



# King's High School

Policy:	<i>PSHEE and Relationship, Sex Education Policy</i>
Applies to:	<i>King's High School Staff and Pupils</i>
Authors:	<i>Deputy Head Pastoral</i>
Approved by:	<i>KHS Committee, June 2018, 26 June 2021</i>
Reviewed:	<i>1 July 2019; 1 July 2020</i>
Signed:	<i>S Watson, Deputy Head</i>

## **Personal, Social, Health and Economic Education (PSHEE) Policy incorporating Relationship, Sex Education (RSE) Policy**

The King's High School for Girls PSHEE policy focuses upon the following key areas: citizenship, relationship and sex education (RSE), drug education including alcohol and tobacco, emotional health and wellbeing<sup>1</sup>, physical activity, personal safety, healthy eating and economic education.

### **Statutory requirements**

The delivery of Relationships and Sex Education (RSE) is a requirement under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance. This states that pupils in all secondary schools, from September 2021 at the latest, must learn about—

- (i) safety in forming and maintaining relationships,
- (ii) the characteristics of healthy relationships, and
- (iii) how relationships may affect physical and mental health and well-being.

The education given is required to be appropriate, giving due regard to the age and the religious background of the pupils.

The School has followed the guidance that all schools **must** consult with parents on changes to the Relationships and Sex Education (RSE) aspects of the policy.

### **Key aims and objectives:**

PSHEE is an educational entitlement of all pupils and an integral part of each pupil's emergence into adulthood. The personal development of every pupil at King's High School is of paramount importance and synonymous with the school's key aims.

The PSHEE programme aims to enable its pupils:

- to lead confident, healthy and responsible lives as individuals and members of society
- to gain practical knowledge and skills to help them live healthy and deal with the spiritual, moral, social and cultural issues they face as they approach adulthood
- to understand and manage responsibly a wider range of relationships as they mature, and to show respect for the diversity of, and differences between, people and their environment
- to develop confidence and independence and encourage personal responsibility in all forms of behaviour

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<sup>1</sup> Reference made to *Mental health and behaviour in schools* (March 2016), *Counselling in schools: a blue print for the future* (February 2016), *Supporting pupils at school with medical conditions* (December 2015) in developing resources to focus on developing mental health awareness

- to reflect on their experiences and how they are developing.
- to develop their sense of wellbeing and self-esteem, encouraging belief in their ability to succeed and enabling them to prepare effectively and take responsibility for the challenges, choices and responsibilities of work, future choice of courses and careers<sup>2</sup> and lifelong learning.
- to empower them to participate in their communities as active citizens and to develop a global perspective.

## Organisation

The Deputy Head (Pastoral) is responsible for the overall planning, implementation and review of the PSHEE programme throughout the school and works closely with the Co-ordinator of Pupils' Personal Development, Heads of Key Stage, Heads of Year, form tutors, school nurse, school wellbeing counsellor and the Religion and Philosophy, Biology and Physical Education Departments.

## Curriculum and opportunities

The way in which the curriculum is managed, its organisation and the varying teaching styles used are central to the school's ethos, aims, attitudes and values. All subjects and activities carried out in school such as assemblies, voluntary service, fundraising, mentoring schemes, and trips to name just a few, contribute to the personal and social development of pupils in school.

By adopting a whole school approach, combining curricular provision with whole school policies and practices, the curriculum provides planned and coordinated opportunities for pupils to explore attitudes and values and to develop, knowledge, skills and understanding that support inclusion, challenge racism and value diversity.

The delivery of PSHEE, including the RSE component, respects the Equality Act, 2010 which lays down the requirement to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The curriculum is adapted to the needs of those with SEND, under guidance from the Head of Learning Support with resources adapted where necessary.

The needs of all pupils, including those with protected characteristics, are appropriately met, and the importance of equality and respect amongst students is stressed. Topics are delivered sensitively, and special consideration is given to inclusivity of LBGQTQ+ students in RSE teaching.

## Delivery

The personal development of each pupil (through PSHEE) is achieved through a programme of activities that is flexible and modular. The delivery of the programme occurs in three distinct ways:

1) Discrete provision through:

a) Timetabled curricular time - Years 7 and 8 have allocated timetable time of 50 minutes per week and Years 9 -11 have 30 minutes per week with dedicated schemes of work and lesson plans focussing on broad range of areas including careers education, RSE, citizenship, politics and protected behaviours. The programmes aim to cover all areas of PSHEE identified by the PSHE Association. In addition, Years 7 undertake a Springboard programme fortnightly, focussing on developing wellbeing, resilience and study skills. In the Sixth Form, the PSHEE programme is delivered through 'Your Future' which offers a 50-minute session weekly in the Lower Sixth and fortnightly in the Upper Sixth. The programme is coordinated by a dedicated Head of Futures.

b) Pastoral/tutorial time activity sessions – Key Stages 3, 4 and Sixth Form have a tutorial time programme of activities that cover PSHEE and citizenship themes as well as, for example, careers education and guidance. This provision has flexibility allowing us to respond to needs as they arise.

c) Specialist speakers and workshops – these take place periodically throughout the year.

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<sup>2</sup> Following guidance outlined in DfE "Careers guidance and inspiration in schools" March 2015

2) Provision through teaching and learning in other subjects/curriculum areas, for example Religion and Philosophy

3) Provision of PSHEE and citizenship across the whole school, including for example, in assemblies, voluntary service, fundraising, peer mentoring, and a wide range of cocurricular activities. National focus times such as Antibullying Week or Safer Internet Day may be used to draw attention to topics. A week-long annual Festival of Wellbeing is organised which in the past has included community singing workshops, laughter yoga and keynote speakers.

The PSHEE curriculum aims to fulfil all of the statutory and non-statutory requirements set down by QCA, through the three delivery areas.

### **Teaching and learning approaches**

A variety of teaching approaches is used to allow pupils to develop their knowledge and understanding of topics, to enable moral issues to be explored and to acquire appropriate skills. More details can be found in the schemes of work for each year group, but the most common strategies used are based on stimuli materials such as card sorts, photographs and news items to stimulate group discussions.

Teachers are made aware that their personal beliefs and attitudes must not influence the teaching of controversial issues and the approach is to help pupils make their own informed decisions. Advice is available from the Coordinator of Pupils' Personal Development or the Heads of Key Stage if teachers are concerned about any aspect of delivery. The rotation of topics between teachers from Year 9 and above allows expertise to be built up by a teacher in specific topics.

### **Resources**

- **Materials** - a wide range of teaching resources is available to teachers and the library is an additional resource area for pupils and staff. In addition, notice boards (e.g. wellbeing boards) and information/documentation given to girls and parents e.g. bullying wallet card, provide additional information.
- **Staff** - All staff throughout the school, whatever their role, are involved in promoting and developing the aims and objectives of the PSHEE policy. In addition, we aim to ensure that staff have access to Continuing Professional Development in any aspects of the PSHEE programme that they feel are of relevance and interest and that they are provided with appropriate support and effective resources. Additionally, professionals with specialist areas of knowledge and expertise are employed to provide teaching in some aspects of the programme, as well as specialist speakers who have experience of or work in specific fields. Heads of Key Stage, Heads of Year, Deputy Head Pastoral and the Coordinator of Pupils' Personal Development and other members of the pastoral team are responsible for teaching RSE and other topics within the PSHE Scheme of Work.

### **Roles and responsibilities**

#### **The governing board**

The governing board approve the PSHEE policy and holds the headteacher to account for its implementation.

#### **The head**

The head is responsible for ensuring that PSHEE is taught consistently across the school.

#### **Staff**

Staff are responsible for:

- Delivering PSHEE in a sensitive way
- Modelling positive attitudes to PSHEE
- Responding to the needs of individual pupils

#### **Pupils**

Pupils are expected to engage fully in PSHEE and, when discussing issues related to PSHEE, treat others with respect and sensitivity.

### **Monitoring and Review**

A formal review and evaluation of the PSHEE programme is undertaken annually in July by the Deputy Head (Pastoral) to update and develop the programme further and staff, pupils, parents and other members of the community may be part of the review process. Questionnaires, via Microsoft Forms, are issued to a sample of students after each topic and are used to inform future developments. The programme is constantly under review, with the inclusion of speakers when the opportunity arises, as well as focusing on topical issues. The development of PSHEE is also recognised in the School Development Plan.

### Specific Issues

- (a) **Confidentiality.** Staff and pupils should be aware that some information cannot be held confidential and that if certain disclosures are made actions will ensue. However, pupils will always be offered sensitive and appropriate support and, if necessary, will be encouraged to talk to their parents or a doctor about their problem.
- (b) **Issues relating to relationships and sex, including sexually transmitted diseases, contraception and abortion** are addressed in the teaching programme. Facts are presented in an objective and balanced way; the difference between fact, opinion and religious belief is made clear.
- (c) **Parents.** Parents have the right (under the 1993 Education Act) to withdraw their children from all or part of the sex education part of the RSE programme up until 3 terms before their child turns 16. After that, it is the child's decision. Parents should contact the Head to discuss this. Parents **cannot** withdraw their child from the relationships education component of RSE or the health education topics. Pupils who are withdrawn from sex education will receive appropriate, purposeful education during the withdrawal period.
- (d) **Counselling.** The school has employed a Wellbeing Mentor (qualified counsellor) since September 2014
- (e) **Complaints Procedure.** Any complaints about the curriculum should be made following the school's complaints procedure

## Appendix A: Summary of year group topics

Further details are issued in the start of year Summary Schemes of Work issued to all parent

Y7	<p>Belonging to the King's High Community            Daring to Live Safely (Protective Behaviours)            Valuing Ourselves and Others            Resilience            Adopting a Growth Mindset  <b>Springboard:</b>            Attributes of a King's High Learner            Habits of Happiness            Revision Skills  <b>CS</b>            Internet safety</p>
Y8	<p>Beating Bullying            Keeping Safe Online            Preventative Health            Making Healthy Choices About Alcohol            Relationships and Sex Education            Citizenship</p>
Y9	<p>Values            Relationships and Sex Education            Careers and Managing Stress            Knowing About Drugs so we can Keep Ourselves Safe            Wellbeing</p>
Y10	<p>Personal development            Careers            Finance Education            Citizenship            Relationships and Sex Education            Health, drugs and alcohol            Online safety – internet safety, media            Mental health and wellbeing – mental wellbeing, emotions and emotional management, the teenage brain, resilience</p>
Y11	<p>Personal development            Careers            Finance Education            Citizenship            Relationships and Sex Education            Health, drugs and alcohol            Online safety – internet safety, media            Mental health and wellbeing – mental wellbeing, emotions and emotional management, the teenage brain, resilience</p>
L6	<p>Law and democracy/Citizenship            Careers            Current Affairs &amp; Higher Education            Global Citizenship &amp; Higher Education            The A Level Mindset &amp; Wellbeing            Aspire, Curiosity, Higher Thinking            Programme of visiting speakers from universities and on pastoral issues            Decision-making exercises</p>
U6	<p>Time management            Finance/ Budgeting            Higher Education            Curiosity and higher thinking            Wellbeing            Programme of visiting speakers from universities and on pastoral issues            Decision-making exercises</p>

**Appendix B: Statutory (Key Stage 3 and 4) RSE and non statutory Health Topics**

Proposed coverage of statutory relationships and sex education topics		KS3	KS4
<b>Families</b>	<ul style="list-style-type: none"> <li>that there are different types of committed, stable relationships.</li> </ul>	Y8	Y10
	<ul style="list-style-type: none"> <li>how these relationships might contribute to human happiness and their importance for bringing up children.</li> </ul>	Y8	Y10
	<ul style="list-style-type: none"> <li>what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.</li> </ul>		Y10
	<ul style="list-style-type: none"> <li>why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> </ul>		Y10
	<ul style="list-style-type: none"> <li>the characteristics and legal status of other types of long-term relationships.</li> </ul>		Y11
	<ul style="list-style-type: none"> <li>the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li> </ul>		Y11
	<ul style="list-style-type: none"> <li>how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</li> </ul>	Y7: Protective Behaviours +Y8	
<b>Respectful relationships including friendships</b>	<ul style="list-style-type: none"> <li>the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</li> </ul>	Y7: Friends on Board +Y8	Y10

	<ul style="list-style-type: none"> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</li> <li>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.</li> <li>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> <li>that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>what constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> <li>the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</li> </ul>	<p>Y7: Friends on Board +Y 8</p> <p>Y7+Y8</p> <p>Y7+Y8+Y9</p> <p>Y7+Y8+Y9</p> <p></p> <p>Y7+Y8+Y9</p>	<p>Y10</p> <p>Y10</p> <p>Y10+Y11</p> <p>Y10</p> <p>Y10</p> <p>Y10</p> <p>Y10</p>
<p><b>Online and media</b></p>	<ul style="list-style-type: none"> <li>their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</li> </ul>	<p>Y7+Y8+Y9</p> <p>Y7+Y8</p>	<p>Y10</p> <p>Y10</p>

	<ul style="list-style-type: none"> <li>not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>what to do and where to get support to report material or manage issues online.</li> <li>the impact of viewing harmful content.</li> <li>that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</li> <li>that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> <li>how information and data is generated, collected, shared and used online.</li> </ul>	<p>Y7+Y8</p> <p>Y7+Y8</p> <p>Y7+Y8</p> <p>Y8</p> <p>Y8</p> <p>Y8+Y9</p>	<p>Y10</p> <p>Y10</p> <p>Y10</p> <p>Y10</p> <p>Y10</p> <p>Y10</p>
<b>Being safe</b>	<ul style="list-style-type: none"> <li>the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.</li> <li>how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).</li> </ul>	<p>Y8+Y9 (partial)</p> <p>Y7+Y8+Y9</p>	<p>Y10+Y11</p> <p>Y10+Y11</p>
<b>Intimate and sexual relationships including sexual health</b>	<ul style="list-style-type: none"> <li>how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.</li> <li>that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional,</li> </ul>	<p>Y8</p> <p>Y8+Y9</p>	<p>Y10</p> <p>Y10+Y11</p>



	<p>mental, sexual and reproductive health and wellbeing.</p> <ul style="list-style-type: none"> <li>the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</li> <li>that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>that they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>the facts about the full range of contraceptive choices, efficacy and options available.</li> <li>the facts around pregnancy including miscarriage.</li> <li>that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).</li> <li>how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.</li> <li>about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>how the use of alcohol and drugs can lead to risky sexual behaviour.</li> </ul>	<p>Y8+Y9</p> <p>Y8</p> <p>Y8+ 9</p> <p>Y9</p> <p>Y8+Y9</p> <p>Y9</p> <p>Y8+Y9</p> <p>Y8+Y9</p> <p>Y8+Y9</p>	<p>Y11</p> <p>Y10</p> <p>Y10</p> <p>Y10+Y11</p> <p>Y11</p> <p>Y11</p> <p>Y10+Y11</p> <p>Yr10 +11</p> <p>Y10+Y11</p>
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	<ul style="list-style-type: none"> <li>• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>	Y8+Y9	Y10+Y11
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Proposed coverage of non-statutory health topics		KS3	KS4
<b>Mental wellbeing</b>	<ul style="list-style-type: none"> <li>• how to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> <li>• that happiness is linked to being connected to others.</li> <li>• how to recognise the early signs of mental wellbeing concerns.</li> <li>• common types of mental ill health (e.g. anxiety and depression).</li> <li>• how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.</li> <li>• strategies which preserve and promote mental health and wellbeing.</li> <li>• the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</li> </ul>	<p>Y7+Y8+Y9</p> <p>Y7 (Springboard)</p> <p>Y9</p> <p>Y9</p>	<p>Y10</p> <p>Y11</p> <p>Y10+Y11</p> <p>Y11</p> <p>Y11</p> <p>Y11</p> <p>Y11</p>
<b>Internet safety and harms</b>	<ul style="list-style-type: none"> <li>• the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image.</li> <li>• how people may curate a specific image of their life online, over-reliance on online relationships (including social media)</li> <li>• the risks relating to online gambling including the accumulation of debt</li> <li>• how advertising and information is targeted at them and how to be a discerning consumer of information online.</li> <li>• how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.</li> </ul>	<p>Y&amp;+Y8</p> <p>Y8+Y9</p> <p>Y7+Y8+Y9</p> <p>Y7+Y8+Y9</p>	<p>Y10+Y11</p> <p>Y10</p> <p>Y10</p> <p>Y10</p> <p>Y10+Y11</p>

<b>Physical health and fitness</b>	<ul style="list-style-type: none"> <li>the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</li> <li>the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health.</li> <li>about the science relating to blood, organ and stem cell donation.</li> </ul>	Y9  Y9  Y8	Y10  Y10  Y11
<b>Healthy eating</b>	<ul style="list-style-type: none"> <li>how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</li> </ul>	KS3 Food and Nutrition lessons	Y10
<b>Drugs, alcohol and tobacco</b>	<ul style="list-style-type: none"> <li>the facts about legal substances and illegal drugs and their associated risks, including the link between drug-use, and the associated risks, including the link to serious mental health conditions.</li> <li>the law relating to the supply and possession of illegal substances.</li> <li>the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</li> <li>the physical and psychological consequences of addiction, including alcohol dependency.</li> <li>awareness of the dangers of drugs which are prescribed but still present serious health risks.</li> <li>the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.</li> </ul>	Y9  Y9  Y8  Y9  Y9  Y9	Y10  Y10  Y10  Y10  Y10  Y11
<b>Health and prevention</b>	<ul style="list-style-type: none"> <li>about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics</li> <li>about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.</li> <li>(late secondary) the benefits of regular self-examination and screening.</li> <li>the facts and science relating to immunisation and vaccination.</li> <li>the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</li> </ul>	Y8  Y8  Y8  Y9	Y10  Y11  Y11  Y10
<b>Basic first aid</b>	<ul style="list-style-type: none"> <li>basic treatment for common injuries.</li> <li>life-saving skills, including how to administer CPR.</li> <li>purpose of defibrillators and when one is needed</li> </ul>	Year 9 Orienteering Friday Afternoon Activity Some pupils in CCF	Some Y10+Y11 pupils in CCF

<b>Changing adolescent body</b>	<ul style="list-style-type: none"><li>• key facts about puberty, the changing adolescent body and menstrual wellbeing.</li><li>• the main changes which take place in males and females, and the implications for emotional and physical health.</li></ul>	Y7	Y7
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