



# WALTON HIGH

## PSHE POLICY

## Document Control Sheet

Title	PSHE Policy
Revision	Version 1.0
Status	Draft
Control Date	17.06.22

[illegible]

## Contents

Introduction.....	3
Curriculum Aims .....	4
The objectives for RSE are: .....	4
Among the values promoted are: .....	4
By the end of KS4, students will be able to: .....	4
By the end of KS4, students will know: .....	5
Assessment Monitoring and Evaluation.....	7
Confidentiality and Advice.....	7

The need for high quality Personal, Social and Health Education of our students is a responsibility that Walton High recognises as ever increasing. In a world dominated by social media, which brings with it a cacophony of false information that can lead to misconceptions, PSHE should provide an effective and non-judgemental space for students to evaluate their own beliefs, listen to those of others and make clear rational decision based upon their experience.

## Introduction

This policy has been written in consideration of The Relationships Education, Relationships and Sex Education and Health Education (RSHE) (England) Regulations 2019. This policy reflects the updated national and DFE guidance issued on September 13th 2021.

This policy is subject to annual consultation which will aim to capture and respond to the views expressed by parents, students and teachers. The Governing Body Committee for Learning, Teaching and Student Welfare will review the policy annually in light of the outcome of the consultation and recommend any necessary change to the full governing body.

We believe that parents are the key figures in helping students to understand the physical and emotional aspects of maturing and should prepare them for the challenges and responsibilities which sexual maturity brings. The Relationships and Sex Education (RSE) component of RSHE embraces the broad range of physical development and attendant moral and social changes, during the transition from childhood to adulthood.

At Walton High, we support young people through these changes by providing them with clear information and giving opportunities to relate these to wider considerations. In Key Stages 3 and 4, RSE is not taught in isolation, but delivered through PSHE lessons and across the curriculum. In Years 7 - 11 there will be Science specific lessons on the human reproduction anatomy and on the processes involved in sexual maturation, conception, gestation and birth.

The PSHE curriculum is carefully sequenced and adapted to ensure it is accessible for all students, particularly those with special educational needs and disabilities (SEND). High quality teaching is differentiated and personalised to ensure students access the knowledge they need. In this, specific consideration is made of the additional vulnerabilities of some students with SEND and how specific aspects of the RSE curriculum are particularly important.

Parents have the right to request that their child be withdrawn from some or all of sex education. Parents do not have the right to withdraw students from relationships or health education. Before granting any such request parents must meet with the relevant Head of Year to discuss the request, who will make recommendations to the Principal.

Any withdrawn student would spend the RSE sessions in the Learning Link completing alternative work set for them.

In Key Stages 3 and 4, a focus group from each year group will also provide an evaluation of the course and the information will be used for future planning and development. The focus group will be made up of volunteers from different teaching groups. At Walton High, RSE is taught in co-educational classes of students in the same year groups, organised and set in the manner normal for that year group and in Advanced Learning Days with single sex small group work where there is the need.

It is important that teachers have broad and detailed understanding of the aspects of SRE they teach and a clear focus for lesson planning. The teacher will have expectations of the students that are appropriate to their different levels of maturity and understanding (including a careful consideration of the needs of SEND students as outlined above). They will create a climate that encourage students to express their views and feelings and to respect the views of others. There will be clearly established boundaries for confidentiality.

The teaching methods will be varied, including good use of resources, which aim to give good opportunities for students to reflect on and assimilate their learning. Students will be assessed on their knowledge and understanding and then the development of their values and attitudes and their personal skills.

RSE is taught with due regard for moral and legal considerations and with explicit values for family life and supportive relationships. The requirements of the Equality Act are interwoven throughout the RSE programme. The curriculum reflects the need for the school to actively consider the specific experience of groups of children with protected characteristics. Everyday issues such as sexism, misogyny, homophobia and gender stereotypes are directly and robustly addressed. Students are educated about their legal responsibilities under the Equalities Act.

### Curriculum Aims

- 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.
- To enable students 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.
- Not to encourage early sexual experimentation but to teach students to understand human sexuality and to respect themselves and others.
- To enable young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity, equipping them with tools throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.
- Teach the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way identity.

### The objectives for RSE are:

- To generate an atmosphere where questions of a sexual nature can be asked and answered openly without embarrassment, and trust and confidentiality are ensured;
- To develop knowledge, communication skills and understanding in order to facilitate personal decision-making;
- To understand the impact of external factors, such as the media, internet, peer groups and remain independent decision-makers;
- To develop the ability to form positive, non-exploitative relationships;
- To emphasise the role and the value of family life;
- To enable students to know what is and what is not legal in matters relating to sexual activity;
- To inform students of where they can go for further information and advice.

### Among the values promoted are:

- Respect for oneself and other people
- Taking responsibility for one's actions in all situations
- Honesty and loyalty in relationships
- The importance and responsibilities of the family unit for all members
- Sensitivity towards the needs and views of others
- To recognise the physical, emotional and moral implications, and risks, of certain types of behaviour

### By the end of KS4, students will be able to:

- Manage changing relationships

- Recognise risk of personal safety in sexual behaviour and be able to make safe decisions
- Ask for help and support
- Explain the relationship between their self-esteem and how they see themselves
- Develop skills of assertiveness in order to resist peer pressure and stereotyping
- See the complexity of moral, social and cultural issues and be able to form a view of their own
- Develop good interpersonal skills to sustain existing relationships as they grow and change and to help them make new relationships
- Be tolerant of the diversity of personal, social and sexual preference in relationships
- Develop empathy with the core values of family life in all its variety of forms
- Recognise the need for commitment, trust and love in meaningful relationships which may manifest themselves in a variety of forms, including marriage
- Recognise the stages of emotions in relation to loss and change caused by divorce, separation and new family members and how to manage their feelings positively
- Recognise the influences and pressures around sexual behaviour and respond appropriately and confidently seek professional health advice
- Manage emotions associated with changing relationships with parents and friends
- See both sides of an argument and express and justify a personal opinion
- Have the determination to stand up for their beliefs and values
- Make informed choices about the pattern of their lifestyle which promote well-being
- Have the confidence to assert themselves and challenge offending behaviour
- Develop qualities of empathy and sympathy and the ability to respond emotionally to the range and depth of feelings within close relationships
- Work co-operatively with a range of people who are different from themselves

#### By the end of KS4, students will know:

##### Families:

- There are different types of committed, stable relationships
- How these relationships might contribute to human happiness and their importance for bringing up children
- What marriage is, including its legal status eg 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
- Why marriage is an important relationship choice for many couples and why it must be freely entered into
- The characteristics and legal status of other types of long-term relationships
- The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting
- How to determine whether other children, adults or sources of information are trustworthy
- How to judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships);
- How to seek help or advice, including reporting concerns about others, if needed

#### Relationships:

- 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 Including different (non-sexual) types of relationship
- Practical steps they can take in a range of different contexts to improve or support respectful relationships
- How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (eg how they might normalise non-consensual behaviour or encourage prejudice)
- 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
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help
- That some types of behaviour within relationships are criminal, including violent behaviour and coercive control
- What constitutes sexual harassment and sexual violence and why these are always unacceptable
- 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

#### Online and Media:

- Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online
- 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
- Not to provide material to others that they would not want shared further and not to share personal material which is sent to them
- What to do and where to get support to report material or manage issues online
- The impact of viewing harmful content
- That specifically sexually explicit material eg 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
- That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail
- How information and data is generated, collected, shared and used online

#### Being safe:

- 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
- 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)

Intimate and sexual relationships, including sexual health:

- 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
- That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, eg physical, emotional, mental, sexual and reproductive health and wellbeing
- The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women
- That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others
- That they have a choice to delay sex or to enjoy intimacy without sex
- The facts about the full range of contraceptive choices, efficacy and options available
- The facts around pregnancy including miscarriage
- 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)
- 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
- About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment
- How the use of alcohol and drugs can lead to risky sexual behaviour
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

### Assessment Monitoring and Evaluation

It is not appropriate for assessment in PSHE to be about passing or failing. The model of assessment that is most meaningful in the PSHE is ipsative assessment. Ipsative assessment compares where a student is at the end of a lesson or series of lessons against where they were before the lesson(s), so the benchmark against which progress is measured is the student's own starting point, not the performance of others or the requirements of an exam syllabus.

Lessons will be planned using a variety of baseline knowledge activities which are revisited at the end of a set of lessons to ensure that the students identify and reflect on what they have learned in terms of knowledge and understanding, development of skills and how their attitudes and values may have changed.

### Confidentiality and Advice

Students and parents will be made aware that some information cannot be kept confidential, especially if it concerns possible physical, sexual abuse, but that students' best interests will be maintained at all times. Students will be told beforehand if confidentiality is to be broken, the reasons why and what course of action will happen next. At the same time students will be offered sensitive and appropriate support. At Walton High all child protection cases will be dealt with in accordance with the Child Protection Policy.