

Personal, Social, Health & Economic (including Relationships & Health Education) Policy 2022-23 Kelvin Hall School

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1 Thrive Charter

Thrive Mission Statement

Inspiring pupils to thrive in life

Thrive Values¹

Thrive Co-operative Learning Trust **understands thriving to mean learning**, and *learning* to mean **growing in knowledge, self-reliance and in responsibility towards others**. Achieving this will allow pupils and staff to **develop a sense of agency and co-agency**, which is the awareness that we are powerful and can affect change, that life is something to be grasped rather than something that happens, and that we have maximum impact when **we work together for the common good**. This sense of agency plays out at three scales as it affects the future of **the individual, their community (local and national), and their planet**.

To thrive, pupils and staff need **environments that are safe**, for **equality to be promoted and diversity to be celebrated**, and for **wellbeing to be valued, nurtured and supported**.

- Because the service we provide is crucial to each pupil's future life chances, we ensure that **we give all pupils the opportunity to thrive**, whatever their background or perceived abilities.
- Because our task is challenging **we all strive to grow and develop**, and we support each other in this and in developing a good work-life balance.
- Because thriving happens best where adults provide pupils with a consistency of approach, **we need people who will play their part for the greater good of the team**.
- Because we serve our local communities **we act as partners in the process of assisting our children to thrive** and will work cooperatively to see this happen.
- Because leadership is a privilege **we exercise leadership in an ethical manner** and commit ourselves to upholding [The Seven Principles of Public Life](#).
- Because we are facing a climate crisis **we will work towards being an environmentally sustainable organisation** and will develop pupil and staff participation in achieving this.
- Because we are funded with public money we will ensure that **we focus our resources on pupils and enable them to thrive**.

¹ Thrive's values are directly descended from the [Co-operative Values](#)

2 Introduction

Prior to final approval by the **LGB**, this policy has been the subject of review and suggested amendments have been taken into consideration and changes made where they can be agreed.

3 Context

- All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum;
- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and;
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The RSE/PSHE meets all the outcomes in the [PSHE Association Programmes of Study, 2020](#).

4 PSHE

- 4.1 To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.
- 4.2 Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.
- 4.3 They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.
- 4.4 In our school we choose to deliver the RSE/PSHE (including Relationships Education, Relationships and Sex Education (RSE) and Health Education) using Jigsaw resources and the use of external agencies including MESMAC.

5 Objectives/Pupil Learning Intentions

Jigsaw PSHE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose;
- Value self and others;
- Form relationships;
- Make and act on informed decisions;
- Communicate effectively;
- Work with others;
- Respond to challenge;
- Be an active partner in their own learning;

- Be active citizens within the local community;
- Explore issues related to living in a democratic society;
- Become healthy and fulfilled individuals

6 Jigsaw Content

Jigsaw covers all areas of PSHE for the secondary phase (11-16), as the table below demonstrates:

Puzzle name	Content
Being Me in My World	Includes understanding self-identity, cultural diversity, society and social groups, political influences, independence, social media, online safety, perceptions, legislation
Celebrating Difference	Includes anti-bullying (online and homophobic bullying included) and diversity, through the nine protected characteristics, challenging prejudice and discrimination, stereotyping, equality, equity
Dreams and Goals	Includes goal-setting, aspirations, working together, recovering from set-backs, SMART planning, choices, responsibilities, keeping safe, employability, mental health and illness, jobs and legislation, resilience
Healthy Me	Includes mental and physical health, drugs and alcohol education, self-esteem and confidence, healthy lifestyle choices, sleep, the brain, vaccinations, choices and consequences, sexual health, relationships, sex
Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, assertiveness, consent, change, online/social media relationships, media, sexual health, power, stages of relationships
Changing Me	Includes puberty and body development, pregnancy, family types, relationships and what affects them, sexuality, accessing support, mental health, gender identity

Please note that this table of content is not exhaustive and does not reflect what is taught in each year group.

7 Statutory Relationships and Health Education

- 7.1 “The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education(PSHE) continues to be compulsory in independent schools.” DfE Guidance p.8
- 7.2 “Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”

- 7.3 “These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.” Secretary of State Foreword DfE Guidance 2019 p.4-5
- 7.4 “All schools must have in place a written policy for Relationships Education and RSE.” DfE Guidance p.11
- 7.5 We are confident that the RSE/PSHE curriculums covers all aspects of Relationships and Sex Education and Health Education in an age-appropriate way; if there are any gaps, Jigsaw will provide schools with materials to ensure all statutory duties are fulfilled, at no cost. Likewise, this policy will be updated in line with any new government guidance.
- 7.6 Our PSHE policy is informed by existing DfE guidance:
- [Keeping Children Safe in Education](#) (statutory guidance)
 - [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
 - [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
 - [Equality Act 2010 and schools](#)
 - [SEND code of practice: 0 to 25 years](#) (statutory guidance)
 - [Alternative Provision](#) (statutory guidance)
 - [Mental Health and Behaviour in Schools](#) (advice for schools)
 - [Preventing and Tackling Bullying](#) (advice for schools, including advice on [cyberbullying](#))
 - [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
 - [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
 - [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils’ spiritual, moral, social and cultural (SMSC))
 - [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

7.7 The Jigsaw Programme is aligned to the RSE Statutory Guidance.

8 What do we teach, when and who teaches it?

8.1 Whole-school approach

8.1.1 It is the responsibility of both the Head of School and Subject Leader of PSHE, Melanie Conway, to ensure that staff and parents are informed about the RSE/PSHE policy, and that the policy is implemented effectively. It is also the Head of School’s and Subject Leader of PSHE’s responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

8.1.2 Under the support of the Head of School, Senior Leader, Karen Russell and the Subject Leader of PSHE, Melanie Conway, work with external agencies regarding the school RSE/PSHE programme and ensure that all

adults who work with children on these issues are aware of the school policy, and that they work within this framework. These members will monitor this policy on a regular basis and report to governors, when requested, on the effectiveness of the policy.

9 Relationships Education

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, 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).

10 Health Education

10.1 It is important that the starting point for health and wellbeing education should be a focus on enabling pupils to make well-informed, positive choices for themselves. In secondary school, teaching should build on primary content and should introduce new content to older pupils at appropriate points. This should enable pupils to understand how their bodies are changing, how they are feeling and why, to further develop the language that they use to talk about their bodies, health and emotions and to understand why terms associated with mental and physical health difficulties should not be used pejoratively. This knowledge should enable pupils to understand where normal variations in emotions and physical complaints end and health and wellbeing issues begin.

10.2 Teaching about the impact of puberty, which will have started in primary school, should continue in secondary school, so that pupils are able to understand the physical and emotional changes, which take place at this time and their impact on their wider health and wellbeing.

- 10.3 Emphasis should continue to be given to steps pupils can take to protect and support their own health and wellbeing. They should know that there is a relationship between good physical health and good mental wellbeing and that this can also influence their ability to learn. Teachers should cover self-care, the benefits of physical activity and time spent outdoors. This should be linked to information on the benefits of sufficient sleep, good nutrition and strategies for building resilience.
- 10.4 Pupils should also be taught about problems and challenges. This should include factual information about the prevalence and characteristics of more serious mental and physical health conditions, drugs, alcohol and information about effective interventions. Schools may also choose to teach about issues such as eating disorders.

11 Sex Education

- 11.1 Since the then-Right Honourable Justine Greening, Secretary of State for Education, announced, on March 1st 2017, that it was her intention to make Relationships Education statutory in Primary schools from September 2019, the DfE has made Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools. Much of this content continues to be taught across the curriculum, with elements of sex education taught through science, Internet Safety through IT lessons, and Health Education taught through PE, Food, and English lessons.
- 11.2 The aim of RSE is to give 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. This will help pupils understand the positive effects that good relationships have on their mental well-being, identify when relationships are not right and understand how such situations can be managed.
- 11.3 RSE should provide clear progression from what is taught in primary school in Relationships Education. Teachers should build on the foundation of Relationships Education and, as pupils grow up, at the appropriate time extend teaching to include intimate relationships. Alongside being taught about intimate relationships, pupils should also be taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult. This teaching should enable pupils to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful.
- 11.4 Pupils should understand the benefits of healthy relationships to their mental wellbeing and self-respect. Through gaining the knowledge of what a healthy relationship is like, they can be empowered to identify when relationships are unhealthy. They should be taught that unhealthy relationships can have a lasting, negative impact on mental wellbeing.
- 11.5 As in primary, secondary Relationships Education can be underpinned by a wider, deliberate cultivation and practice of resilience and character in the individual. These should include character traits such as belief in

achieving goals and persevering with tasks, as well as personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, underpinned by an understanding of the importance of self-respect and self-worth. There are many ways in which secondary schools should support the development of these attributes, for example by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

- 11.6 Pupils will be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. All pupils should feel that the content is relevant to them and their developing sexuality. Sexual orientation and gender identity should be explored at a timely point and in a clear, sensitive and respectful manner. When teaching about these topics, it must be recognised that young people may be discovering or understanding their sexual orientation or gender identity. There should be an equal opportunity to explore the features of stable and healthy same-sex relationships. This will be integrated appropriately into the RSE/PSHE programme, rather than addressed separately or in only one lesson.
- 11.7 Pupils should be well informed about the full range of perspectives and, within the law, should be well equipped to make decisions for themselves about how to live their own lives, whilst respecting the right of others to make their own decisions and hold their own beliefs. Key aspects of the law relating to sex which should be taught include the age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and harassment, and choices permitted by the law around pregnancy.
- 11.8 Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, should also be addressed sensitively and clearly. Schools should address the physical and emotional damage caused by female genital mutilation (FGM). They should also be taught where to find support and that it is a criminal offence to perform or assist in the performance of FGM or fail to protect a person for whom you are responsible from FGM. As well as addressing this in the context of the law, pupils may also need support to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence, including honour-based violence and forced marriage) and strategies to manage this or access support for oneself or others at risk. Schools should also be mindful that for pupils who are or have experienced unhealthy or unsafe relationships at home or socially, the school may have a particularly important role in being a place of consistency and safety where they can easily speak to trusted adults, report problems and find support.
- 11.9 Internet safety should also be addressed. Pupils should be taught the rules and principles for keeping safe online. This will include how to recognise risks, harmful content and contact, and how and to whom to report issues. Pupils should have a strong understanding of how data is generated, collected, shared and used online, for example, how personal data is captured on social media or understanding the way that businesses may exploit the data available to them.
- 11.10 Some pupils are also exposed to harmful behaviours online, and via other forms of media, which may normalise violent sexual behaviours. A focus on healthy relationships and broader Relationships Education can help young people understand acceptable behaviours in relationships.
- 11.11 The new guidance states that Relationships Education should promote equal, safe and enjoyable relationships and be taught in a way which fosters LGBTQIA+ and gender equality, in line with the Equalities Act 2010.

11.12 The Sex Education Forum defines Relationships and Sex Education (RSE) as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

12 Parents' Right to Request their Child be Excused from Sex Education

12.1 "Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE...

... except in exceptional circumstances, the school should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those Terms". DfE Guidance pages 17/18.

12.2 Should parents wish to discuss withdrawing their child from Sex Education, they are advised to contact the Subject Leader of PSHE, Melanie Conway, to discuss this further.

13 Monitoring and Review

The Local Governing Body (LGB) monitors this policy on an annual basis. The LGB gives serious consideration to any comments from parents about the PSHE (RSHE) programme, and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

14 Equality

14.1 This policy will inform the school's Equalities Plan.

14.2 The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics..."

14.3 At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum".

14.4 At Kelvin Hall School we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

15 Review

This policy will be reviewed annually

16 Public Sector Equality Duty

16.1 The Equality Act 2010 replaced and unified all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It aims to ensure that people have equality of opportunity in accessing and experiencing public services. Schools when carrying out their day to day work should have regard to the following:

- eliminating discrimination;
- advancing equality of opportunity and;
- foster good relations across all characteristics.

16.2 Schools cannot unlawfully discriminate against pupils because of their disability, gender, race, religion or belief, sex and sexual orientation. Protection is now extended to pupils who are pregnant or undergoing gender reassignment. This means it is now unlawful to discriminate against a transgender pupil or a pupil who is pregnant or recently had a baby.

16.3 This policy was reviewed and updated with reference to this duty. The author/s of this document considered this policy in the light of these requirements to ensure that Kelvin Hall School adheres to these statutory regulations.

17 Person Responsible

Updated Summer 2022

Head of School

To be reviewed Autumn 2023