



FRANCIS HOLLAND SCHOOL REGENT'S PARK

Name of Policy

**Personal, Social, Health & Economic
Education PSHE
Incorporating the Relationships & Sex
Education Policy**

Author

SLT

Committee for Review & Approval

Education

Date of Last Revision

March 2020

Date of Committee Approval

Spring 2020

Date of Council Approval

Spring 2020

Date of Next School Review

Autumn 2021

Date of Next Committee Review & Approval

Spring 2022

Date of Next Council Approval

Spring 2022

Regulation Number

Part 1 2(f)(g)(j)

Regulation Description

Schemes of work for personal, social and health education which reflects the school's aims and ethos; appropriate careers guidance for pupils receiving secondary education; adequate preparation of pupils for the opportunities, responsibilities, and experiences of adult life.

Revision History	
This section should be completed by the reviewer each time this policy is reviewed	
Changes made [brief description of edits]	Date [Term and Year]

Availability of this document:

Copies of this document are available at francisholland.org.uk/policies/ or on request from the school office, Francis Holland School, Ivor Place, London NW1 6XR.

Personal, Social, Health & Economic Education

Aims & Objectives of the PSHE programme

Successful learners, confident individuals, responsible citizens (National Curriculum)

'PSHE education equips children and young people with knowledge, understanding, attitudes and practical skills to live healthy, safe, productive, fulfilled, capable and responsible lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in managing their finances effectively. PSHE education also enables children and young people to reflect on and clarify their own values and attitudes, and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.' (PSHE association)

Whole School Approach

The PSHE programme

- supports the wider aims and objectives of the school;
- places significant importance on each pupil's personal and social development;
- allows curriculum provision for key skills and knowledge to enhance learning and development of both individuals and the school community;
- includes a planned framework which both informs and supports teaching, but which also allows flexibility and ownership by the staff and pupils involved, and one that is continuously reviewed and updated following input from all members of the school community and outside agencies;
- supports individuals working together and sharing views across year groups within activities, workshops and with support from student-led groups such as school council.

PSHE at Francis Holland School

PSHE is taught throughout the school as a planned programme of learning about life. Our aims are that young people will acquire the knowledge, understanding, attitudes and skills they need to thrive as individuals, family members and members of society. Cross-curricular links allow PSHE concepts and skills to be developed and reinforced through a range of subjects in the curriculum, including Religious Studies and Biology as well as during form time. We aim to ensure a balanced presentation of opposing views. The PSHE programme is a tailored programme to the needs of pupils and the school community and is age-appropriate, interactive and regularly reviewed using both verbal feedback and an annual confidential questionnaire to allow us to adapt the programme over time to the needs of the pupils and the school community.

The PSHE programme aims to:

- promote the spiritual, moral and cultural development of pupils at the school, and prepare pupils for the opportunities, responsibilities and experiences of later life, to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions;
- build self-esteem, confidence and resilience;
- encourage a sense of purpose, responsibility, citizenship and community;
- encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010;

- provide drug education, financial education, Relationships and Sex Ed (RSE) and the importance of physical health including healthy lifestyles and First Aid.
- reflect the needs of pupils and build on the content of the school's curriculum with a published programme in relation to each academic year;
- enable pupils to distinguish right from wrong, to respect the civil and criminal law of England and to respect democratic values.

Provision

- Weekly timetabled lessons are delivered by teachers who have a special interest in PSHE, with the support of the Head of PSHE;
- Regular visiting speakers and workshops are used to inspire, enhance and promote enquiry;
- The PSHE course has cross-curricular links and aspects of many topics are embedded in the curriculum, taught by subject specialists, delivered through whole-school assemblies and year group assemblies and via the pastoral programme during form times.

Content

The PSHE programme has been planned using topics from each of the following strands for all year groups, and is based on the national guidance and the latest statutory guidance and pupil, staff, school and community objectives. In many cases topics overlap, and year groups will meet topics more than once, with the path varying according to requirements. Where possible two weeks are allowed for each topic/presentation to give sufficient time to discuss and expand on ideas or concerns and to follow-up after presentations by outside speakers.

A: Health and Well-being

Identity and self-esteem
 Body image and the media
 Emotional wellbeing
 Physical and mental wellbeing
 Risk and safety

B: Relationships

Safe, healthy relationships and sex including consent and intimate relationships
 RSE (relationships and sex education)
 Communication
 Media and Negotiating life online

C: Living in the wider world

Identity, skills and strengths
 Citizenship
 Finance, Careers and Economic Wellbeing

Citizenship

PSHE sessions on citizenship are one of the ways in which the school actively promotes fundamental British values, including:

- an understanding and appreciation of the democratic process;
- an appreciation that living under the rule of law protects individual citizens;
- an understanding of the importance of the independence of the courts in a democracy;
- the understanding that many faiths can co-exist with mutual, respectful tolerance

- an intolerance of discrimination.

Some of these issues also feature elsewhere in the curriculum, including in Current Affairs classes in LIV and in Religious Studies.

Careers Education

The PSHE programme incorporates careers education, in addition to the careers provision which happens outside of PSHE (individual interviews, visits from outside speakers, Take Your Daughter to Work Day, the organisation of work experience, visits to universities, and so on) Girls are also given the information, tools and advice to make informed choices about a range of careers options, and are encouraged to aspire to fulfil their potential. We consciously work to prevent all forms of stereotyping to ensure that girls from all backgrounds and diversity groups consider the widest range of careers, including those which are often portrayed as primarily for one or other of the sexes.

PSHE has particular links to the following school policies:

- Anti-bullying
- Behaviour & sanctions
- Safeguarding
- Drugs Education

Relationships and Sex Education (RSE) Policy

Aims

Our aims are to:

- provide support and relevant information to all pupils, parents and staff irrespective of culture and beliefs;
- promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils for the opportunities, responsibilities and experiences of later life;
- equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make healthy, safe and informed decisions;
- reflect the needs of the pupils and build on the content of the school's curriculum.

Organisation

The school's Relationships and Sex Education programme is the responsibility of the Head of PSHE in conjunction with the Pastoral Deputy Head. There is also close liaison with the Heads of Science and Religious Studies to monitor the dovetailing of schemes of work. The programme is delivered through three main outlets:

- The Science syllabus
- The Religious Studies syllabus
- The PSHE programme

The Relationships and Sex Education programme provides information and encourages the acquisition of skills and attitudes that will allow pupils to manage their lives in a responsible and healthy way.

Attitudes and Values

As well as knowledge and information, pupils are encouraged to consider the importance of the following attitudes and values:

- respecting and valuing themselves, both physically and emotionally, as well as others;
- showing understanding and sensitivity towards the needs, views and beliefs of others;
- taking responsibility for themselves and for others within their relationships, families, school and the wider community.

Pupils will be encouraged to:

- develop self-reflection and assertiveness;
- learn how to learn from experience and how to assess risk, leading to informed decisions which promote well-being;
- maintain a healthy lifestyle;
- develop good communication skills and the empathy and understanding needed for making and maintaining healthy relationships;
- develop the ability to recognise and avoid prejudice and abuse.

Content

a) Biological Aspects - taught to all pupils as part of the science curriculum; for further details please see subject schemes of work.

Key Stage 3 (IIs – UIVth)

- Male and female reproductive systems, fertilisation, pregnancy, birth
- Secondary characteristics of puberty
- Bacteria and viruses

Key Stage 4 (LVth – UVth)

- Physiological changes; hormones
- Defence mechanisms
- Revisit contraception, STIs, HIV, AIDS (links to PSHE lessons)
- How sex is determined in humans

b) RSE Topics delivered through the PSHE programme by a specialist teacher of sexual health education:

Key Stage 3 (IIs – UIVth)

- Menstruation, hormones and practicalities in a senior school setting
- Intimacy, love & emotion
- Benefits & qualities of healthy relationships and how to recognise unhealthy relationships
- Importance of marriage (including for same sex couples), civil partnership, stable relationships and different types of relationships
- Rights and the law; consent, respect, values, pressure
- Difference & diversity: attraction, sex, gender & orientation.

Key Stage 4 (LVth – UVth)

Girls revisit the above topics and are encouraged to evaluate and develop strategies to support good health and wellbeing, as well as considering:

- How to recognise and build healthy relationships and how to recognise unhealthy relationships and the effects upon health and well-being, including mental health.
- Pressure, coercion, abuse, action & consequence
- Gender and sexuality

- Readiness for intimacy & sex
- Contraception, STIs, risk, planned and unplanned pregnancy
- Effects of drugs, alcohol and pornography (safety online) on sexual behaviour
- Family life, teenage pregnancy
- Issues concerning forced marriage, domestic violence, FGM and sexual exploitation.

Key Stage 5 (Sixth form)

Many topics are revisited and girls are encouraged to consider and reinforce their own ideas and values, as well as considering:

- Women's health
- Sexual health

At each stage all pupils will be encouraged to consider where to go for advice, support and information, how to select appropriately and how to make informed decisions.

c) Topics delivered through the Religious Studies syllabus

Key Stage 4 (LVth – UVth)

Attitudes of different religions towards sex, contraception, homosexuality, abstinence, divorce and remarriage, abortion and IVF.

Key Stage 5 (Sixth form)

Medical and sexual ethics.

d) Related topics taught within the PSHE programme (see PSHE scheme for details)

- Well-being and keeping healthy
- Managing relationships
- Drugs, alcohol and tobacco
- Media and body image
- Self-esteem and identity

Resources: A variety of age-appropriate materials are used.

Relationships Education, Relationships and Sex Education (RSE) and Health Education – Statutory Guidance 2019

Accessibility

This policy should be read in conjunction with the Learning Needs Policy and the Accessibility Plan

Withdrawal from RSE lessons: All parents have the right to withdraw their children from all or any part of the programme, up until 3 terms before their child turns 16. In the event of a withdrawal, the Head of PSHE and a senior member of staff will hold a meeting with the parents about the benefits of receiving this important education.

Monitoring and Review

The RSE programme will be monitored annually by the Head of PSHE in liaison with the Pastoral Deputy Head; through discussion, meetings and feedback from pupils, staff, parents and governors. Confidential questionnaires are also used to inform future planning and provide evidence of effective teaching and learning.

Confidentiality and Support

All staff, especially the Pastoral Deputy Head, the Heads of Years and the Form Tutors offer pupil support.

Pupils may seek to confide in a teacher (possibly after attending an RSE/PSHE lesson). At the earliest opportunity in a first interview pupils will be made aware that some information cannot be treated as confidential. They should understand that certain disclosures may result in information being passed on in the best interests of the pupil. Please see our Safeguarding Policy.