



**Personal, Social, Health,  
Citizenship and Economics  
Education  
Relationships and Sex  
Education (RSE)  
Abbotsholme Senior School  
May 2021**

**Approved by:**

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## Contents

1. Introduction
2. Aims
3. Policy development
4. Curriculum and delivery
5. Roles and responsibilities
6. Parents' right to withdraw
7. Monitoring arrangements

## 1. Introduction

The department fully endorses the school's general aims and seeks to support and demonstrate the aims and values of the school.

The school recognises that young people today are growing up in an increasingly complex world and living lives in parallel on and off-line. This presents both positive and exciting opportunities, but also potential risks. Learning and participating in our PSHCE Education and RSE programme provides pupils with an opportunity to follow a syllabus which has been designed to ensure that there is necessary preparation for life to come.

Educating our pupils to know how to stay safe and healthy, and how to manage their academic, personal and social lives in a positive way is of utmost importance. The school works to ensure that all content in the programme is age-appropriate and is taught in a sensitive and inclusive way.

Our PSHCE Education and RSE programme are designed to complement and reinforce the role played by parents, guardians, house parents and carers. The school continues to seek and investigate opportunities for parental involvement.

The curriculum programme focuses on a number of key areas:

- Online safety
- Drugs awareness
- Emotional and mental wellbeing
- Transition periods
- Development of key personal skills and attributes
- Development of resilience and character
- Identity
- Diversity
- Respectful relationships
- Risk taking
- Knowledge about sexual health and sexual relationships
- Ethical issues

The programme also complements areas covered in other subjects:

- Careers Education
- Importance of physical exercise and fitness
- Healthy eating
- Puberty
- Contraception

The school actively promotes the Fundamental British Values (FBV) of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. It also encourages respect for others with regard to protected characteristics. These are set out in the Equality Act 2010 (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation).

Lastly, the school aims to provide a safe place in which pupils can learn, understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to

challenge them. The school makes reference to the Prevent Duty Guidance, where we have 'due regard to the need to prevent people from being drawn into terrorism'.

This policy seeks to set out details about how RSE Education is incorporated into the Senior School PSHCE Education programme.

## 2. Aims

Sex and relationships education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of the PSHCE programme.

A comprehensive programme of RSE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

The aims of the programme are to:

- Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and in society
- Prepare pupils at the school for the opportunities, responsibilities and experiences of later life
- Provide pupils with the information they need to help develop healthy, nurturing relationships of all kinds, not just intimate relationships
- Enable pupils to know what a good relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship
- Provide guidance on how to resist pressure to have sex (and not applying pressure)
- Provide guidance on how to develop appropriate intimate relationships
- Teach about the use of contraception during intimate relationships
- Teach what is acceptable and what unacceptable behaviour in relationships. By understanding what a healthy relationship is, pupils can be empowered to identify when relationships are unhealthy. Pupils will be taught that unhealthy relationships can have a lasting, negative impact on mental wellbeing
- Help pupils to 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
- Look at grooming and sexual exploitation
- Address physical and emotional damage caused by FGM
- Teach the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way
- Cover key aspects of the law relating to sex:
  - age of consent
  - what consent is and is not
  - definitions and recognition of rape, sexual assault and harassment
  - choices permitted by the law around pregnancy

### 3. Policy development

- This policy has been developed in consultation with staff, with reference to key Government guidance and from a range of sources including the PSHE Association.
- This policy is to be reviewed on an annual basis by the Head of PSHE.
- Parents and the board at the school have been invited to read the policy and return feedback.
- Pupils are consulted on an annual basis and given the opportunity to feedback.
- The policy is available on the school website.

### 4. Curriculum and delivery

Pupils in the Senior School are taught in timetabled lessons once a week. These take place within mixed gender classes, however, alternative grouping can be facilitated if deemed necessary. RSE Education is taught at various different points in the year and builds on knowledge covered in previous topics.

Schemes of work are followed as per Appendix 1, however, the programme is flexible to allow the school to respond to pupil need and related incidents.

There are opportunities to use tutorial time in addition to timetable lessons and specific aspects are delivered by:

- Visiting speakers
- Health care professionals
- Health Centre
- Presentations and workshops

### 5. Roles and responsibilities

Staff are responsible for delivering the RSE content in a sensitive, non-judgemental and factual way which allows scope for pupils to ask questions in a safe environment.

There are clear guidelines for RSE Education lessons and pupils are reminded of these, and distancing techniques are employed so that pupils are not put on the spot or feel the need to disclose personal information in front of other pupils.

Tasks and resources are carefully chosen. Active learning methods that support participation and encourage reflection are used. Technology is used to help pupils access resources and engage with confidence. The Head of Department is a member of the PSHE Association and has access to all 'quality assured resources'. There may be occasions where pupils ask questions which cannot be answered; skill and discretion are needed. Professional organisations such as Brook and the Sex Education Forum are useful points of contact for further advice.

If there are any safeguarding concerns whatsoever, these concerns must be reported and not discussed with other members of staff, in line with the School's policy. Staff will be reminded of these correct procedures if any allegations or disclosures of abuse are made.

The school recognises that RSE Education must be accessible for all pupils, including those with SEND and thus aims to provide high quality teaching that is differentiated and personalised.

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

Although parents will be strongly advised to allow their children to participate in the RSE Education programme, the school recognises the right of parents to withdraw their children from such sessions if they so wish.

Parents will be informed by letter or school post when RSE is to take place in the school year. This will enable them to contact the school should they wish to withdraw their children before the unit of work begins.

## **7. Monitoring and evaluation**

This policy and the curriculum programme are reviewed annually by the Head of Department and Pastoral team to ensure that legislative changes are met.

The school has worked to ensure that the PSHCE programme takes into account the statutory guidance for all schools, which became mandatory in 2020.

**Appendix 1**

## Key Stage 3 Medium Term Plan of PSHE Education and Citizenship

### PSHE Education & Citizenship

At Key Stage 3, pupils build on the skills, attitudes, values, knowledge and understanding they have acquired and developed during the primary phase. PSHE and Citizenship education acknowledges and addresses the changes that learners are experiencing, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the skills which will equip them for the opportunities and challenges of life. Pupils are encouraged to manage diverse relationships and the increasing influence of peers and the media. PSHE and Citizenship education allows them to be more confident in addressing the challenges of effective learning and making a full and active contribution to society.

Core Theme I - Health and Wellbeing		
Concepts	Processes and Skills	Context
<ul style="list-style-type: none"> <li>• Growing and changing</li> <li>• Personal health</li> <li>• Emotional wellbeing</li> <li>• Keeping safe</li> </ul>	<ul style="list-style-type: none"> <li>• Decision making</li> <li>• Critical reflection</li> <li>• Managing risk</li> <li>• Resilience</li> <li>• Empathy</li> <li>• Communication skills</li> <li>• Being independent</li> </ul>	<ul style="list-style-type: none"> <li>• How to manage transition from primary to senior school</li> <li>• The knowledge and skills needed for setting realistic targets and personal goals</li> <li>• How to maintain physical, mental and emotional health and wellbeing including sexual health</li> <li>• Managing change (physical and emotional changes during puberty, personal circumstances); how to deal with a breakdown in a relationship (separation and divorce) and the effects of loss and bereavement; including an appreciation of cultural and religious expectations</li> <li>• How to recognise, assess and manage risks to health and to stay, and keep others, safe (including extremism and radicalisation)</li> <li>• How to make informed choices about health and wellbeing matters; including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; emotional health and wellbeing, and sexual health</li> <li>• How to respond in an emergency (including administering first aid)</li> <li>• The role and influence of the media on lifestyles</li> <li>• How to identify and access help, advice and support</li> </ul>

Core Theme 2 – Relationships

Concepts	Processes and Skills	Context
<ul style="list-style-type: none"> <li>• Healthy relationships</li> <li>• Valuing difference</li> </ul>	<ul style="list-style-type: none"> <li>• Developing relationships and working with others</li> <li>• Critical reflection</li> <li>• Managing risk</li> <li>• Decision making</li> <li>• Problem solving</li> <li>• Communication skills</li> <li>• Empathy</li> </ul>	<ul style="list-style-type: none"> <li>• Examples of diverse values encountered in society and the clarification of British and personal values</li> <li>• The similarities, differences and diversity among people of different race, culture, ability, disability, gender, age and sexual orientation and the impact of prejudice, bullying, discrimination and racism on individuals and communities</li> <li>• To respect equality and be a productive member of a diverse community</li> <li>• To explore what social harmony means</li> <li>• The roles and responsibilities of parents, carers and children in families; within a range of social, cultural and religious contexts</li> <li>• How to recognise and manage emotions within a range of relationships; The features of positive and stable relationships</li> <li>• How to deal with risky or negative relationships including all forms of bullying and abuse, sexual and other violence, extremism and radicalisation, and online encounters</li> <li>• Different types of relationships including those within families and between older and young people, boys and girls, and people of the same sex, including civil partnerships</li> <li>• The nature and importance of stable relationships for family life and bringing up children; including a consideration of different cultural and religious expectations</li> <li>• How high risk behaviours affect the health and wellbeing of individuals, families and communities (sexual activity, human reproduction, contraception, pregnancy, STIs and HIV)</li> <li>• About the concept of consent in a variety of contexts (including sexual relationships)</li> <li>• How to identify and access appropriate advice and support</li> </ul>

Core Theme 3 - Living in the Wider World/Citizenship

Concepts	Processes and Skills	Context
<ul style="list-style-type: none"> <li>• Looking to the future</li> <li>• Being an UK citizen</li> <li>• Financial Education</li> <li>• Communities</li> </ul>	<ul style="list-style-type: none"> <li>• Self-development</li> <li>• Exploration</li> <li>• Enterprise</li> <li>• Financial capability</li> <li>• Empathy</li> </ul>	<ul style="list-style-type: none"> <li>• About rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy</li> <li>• How to make informed choices and be enterprising and ambitious</li> <li>• How to develop employability, team working and leadership skills and develop flexibility and resilience</li> <li>• Different types of work, including employment, self-employment and voluntary work</li> <li>• About the economic and business environment</li> <li>• The functions and uses of money, the importance of personal budgeting, and managing risk.</li> <li>• How the political system of the UK has developed as a democracy, including the role of Parliament and the monarch</li> <li>• The operation of Parliament, including voting and elections, and the role of political parties</li> <li>• The precious liberties enjoyed by the citizens of the United Kingdom</li> <li>• The nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals</li> </ul>

## Key Stage 4 Medium Term Plan of PSHE Education and Citizenship

### PSHE Education & Citizenship

At Key Stage 4, pupils extend and rehearse the skills, further explore attitudes and values, and deepen knowledge and understanding acquired during key stage 3. PSHE education and Citizenship reflects the fact that learners are moving towards an independent role in adult life, taking on greater responsibility for themselves and others. By Key Stage 4 increasing numbers of pupils may be gaining direct experience of issues taught through PSHE education and Citizenship.

Core Theme I - Health and wellbeing		
Concepts	Processes and Skills	Context
<ul style="list-style-type: none"> <li>• Personal health</li> <li>• Emotional wellbeing</li> <li>• Keeping safe</li> </ul>	<ul style="list-style-type: none"> <li>• Decision making</li> <li>• Critical reflection</li> <li>• Managing risk</li> <li>• Resilience</li> <li>• Empathy</li> <li>• Communication skills</li> <li>• Being independent</li> </ul>	<ul style="list-style-type: none"> <li>• How to manage transition</li> <li>• How to maintain physical, mental and emotional health and wellbeing including sexual health</li> <li>• The characteristics of emotional and mental health, and the causes, symptoms and treatments of some mental and emotional health disorders</li> <li>• About parenthood and the consequences of teenage pregnancy</li> <li>• How to assess and manage risks to health and to stay, and keep others, safe</li> <li>• How to identify and access help, advice and support</li> <li>• How to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; emotional health and wellbeing and sexual health, online behaviour and reputation</li> <li>• How to respond in an emergency including administering first aid</li> <li>• The role and influence of the media on lifestyle – how the media portrays young people, body image and health issues</li> </ul>

### Core Theme 2 – Relationships

Concepts	Processes and Skills	Context
<ul style="list-style-type: none"> <li>• Healthy relationships</li> <li>• Valuing difference</li> </ul>	<ul style="list-style-type: none"> <li>• Developing relationships and working with others</li> <li>• Critical reflection</li> <li>• Managing risk</li> <li>• Decision making</li> <li>• Problem solving</li> <li>• Communication skills</li> <li>• Empathy</li> </ul>	<ul style="list-style-type: none"> <li>• How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts</li> <li>• The roles and responsibilities of parents, carers, children and other family members</li> <li>• Parenting skills and qualities and their central importance to family life</li> <li>• How to recognise and manage emotions within a range of relationships</li> <li>• Characteristics of positive relationships</li> <li>• How to deal with risky or negative relationships including all forms of bullying and abuse, sexual and other violence and online encounters</li> <li>• About the concept of consent in a variety of contexts (including sexual relationships)</li> <li>• The impact of bereavement, separation and divorce on families and the need to adapt to changing circumstances</li> <li>• To respect equality and be a productive member of a diverse community</li> <li>• How to identify and access appropriate advice and support</li> </ul>

### Core Theme 3 - Living in the Wider World/Citizenship

Concepts	Processes and Skills	Context
<ul style="list-style-type: none"> <li>• Financial Education</li> <li>• Being a UK citizen</li> <li>• Preparing for the future</li> <li>• Rights and responsibilities</li> <li>• The UK and its relationship with the rest of the world</li> </ul>	<ul style="list-style-type: none"> <li>• Self-development</li> <li>• Exploration</li> <li>• Enterprise</li> <li>• Financial capability</li> <li>• Empathy</li> </ul>	<ul style="list-style-type: none"> <li>• Rights and responsibilities at work and attitudes and values in relation to work and enterprise</li> <li>• How to make informed choices and be enterprising and ambitious – risk and reward, social and moral dilemmas about the use of money</li> <li>• How to develop employability, team working and leadership skills and develop flexibility and resilience</li> <li>• About the economic and business environment – different types of work, business and range of opportunities in changing patterns of employment</li> <li>• Parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in</li> </ul>

		<p>holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press</p> <ul style="list-style-type: none"><li>• The different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond</li><li>• Other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom</li><li>• Local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth and the wider world</li><li>• Human rights and international law</li><li>• The legal system in the UK, different sources of law and how the law helps society deal with complex problems</li><li>• Diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding</li><li>• The different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering</li><li>• Income and expenditure, credit and debt, insurance, savings and pensions, as well as a range of other financial products and services.</li></ul>
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