



## PSHCE AND RSE POLICY

*Distribution: School's Internal Policy Files and available on request to parents and pupils*

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### Statement on PSHCE and RSE

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#### **1. Aim**

- 1.1 The aim of Personal, Social, Health and Citizenship Education (PSHCE) and Relationship and Sex Education (RSE) is to empower through raised awareness and informed choice.

#### **2. The learning objectives are**

- a) to develop in pupils, skills, knowledge and understanding for living a fulfilled life and playing a full role in society
- b) to sharpen pupils' critical faculties and, in particular, their ability to question, justify, judge and decide

- c) to enable pupils both to know what society calls 'right' and 'wrong', and to understand why

**3. The 'subject content', which has numerous inter-disciplinary links, is vast, embracing**

- a) Self-knowledge (anything from attitudes and emotions to personal hygiene)
- b) Personal relationships
- c) Practicalities of contemporary life
- d) Citizenship
- e) Cultural and spiritual values

**4. Teaching approaches should:**

- a) contextualise values, and be 'value-neutral' rather than 'value-free' (but never moralising)
- b) encourage pupils to question, explore and understand attitudes and values by examining the consequences of actions
- c) promote experiential learning as well as learning through cognitive processes

**5. PSHCE and RSE lessons should enable the pupils to do all of the following:**

- a) Explore a topic
- b) Know the facts
- c) Understand the implications
- d) See the options
- e) Decide for themselves

**6. PSHCE and RSE teachers should:**

6.1. Establish 'ground rules' for discussion, such as:

- a) Everybody's contribution is valued
- b) Everybody should be given the chance to make an input
- c) Everybody should show respect for each others' views, or lack of them
- d) Everybody has the right to make no comment
- e) No inferences will be drawn if a pupil prefers not to comment

6.2. Use the schemes of work that have been devised for the different year groups by the PSHCE and RSE Co-ordinator and be aware that these have been constructed to support the whole development of the pupils particularly with regard to the personal virtues and values that we place at the heart of our

community as detailed in our **Statement of Purpose and Aims**. In particular, with regard to our pupils we want to:

**Extract from Rishworth School's Statement of Purpose and Aims:**

- help them make the most of their strengths and address their shortcomings
- find areas in which they can truly excel
- be confident, balanced, considerate and well-mannered
- further their own, and other people's development
- seize the present and prepare for the next stage in their lives
- contribute to society at large

To this end, we ensure that pupils develop:

- a life-long love of learning and a sense of academic curiosity and engagement
- a thirst for excellence and the will to succeed
- a sense of responsibility, self-discipline, purpose, fulfilment and ambition
- a capacity for both self-reliance and co-operation
- the development of the values of a global citizen and an appreciation of the diversity of people, language and culture
- an appreciation of personal virtues and spiritual values, such as honesty, dependability, perseverance, commitment, humility and respect for others

- 6.3. In line with our statutory duty, **actively promote** the fundamental British values<sup>1</sup> of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- 6.4. Encourage respect for other people, paying particular regard to the protected characteristics as detailed in the Equality Act 2010<sup>2</sup>.
- 6.5. Through the delivery of the PSHCE and RSE programme, give pupils the opportunity to develop their self-knowledge, self-esteem and self-confidence.
- 6.6. Select topics, materials and approaches (participative and practical whenever possible) which are appropriate and sensitive to the age and composition of the class.
- 6.7. Seek guidance before tackling a potentially delicate topic<sup>3</sup> (such as contraception or drugs) if not confident in delivering it.

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<sup>1</sup> 'Fundamental British values' form part of the 'Prevent Strategy'. From September 2014 Schools have had a duty to 'actively promote' these values

<sup>2</sup> The nine protected characteristics as detailed in the Equality Act are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation.

<sup>3</sup> Certain topics will be best broached by an in-house PSHCE / RSE specialist or by a visiting expert.

- 6.8. Present topics/issues in the context of a wide spectrum of attitudes/values.
- 6.9. Stimulate pupil participation through discussion or particular activities and encourage them to debate, discuss, persuade, agree and disagree.
- 6.10. Encourage pupils to draw appropriately from their own experience, but not encourage sensitive personal details to be revealed. Where a pupil offers sensitive personal information into a discussion it is likely that the teacher will want to steer the discussion away from it. Where something is said that raises a concern the teacher should deal with the matter as they would with any disclosure and with regard to the **Child Protection and Safeguarding Policy and Procedures**, for example.
- 6.11. Refrain from sharing personal details about themselves, pupils or their colleagues (or any other individual known to the class). It is rarely appropriate to discuss an individual within the context of a lesson. If it is appropriate to personalise an issue into a 'real person' for better understanding of a topic this might be done through generating a scenario that allows for an appropriate discussion. An example of this might be the impact of cancer on an individual. Resources will be available to teachers that are from real-life; it would not be appropriate to discuss a person known to the class or school community unless they had particularly given their permission beforehand.
- 6.12. Avoid using 'scare' tactics. An example of this might be whilst studying a particularly threatening topic such as when dealing with issues around cyber-bullying. It is appropriate to ensure that pupils have a realistic view of the issue and in doing so accepting that this may include 'scary' implications such as what could happen if inappropriate information is placed publicly on line. However, outlining the criminal implications of forwarding an indecent picture a friend has sent to a fellow pupil is different to scaring pupils gratuitously.
- 6.13. Steer pupils in a sensitive and balanced way towards a better understanding. An example of this might be in encouraging a learning journey on a particular topic; pupils begin the lesson with a certain amount of information and through discussion are able to take on board a new perspective that perhaps balances or enhances their original understanding or opinion on an issue.
- 6.14. Never indoctrinate or encourage pupils to be **partisan**<sup>4</sup>. Colleagues should understand that it is appropriate to express a view or an opinion; however, this should take regard of the law and the duty to actively promote fundamental

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<sup>4</sup> In a case relating to the alleged promotion of 'partisan' political views the judge considered that the best synonym for 'partisan' was one-sided. Political views were judged to be 'views expressed for a political purpose' where a 'political purpose' is directly or indirectly to further the interests of a political party or to procure changes to the laws of this or another country or to procure the reversal of government policy or of political decisions of governmental authorities in this or another country.

British values, and should always be within a context and balance that allows pupils to form their own view or opinion on a matter. The IS Regulatory Handbook is helpful in this regard and whilst it lays out advice in relation to marriage for same sex couples, the principle behind the advice can be applied in most instances:

**Extract from the Independent Schools Regulatory Handbook, September 2015, paragraph 69**

A balanced curriculum is one that, amongst other things, reflects the nature of the world we live in. If marriage were to be discussed in lessons, we would expect teachers to reflect the fact that marriage for same sex couples is part of the law of this country, but there is no requirement on them to endorse it. There is nothing in the Equal Marriage Act that inhibits the rights of teachers or schools to express religious or philosophical views about marriage in lessons. Article 9 of the European Convention on Human Rights guarantees freedom of thought, conscience and religion, and religion or belief is a protected characteristic under the Equality Act 2010. However, teachers and schools must ensure their conduct recognises their responsibilities under those duties to others. Teachers are expected to respect the rights of others and to respect those with different beliefs; expressing a view in an unprofessional way that involves singling out pupils on grounds of sexuality, or presenting extreme views without balance on a topic such as marriage for same sex couples, would be considered inappropriate.

## **Appendix 1: Further Guidance for Teachers on how to Approach Potentially 'Difficult' Topics.**

*This is an appendix to be read in conjunction with the Statement on PSHCE / RSE and the other appendices.*

*Distribution: this Appendix is for Teaching Staff only via the School's Internal Policy Files*

### **1. Example: Alcohol**

- 1.1 As with all areas of PSHCE and RSE, the consumption of alcohol is tackled from a factual point of view rather than an emotive one.
- 1.2 We do not believe in the pedagogical efficacy or appropriateness of didacticism in PSHCE and RSE: we consider that didacticism runs counter to the climate of enquiry, the encouragement of critical thinking and the sense of personal responsibility we seek to foster.
- 1.3 The aim is, rather, to give pupils opportunities for proper consideration (by discussion, presentation and/or any other appropriate means) of a wide range of issues related to alcohol consumption, empowering the students to make an informed choice by raising their awareness of possible consequences including peer on peer abuse from moderate and excessive alcohol use.
- 1.4 It follows that, far from demonising all alcohol consumption, the School adopts a pragmatic approach. In the recognition that learning to accept in others a modest consumption of alcohol – and learning also to moderate one's own consumption in a self-regulating way – has its value in Western society, the School from time to time affords older students social opportunities to consume a modest quantity of alcohol (for example wine at formal dinners, or at other social evenings for boarders) under suitable supervision. It is hoped that, by associating alcohol (if a student wishes to consume any) with civilised occasions, the worst social, domestic and personal connotations of excessive drinking are decoupled, in practice as well as in theory, from students' own life-choices.
- 1.5 It follows that the discussion of a topic such as alcohol will be framed within the most up to date scientific and health-based information available. In doing this, teachers should also be aware that advice can change; however, being aware of important developments is important. An example of this might be the guidelines on the consumption of alcohol from the Chief Medical Officer for England, 2021, [www.drinkaware.co.uk](http://www.drinkaware.co.uk).

## Appendix 2: The Approach to delivering PSHCE and RSE

*This is an appendix to be read in conjunction with the Statement on PSHCE and RSE the other appendices.*

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- 1.1 The approach will involve a combination of taught PSHCE and RSE lessons, talks by visiting experts and tutorial time. It is important that every teacher considers personal and social matters to be their concern. Clearly there is much scope for cross-curricular links and these should be used to reinforce particular points.
- 1.2 The role of the PSHCE and RSE teacher will be to provide information and to stimulate balanced discussion of opinions and ideas. Individual pastoral concerns should, however, be dealt with in the first instance by the personal tutor who will know the student well and whom the student must trust, or, in particularly sensitive matters, by another suitable adult (Calderdale School Nurse, Matron, Independent Listener, etc.) whom the pupil trusts.
- 1.3 Tutors will deal with issues as and when they arise as well as covering PSHCE and RSE topics in tandem with PSHCE and RSE lessons. This flexibility to deal with issues when they become relevant is essential. The PSHCE and RSE taught time should also be flexible enough to be able to be changed in response to situations which arise e.g. a group of Year 9 students who get drunk at a party could result in the alcohol awareness lesson/tutor time being brought forward.
- 1.4 Teaching PSHCE and RSE topics is not easy. Teachers must cover only those topics with which they feel comfortable. When necessary, in-house "Specialists" or outside experts will be used to deal with "difficult" topics, though tutors who are happy to deal with difficult topics are free to do so, with suitable guidance and materials (see resources shelves and guidance documents on schemes of work for PSHCE and RSE). Guidance on delivering PSHCE and RSE is kept as appendices on the policy. All teachers are, however, encouraged to seek guidance and assistance in the teaching of topics with the PSHCE and RSE Co-ordinator before a decision is made about its place in the curriculum.
- 1.5 The Pastoral Care System, which has as its aim the welfare of students, will be used as the primary vehicle of PSHCE and RSE, underpinned by the ethos of the School (See Statement of Purpose and Aims). Dealing with PSHCE and RSE issues should help the students to see the pastoral care system in a positive

light as most aspects of a student's life and development are broached and every effort is made to integrate these meaningfully into students' lives generally.

- 1.6 Teaching Personal, Social, Health and Citizenship Education (PSHCE) and Relationship and Sex Education (RSE) is not the same as teaching an academic subject. Preparing for life experientially cannot be judged and taught in the same way as preparing cerebrally for examinations. Teachers/tutors should both provide factual information in order to help students make informed decisions and encourage student participation.
- 1.7 Examples of teaching strategies, which stimulate such participation, might include:
  - a) **Discussion work:** both in pairs or small groups as well as larger groups. The key thing is that all are able to express their own opinions, listen to opinions of other students and formulate balanced judgements. (History and English specifications, for instance, might lend themselves to empathy work).
  - b) **Debate:** where a speech in favour of, or against, a particular issue can be prepared in advance.
  - c) **Brainstorming:** where ideas can be identified and then worked upon and discussed.
  - d) **Role-play:** which can be used to examine controversial issues from the perspectives of others. Drama lessons provide a useful vehicle for tackling some PSHCE and RSE issues. Analysis of the roles/situations, following the role-play, is usually desirable.
  - e) **Video Links / Visual Resources:** which can be used to stimulate discussion and to provide information. Some follow-up discussion is likely to be necessary.
  - f) **Interactive websites / digital material:** which can be used for independent research on topics as well as stimulating discussion. These may also help the learner to understand the implications or consequences of certain choices.
  - g) **Practical activities:** which can be used to create empathy in certain topics and so aid overall understanding. These are likely to act as a stimulus for discussion.
- 1.8 The teacher/tutor must try to be an “enabler” who provides an interesting range of learning opportunities for pupils. The challenge to the teacher is to foster in a classroom situation an atmosphere in which students feel confident



enough to explore and discuss PSHCE and RSE issues. (See guidance documents on teaching PSHCE and RSE, which are kept as appendices to policy documents).

- 1.9 Any discussion should be encouraging pupils to form their own judgements and develop their own world view. Playing ‘Devil’s Advocate’ is often a good teaching strategy, provided it is made clear in the end to pupils that this has been the ploy. All relevant arguments should be covered and whilst students should be encouraged to make their own judgements and have their own values these should be put into the context of what our society defines as right or wrong, and why. For example, regarding equality, racist views, LGBTQ and gender fluidity etc.

## **2. THE ASSESSMENT AND EVALUATION**

- 2.1 Ongoing assessment and evaluation will be undertaken by the tutor in their capacity as the primary point of contact for pastoral care. This is necessary in order to enable staff to assess what pupils want or need to know, they can then react accordingly.
- 2.2 At the end of each term, students will be asked to complete an assessment of learning evaluation. This is necessary to help the tutor / PSHCE and RSE Co-ordinator judge if the topics have been covered thoroughly enough.
- 2.3 Evaluation of some of the work done may be possible from observing behaviour and attitudes to others.
- 2.4 Termly and end of year reviews will be requested from the PSHCE and RSE Co-ordinator to ascertain if there are any areas that require further development in another year.
- 2.5 Recording progress in certain elements of the programme (such as Work Experience) is formalised and co-ordinated by a teacher with particular responsibility for that area, and is overseen by Tutors. In addition to this, Tutors will award an effort mark on grade slips and in reports to allow parents to see how well their child has engaged with the PSHCE and RSE programme.
- 2.6 Progress in PSHCE and RSE lessons generally could be recorded in reports by tutors in terms of criteria such as participation, articulacy, ability to absorb information, capacity for balanced judgement, grasping concepts etc.

### **3. MONITORING AND REVIEW OF PSHCE AND RSE CURRICULUM**

- 3.1 In line with school policy, all PSHCE and RSE policies, mission statements and teaching files are to be reviewed regularly – usually on an annual basis for operational documents and within a period of every two years for statements of principle. This will be the responsibility of the PSHCE and RSE Co-ordinator in co-operation with the Headmaster. See provision for PSHCE, RSE policy, drugs education policy and health policy which are also kept as appendices to PSHCE and RSE policy).
- 3.2 All tutors are asked to fill in termly evaluations on topics delivered and to help identify topic areas that need adapting, changing or adding to the curriculum.

### **4. CITIZENSHIP**

- 4.1 Incorporated into the PSHCE and RSE curriculum are specialised schemes of work that come under the banner of Citizenship. There are schemes of work for each year group, from Year 7 through to Year 11. Citizenship modules are designed in a way that means students become actively involved in the wider life of the School, their own local environments and eventually in more global issues. Students are encouraged to develop skills and knowledge that can be used in a pro-active manner, such as letter writing, campaigning and voting. Pupils are taught a range of topics, including those that actively promote fundamental British values, which will help prepare them for life after school including local and national government; the law; environmental issues; work experience and finances, and understanding their rights as a citizen. Through Citizenship modules we seek to promote the acquisition of key citizenship skills by encouraging students to examine, and respond to, issues and problems of the day. The topics being studied are therefore likely to change frequently – and sometimes unpredictably – as local, national and global issues arise.

## **Appendix 3: PSHCE AND RSE CURRICULUM PROVISION.**

*This is an appendix to be read in conjunction with the Statement on PSHCE and the other appendices.*

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- 1.1 PSHCE and RSE lessons are incorporated in to the weekly school timetable and run for the duration of the academic year. PSHCE and RSE is an integral part of the pastoral system within the School and because of this students remain in their tutor groups for lessons. These are mixed groups.

See: **Curriculum Overview** for subject content.

### **Year 7 to 11**

Receive two 30 minute lessons every week. Lessons are taught by the form tutor. Students also have several Year group assemblies throughout the term.

**L6/U6** The Enhanced Sixth Form Curriculum programme of study develops many of the aspects of the PSHCE and RSE curriculum. The programme is overseen by members of staff who liaise closely with the Enhanced Curriculum Co-ordinator. The details of the Enhanced Curriculum can be found in The Sixth Form Handbook and The Sixth Form Choices Booklet.

- 1.2 Although all lessons are controlled by the tutor, outside speakers are frequently provided for all Year Groups and staff are encouraged to make full use of the resources available in order to stimulate discussion and learning.

## **Appendix 4: RSE POLICY**

*This is an appendix to be read in conjunction with the Statement on PSHCE and the other appendices.*

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### **1. PRINCIPLES**

- 1.1 Relationship and Sex Education is an important and integral part of the PSHCE and RSE provision at Rishworth School. The overall aim of PSHCE and RSE at Rishworth is to empower our students, through raised awareness and informed choice. Within this context, Relationship and Sex Education is a specific part of preparation for adulthood.
- 1.2 Relationship and Sex Education will be taught within clearly identified parameters from Year 7 to Year 11. The work at Rishworth will build upon the foundations laid in the Relationship and Sex Education provision at Heathfield/primary level.
- 1.3 The evolving Sex Education Programme will contain 3 key elements:
  - Attitudes and Values
  - Personal and Social Skills
  - Relevant knowledge and understanding
- 1.4 Parents will be informed of the content of the policy and the programme and will have the right to withdraw their children from Relationship and Sex Education Lessons.
- 1.5 Only teachers confident and willing to deal with Relationship and Sex Education issues will be involved.
- 1.6 Discussions of genuine issues, which result from Relationship and Sex Education, are to be encouraged but judiciously managed.
- 1.7 The teaching of Relationship and Sex Education will follow the guidelines for teachers as stated in the PSHCE and RSE Policy document. In particular, topics chosen will be appropriate for the group of pupils concerned, and will be broached sensitively and with due regard for the complexion and ages of the group.

## **2. TEACHING RELATIONSHIP AND SEX EDUCATION AT RISHWORTH**

2.1 The teaching of Relationship and Sex Education at Rishworth will be approached as follows:

2.1.1 Relationship and Sex Education will be part of the overall PSHCE and RSE programme and as such will be covered by tutors. (Tutors who wish not to be involved will have the right to opt out of teaching Sex and Relationship Education: colleagues who are willing to be involved will cover the lessons).

2.1.2 Physiological and other aspects of Relationship and Sex Education will be covered in the Science Curriculum. The Year 7 Curriculum covers: reproductive organs, human fertilisation, stages of pregnancy, embryo development and birth. The Curriculum also covers: growth and change, puberty and menstruation. Year 9 students cover genetics in addition to those topics covered above. The Year 10 GCSE Specification covers: reproduction, physical development and the menstrual cycle.

2.1.3 Visiting speakers will be used to reinforce and develop some of the Relationship and Sex Education work which has already been covered or to introduce a topic which will then be followed up in PSHCE and RSE lessons and / or tutorials. School Matron is actively involved in delivering part of the Relationship and Sex Education curriculum in Year 7.

2.1.4 Relationship and Sex Education will also be addressed informally, for example when a student has asked to discuss an issue with a tutor, Calderdale School Nurse or with the School Matron. (Guidelines on confidentiality can be found in the Staff Handbook)

2.1.5 In general, the utmost circumspection must accompany any staff involvement in this area and teachers should not offer advice relating to sexual activity or contraception.

## **3. TEACHING STRATEGIES**

3.3 The School aims to help the pupils to develop the confidence to talk, listen and think about relationships and sex. The teaching strategies outlined in the PSHCE and RSE Policy documents, based upon the following, will guide the teaching of Relationship and Sex Education.

- Establishing “ground rules”
- Using distancing techniques
- Knowing how to deal with unexpected questions and comments
- Using group discussion and project learning
- Encouraging reflection

#### **4. THE CONTENT OF THE RELATIONSHIP AND SEX EDUCATION PROVISION AT RISHWORTH**

##### **4.1 Attitudes and Values**

- Grasping the importance of values, individual conscience and moral considerations.
- Understanding the implications of stable and less stable relationships.
- Exploring the emotional as well as the physical nature of sexual relationships.
- Developing critical thinking in order to make decisions (e.g. by prioritising or by resolving dilemmas).

##### **4.2 Personal and Social Skills**

- Appreciating how to manage emotions and relationships confidently and sensitively.
- Developing self-respect and respect for others.
- Learning to make choices with considerations of the consequences of decisions.

##### **4.3 Knowledge and Understanding**

- Comprehending physical development.
- Understanding healthy relationships, peer on peer abuse and exploitation.
- Exploring reproduction and sexual health.
- Develop awareness of gender identity and gender fluidity.
- Learning about contraception and the various support services that exist.
- Understanding the implications of engaging in, delaying and of not engaging in, sexual activity including consent and age of consent.

4.4 The physiological aspects of Relationship and Sex Education will be largely covered in the science curriculum. The coverage of such topics will have

references made to link with the associated areas to be covered in PSHCE and RSE.

## **5. THE AIMS OF RELATIONSHIP AND SEX EDUCATION AT RISHWORTH**

5.1 Relationship and Sex Education is about giving support to young people as they develop physically and emotionally by providing them with clear information and opportunities to relate this to a wider range of issues and considerations.

5.2 The aims of Relationship and Sex Education at Rishworth are to

- Help young people acquire and understand knowledge of a range of issues related to sex.
- Avoid misconceptions gained from inaccurate information.
- Promote the use of appropriate and accurate terminology / vocabulary.
- Encourage a consideration of moral issues with regard to sex and relationships.
- Support the overall personal and social development of each student.
- Empower students to make informed, considered, considerate and responsible decisions.

## **Appendix 5: AIM OF DRUGS EDUCATION AND LEARNING OBJECTIVES**

*This is an appendix to be read in conjunction with the Statement on PSHCE and the other appendices.*

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### **1. Approach**

- 1.1 The teaching of Drugs Education at Rishworth will be approached in accordance with the PSHCE and RSE policy aim, *"to empower through raised awareness & informed choice"*.
- 1.2 In accordance with PSHCE and RSE learning objectives, Drugs Education aims to:
  - Develop in pupils skills, knowledge & understanding for living a fulfilled life and playing a full role in society
  - Sharpen pupils' critical faculties and, in particular, their ability to question, justify, judge and decide
  - Enable pupils both to know what society calls right and wrong, and to understand why.

### **2. CONTENT OF DRUG EDUCATION**

- 2.1 **Year 7** – Introduction to drugs education; understanding that there are legal and illegal drugs, what the differences are; understanding some of the legal and medical implications of drug taking. Focus on prescription drugs, solvents and caffeine.
- 2.2 **Year 8** – Examining how drugs can be harmful. Focus prescription drugs, solvents and caffeine. Expert speakers are brought in for this year group.
- 2.3 **Year 9** – Looking at types of illegal drugs and effects and drugs and the law. How to combat peer pressure. Focus on alcohol and cannabis. Expert speakers are brought in for this year group.



- 2.4 **Year 10** – Explores the consequences of binge drinking, vaping, linking drugs and alcohol with road safety, relationship and sex education and crime. Expert speakers are brought in for this year group.
- 2.5 **Year 11** – Product awareness – party drugs and consequences of use. Focus on Class A drugs and legal highs, cannabis, vaping and binge drinking. Expert speakers are brought in for this year group.

### **3. TIMETABLING**

- 3.1. **YR 7** – expected to cover approx. 1-2 hours per year in PSHCE and RSE lessons.  
Taught by tutors
- 3.2. **YR 8** – expected to cover approx. 1-2 hours per year in PSHCE and RSE lessons.  
Taught by tutors
- 3.3. **YR 9** – expected to cover approx. 2 hours per year in PSHCE and RSE lessons.  
Taught by tutors
- 3.4. **YR 10** – expected to cover approx.1-2 hours per year in PSHCE and RSE lessons.  
Tutors & outside speaker
- 3.5. **YR 11** – expected to cover approx.2-3 hours per year in PSHCE and RSE lessons.  
Tutors & outside speaker

### **4. NEEDS OF PUPILS IDENTIFIED & THEIR INVOLVEMENT IN THE PROGRAMME**

- 4.1 Tutors lead most PSHCE and RSE lessons; they have the most regular contact with the students and are most likely to be aware of relevant issues. Staff are given flexibility within the programme to tackle specific topics whenever most relevant. Staff help in the annual assessment of the PSHCE and RSE programme through tutor-PSHCE and RSE Co-ordinator meetings and end of year reviews; and pupil self-assessment termly evaluation sheets.

### **5. PROVISION FOR VULNERABLE PUPILS**

- 5.1 Existing school policies cover the teaching of PLN pupils in all subjects.
- 5.2 Any teachers with concerns of suspected drugs misuse by either the pupil or family members should notify the DSL / Child Protection Officer in school who

would pursue the matter as required and in accordance with any Child Protection Policy arrangements.

## **6. TEACHING METHODS**

- 6.1. As with all lessons, teaching style is down to the individual teacher, within guidelines provided.
- 6.2. Staff have access to a variety of teaching resources such as:
  - worksheets
  - video links
  - task cards
  - drugs talking point ball
  - interactive applications
  - websites
- 6.3. Active participation & group work is especially encouraged in PSHCE and RSE lessons.
- 6.4. External specialist speakers are invited into school to ensure information given is accurate and up to date.

## **7. PRINCIPAL RESOURCES**

- 7.1 All teachers of PSHCE and RSE are given a year-group-specific teaching scheme of work at the beginning of each academic year, which contains links to set lesson plans, with relevant websites and video link information. This is their main resource. In addition to this there are PSHCE and RSE resources located in the staffroom on the shelves in the work room.
- 7.2 School generously budgets for updating these facilities.

## **8. EXTERNAL CONTRIBUTIONS**

- 8.1 External contributors include: professional guest speakers and externally produced literature - all by invitation and as allowed by the pre-allocated budget.

## **9. STAFF SUPPORT AND TRAINING**

- 9.1 There is a scheduled session in Michaelmas Term 2021 for parents and staff to attend with a specialist speaker to advise and give up-to-date information on the delivery of drug education and the most recent drugs on the circuit.
- 9.2 Any staff who would like additional training should speak to the PSHCE and RSE Co-ordinator as regular information workshops are available offering training on how to teach this topic.

## **10. ASSESSMENT, MONITORING, EVALUATION AND REVIEWING**

- 10.1 Drug education as part of PSHCE and RSE curriculum is reviewed each year in terms of resources and information available to teaching staff.
- 10.2 Assessment and evaluation will take place at the end of the topic as outlined in the overall PSHCE and RSE policy.

## **Appendix 6: HEALTH EDUCATION**

*This is an appendix to be read in conjunction with the Statement on PSHCE and RSE and the other appendices.*

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1.1 Health Education is an integral part of the Personal, Social, Health & Citizenship Education (PSHCE) and Relationship and Sex Education (RSE) Curriculum that is taught to all children in the Lower and Middle School sections. In PSHCE and RSE lessons a variety of topics is covered, including mental health, bullying, decision making, drugs awareness and bereavement. These lessons are delivered by Form Tutors in curriculum time, which also allows tutors to respond to issues that concern the pupils as and when they arise.

1.2 In addition to this visiting speakers are used to introduce and reinforce key messages.

1.3 Annual talks are presented to:

### **Year 7**

E-Safety  
Changes at puberty and body awareness.  
Road Safety

### **Year 8**

Mental Health  
E-Safety  
Self-esteem  
Drugs Education  
Depressions and self-harm

### **Year 9**

Contraception & pregnancy  
E-Safety  
Drugs Education  
Chosen Charity

### **Year 10**

Contraception & Sexually Transmitted Diseases  
E-Safety  
Drugs Awareness  
Cancer checks for males and females

### **Year 11**

Drugs awareness  
E-Safety

- 1.4 The School Matron and Calderdale School nurses are also available to all pupils who need assistance with personal and health-related problems. In addition, boarders have access to an independent listener.