the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.
- the physical and psychological consequences of addiction, including alcohol dependency.
- awareness of the dangers of drugs which are prescribed but still present serious health risks.
- the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.

Health and prevention;

- about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
- about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
- (late secondary) the benefits of regular self-examination and screening.
- the facts and science relating to immunisation and vaccination.
- the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

Basic first aid;

- basic treatment for common injuries.
- life-saving skills, including how to administer CPR.15
- the purpose of defibrillators and when one might be needed.

Changing adolescent body;

- key facts about puberty, the changing adolescent body and menstrual wellbeing.
- the main changes which take place in males and females, and the implications for emotional and physical health.

Creating Safe and Supportive Learning Environments

We will create a safe and supportive learning environment by training staff to deliver the PSHE curriculum, providing appropriate resources and promoting classrooms as welcoming, safe and inclusive spaces for our pupils to learn. Guidance and resources to support staff with this are available on the PSHE Staff Hub. We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support. Teachers should report on MyConcern or contact the DSL. This policy is informed by the school's safeguarding/child protection policy.

Specific Considerations

Teachers are aware that effective PSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers should report on MyConcern or contact the DSL. Visitors/external agencies which support the delivery of PSHE will be responsible for ensuring the safeguarding of pupils and should follow the guidance and protocols outlined in the Visitors' Policy.

Entitlement and Equality of Opportunity

We promote the needs and interests of all pupils, irrespective of gender, culture, ability or personal circumstance. Teaching will take into account the age, ability, readiness, and cultural backgrounds of children, and those with English as a second language or SEND, to ensure that all can fully access PSHE education provision. We promote diversity and inclusion and will consider all pupils' needs through our school ethos, and proactively via our staff and pupil Inclusion Hubs. We expect our pupils to consider others' needs by being kind and respectful. We will use PSHE education as a way to address diversity issues and to ensure equality for all by linking with national and global cultural events. We recognise the right for all pupils to have access to PSHE education learning which meets their needs. We will ensure that pupils with SEND receive access to PSHE through differentiation and guided support where necessary, in collaboration with the Director of Learning Enhancement. We will not exclude access to PSHE for any pupil by prioritising PSHE learning objectives and delivering these with a whole school approach.

Teaching and Learning

Principles and Methodology

We will determine pupils' prior knowledge/starting points by using starter activities within lessons. The programme will be taught through a range of teaching methods, including mind-mapping, video material, discussions and reflections. We will ensure that sessions, including those on risky behaviours, remain positive in tone by training staff to deliver this material whilst maintaining a safe and supporting learning environment. We will help pupils make connections between their learning and 'real life' behaviours by using relevant resources and planning key dates which relate to PSHE topics into the school calendar. We will make links to other areas of the curriculum by liaising with Heads of Departments and planning cross-curricular activities where appropriate.

Curriculum Design

Our RSE programme is an integral part of our whole school PSHE education provision and will cover positive relationships, relationship values, forming and maintaining respectful relationships, consent,

contraception, parenthood, bullying, abuse, discrimination and social influences. We aim for our RSE programme to be inclusive by including material and resources which supports our ethos on equality and diversity, as well as being mindful and respecting different cultural and religious perspectives. We will ensure PSHE is matched to the needs of our pupils by reviewing their end of topic reflections and using these to guide future planning. Our RSE programme will be planned and delivered through a carousel in year 9, 10 and 11, and with tutors in Sixth Form. Our RSE programme will be taught through a range of teaching methods and interactive activities. Lessons will be differentiated to ensure pupils of all abilities are able to access the curriculum. High quality resources will support our RSE provision, sourced or created by trusted providers and support services and reviewed by the Head of PSHE. Pupils will be encouraged to reflect on their own learning and progress by completing end of topic reflections on Google Forms. An overview of the learning in each year group can be found on the PSHE Staff Hub.

Confidentiality and handling disclosures

We will set the following ground rules at the start of every lesson to ensure pupils understand and appreciate the sensitive nature of the curriculum content in PSHE. These ground rules will help to minimise inappropriate and unintended public disclosures whilst ensuring young people seek support when they need it through the right channels in the school. They also help reduce negative comments made towards other pupils; whether intentional or not. Finally, they are paramount to effectively managing discussions that might elicit strong opinions from pupils. We will ensure confidentiality by reminding pupils about the importance of respecting the ground rules and managing the handling of disclosures in a safe and supportive manner. Teachers should use distancing techniques, allowing pupils to engage in the lesson from an objective standpoint rather than an emotional one. If a pupil makes a disclosure during a PSHE lesson, teachers should listen respectfully to what the pupil has to say, demonstrating that they care about their welfare and recognise they will have found it difficult making the disclosure. No matter how big or small the disclosure may seem, it is necessary to pass information on to relevant staff via MyConcern. The DSL and Pastoral support teams can make a holistic decision about safeguarding the pupil.

Responding to Pupil Questions

It is inevitable that pupils will have a lot of questions about PSHE topics. How teachers respond to these questions is vital to promoting a safe environment where pupils feel able to ask questions. We want to encourage pupils to ask us questions in all of these instances, so they know there is a safe place to ask such questions without fear of being laughed at, ignored, or forced to look for their answers elsewhere. Teachers may have an anonymous question box or Google Form they wish to use. When questions are raised, teachers should thank the pupil for their question, check or clarify what is being asked, and give factual, age-appropriate answers when possible. Teachers should consider whether to answer questions as part of a whole class discussion or whether the pupil needs a more personal, individual response. Teachers may want to consult other colleagues or may need to report on MyConcern if a safeguarding issue is raised.

Involving Stakeholders

We are committed to working with parents and carers. We will offer support via our Parent Portal with advice and guidance on PSHE topics. We believe in the importance of collaboration, therefore we will encourage parents and carers to discuss their child's relationships and sex education with them. We will communicate with parents and carers through letters and messages in the weekly newsletter. We will encourage discussion of topics at home by sharing updates with parents on the topics which will be covered in PSHE lessons, either by letter at the start of the year, key dates in the calendar or messages in the newsletter. Parents/carers have the right to withdraw their children from RSE content that is not part of statutory NC Science, however we will meet and discuss this with parents before the child is withdrawn. If a parent wishes to withdraw their child from RSE, we will make alternative arrangements

for that child during PSHE lessons. Governors will be informed of the PSHE and RSE policy and curriculum through meetings and visits. Pupil voice will be used to review and tailor our PSHE and RSE programme to match the different needs of pupils.

Monitoring, reporting & evaluation

Teachers will critically reflect on their work in delivering PSHE through termly feedback collected by the Head of PSHE. Regular Learning Walks conducted by the Head of PSHE and SMT will also support the monitoring and evaluation. Pupils will have opportunities to review and reflect on their learning during lessons and by using the end of topic reflection Google Forms. Annual reviews, evaluations and GAP analysis will take place to ensure our PSHE programme continues to be safe, effective and supports pupil progress.

Authorisation and Review

Owned by:	Assistant Head: Pupil Welfare
Authorised by:	Executive Committee
Date:	12/11/21
Review Date:	12/11/22
Circulation:	All Staff

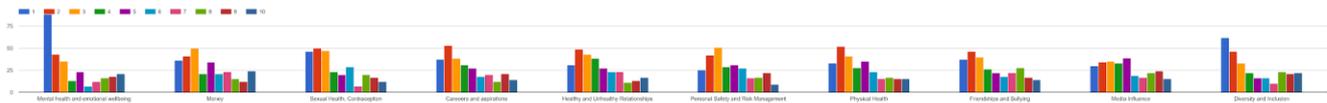
Appendix A: Rationale and Pupil Voice

Key needs identified by pupils were the importance of PSHE topics, memorable topics covered in the last academic year, and their current sources of information for RSE.

Our pupils identified that the most important topics to cover in PSHE lessons are;

- Mental health & emotional wellbeing
- Diversity and inclusion
- Sexual Health

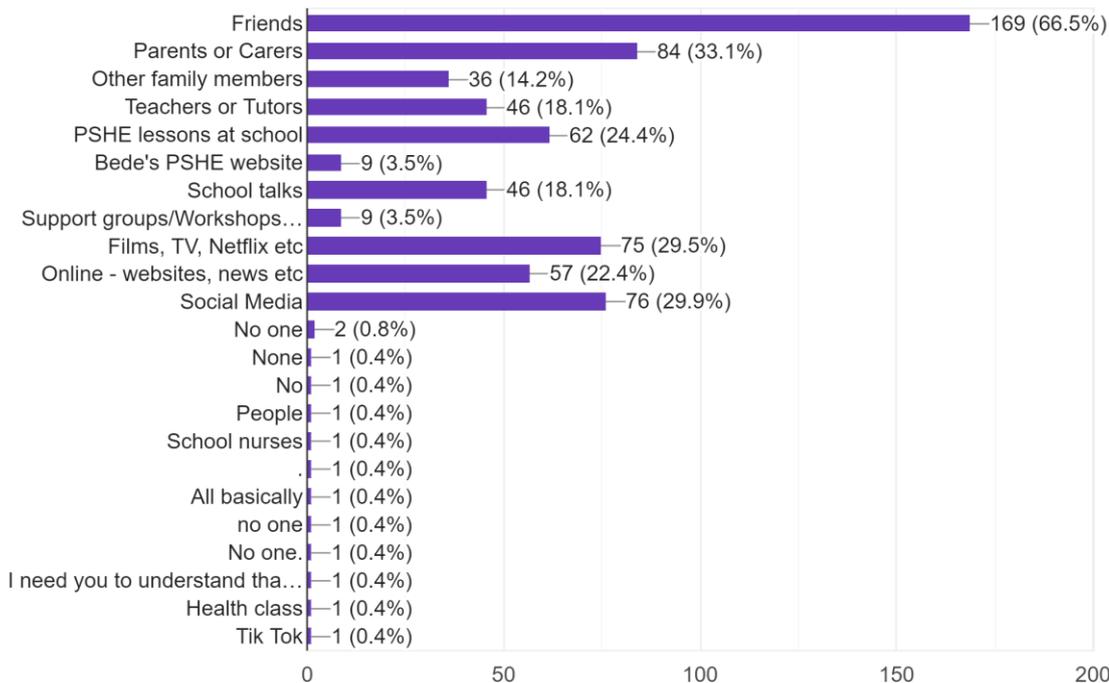
Put these PSHE topic areas in order of importance. 1 = most important/needs more time in PSHE lessons or 10 = not as important/good to know but I can learn about this independently



Our pupils also identified that ‘friends’ (66.5%), ‘parents or carers’ (33.1%) and ‘social media’ (29.9%) were the three most helpful sources of information on RSE.

Who do you currently talk to or where do you currently learn about relationships and sex education? (tick the options you found most helpful)

254 responses



We define ‘relationships and sex education’ as offering young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships.

We believe relationships and sex education is important for our pupils and our school in order to help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

We view the partnership of home and school as vital in providing the context for PSHE and RSE. A cohesive approach to these subject areas, and ensuring all stakeholders are confident and supportive in the delivery of this curriculum will assist us in fully supporting the development of our young people.

Our school's overarching aims for our pupils are to be kind, courteous, curious. We hope they develop lasting friendships whilst at Bede's, as well as achieve their academic potential. Our PSHE & RSE education is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by differentiation and planned support offered by teachers, tutors and our Health & Wellbeing team. We ensure RSE fosters gender equality and LGBTQ+ equality by working closely with the school Inclusion Hub, and actively promoting allyship.

The intended outcomes of our PSHE & RSE programme are that pupils will:

- Build on existing knowledge, understanding, skills, attitudes and values they have developed in the primary phase
- know and understand themselves with a strong sense of self concept
- understand they have a right to ask questions or for help if they need it
- understand they have a responsibility to manage personal safety of themselves and others, including online
- develop the skills to manage diverse relationships, their online lives and the increasing influence of peers and the media

develop the attributes necessary to being an independent young adult

Appendix B: Review of Discussion

To be used in conjunction with the Bede's Trans Equality and Inclusion Policy

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Pupil:		Staff:	
Parent present:	Yes/ No	Date:	
Last Review:	[Date]	Next Review:	[Date]

Discussion points:	Original Notes / Actions:	Evaluation / Reflections / Changes needed:
Name:		
Gender Identity:		
Personal Pronoun:		
Uniform and Dress:		
House Preference:		
Boarding Issues:		
School Facilities:		
Curriculum Concerns:		
Activities / trips:		
Examination Concessions:		
Confidentiality / Information Sharing:		
Any other concerns:		

Summary of reviewed actions:	By who/ when?