

# KINGSBURY HIGH SCHOOL



## Personal, Social, Health & Economic (PSHE) Policy *including relationships and sex education* **DRAFT**

|                                   |                     |
|-----------------------------------|---------------------|
| Governance:                       | Full Governing Body |
| Reviewed:                         | Annually            |
| Adopted by Governors:             | TBC                 |
| Reviewed & Ratified by Governors: | TBC                 |
| Next Review Date:                 | Summer 2023         |
| Owner:                            | Sarah Purtil        |



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# 1 INTRODUCTION

Students at Kingsbury High School have varying backgrounds, needs and abilities. It is our mission to ensure that each individual child has the opportunities, support and guidance they require in order to thrive and develop into respectful, well-rounded and balanced members of society. As a 'Silver' [UNICEF Rights Respecting School](#), we are committed to the rights afforded to all children in the United Nations Convention on the Rights of the Child (UNCRC).

The PSHE curriculum aims to allow students to be positive about who they are, to know their rights and enjoy healthy, happy, safe, responsible and enriched relationships. Students will learn to identify and articulate feelings and emotions, learn to manage new or difficult situations positively and form and maintain healthy relationships with a wide range of people, respecting the diversity of the differences between people. Students will learn 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.

The teaching of relationship and sex education (RSE) will:

- provide a framework in which sensitive discussions can take place
- prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- help pupils develop feelings of self-respect, confidence and empathy
- create a positive culture around issues of sexuality and relationships
- teach pupils the correct vocabulary to describe themselves and their bodies

# 2 STATUTORY REQUIREMENTS

As a Secondary Academy we must offer RSE to all pupils as per section 34 of the [Children and Social Work Act 2017](#).

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the Secretary of State as outlined in section 403 of the [Education Act 1996](#).

# 3 CONSULTATION

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Staff – school staff were given the opportunity to review the policy and make recommendations
2. Parents/Carers - the policy has been sent to parents/carers for their views
3. Students – the policy was discussed with the School Council to understand topics they felt were important to learn about
4. Governors – the policy was shared with governors for approval

# 4 CURRICULUM

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary. We have developed the curriculum considering the needs of our students considering the age, needs and feelings of pupils. If students ask difficult questions, teachers will respond in an appropriate manner so that students are fully informed.

RSE is taught within the PSHE curriculum which is part of our Personal Development Curriculum. Students receive timetabled fortnightly PSHE lessons predominately delivered by their form tutor. The lessons are calendared and provides opportunities to be linked with assemblies. We have three Excel days (one per term), which are drop down days allowing opportunities for deeper learning and to use specialist external speakers. Biological aspects of RSE are also covered in our Science curriculum and elements of RSE is also part of the Religious Studies GCSE curriculum.

In RSE/PSHE at Kingsbury we will:

- ensure that the RRSa values of Kingsbury are embedded within the classroom learning environments in order to provide a safe classroom environment where students are confident to discuss sensitive issues.
- ensure each form will have a set of ground rules for PSHE
- provide signposting to our students of different areas of support and knowledge
- work with external providers to provide the best possible experience for our students
- be able to be flexible with our curriculum and be able to respond to school, local and national issues as and when they arise.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

## **5 ROLES AND RESPONSIBILITIES**

### **5.1 Governing Body**

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation. The following progression refers predominantly to students continually causing concern over an academic year. One-off serious incidents may necessitate an alternative course of action.

### **5.2 The Headteacher**

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE.

### 5.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Being Duty Bearers ensuring all students are able to access their Rights and that the Rights of the Child are integrated throughout their lessons.
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The PSHE Lead will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

### 5.4 Students

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. Ensuring that all children access their rights whilst also respecting the rights of others in line with United Nations Rights of the Child.

## 6 MONITORING

The delivery of RSE is monitored by Catrin Williams, Lead Practitioner and the Associate Stage Leaders for each year group. Delivery is monitored by book scrutinies, learning walks and student voice.

Students' development in RSE is monitored through student assessment for learning activities.

This policy will be reviewed by Sarah Purtill, Associate Assistant Headteacher annually. At every review, the policy will be approved by the Governing Body.

# APPENDIX 1 – PERSONAL DEVELOPMENT CURRICULUM MAP

|         |           | AUTUMN 1  | AUTUMN 2  | SPRING 1  | SPRING 2  | SUMMER 1   | SUMMER 2   |
|---------|-----------|---|---|---|---|--|--|
| YEAR 7  | PSHE      | <b>Transition &amp; Safety</b><br><i>Transition to secondary school and personal safety in and outside of school</i>              | <b>Diversity</b><br><i>Diversity, prejudice and bullying</i>  | <b>Financial decision making</b><br><i>Saving, borrowing, budgeting and making financial choices</i>  | <b>Developing skills and aspirations</b><br><i>Careers, teamwork and enterprise skills</i>                | <b>Health and puberty</b><br><i>Healthy routines, influences on health, puberty, FGM</i>   | <b>Building relationships</b><br><i>Self-worth, romance and friendships and relationship boundaries</i>    |
|         | EXCEL DAY | <b>The Kingsbury Guarantee Trip</b><br><i>Visiting London landmarks</i>   |   | <b>Your Life, You Choose</b><br><i>A multi-agency presentation to deter young people from crime, raise awareness of consequences of choices and empower them to make good decisions</i> |   | <b>Send my Friend to School</b><br><i>Send My Friend to School brings together thousands of children across the UK to speak up for the right to education.</i> |  |
| YEAR 8  | PSHE      | <b>Community and careers</b><br><i>Equality of opportunity in careers and life choices and different types of work</i>            | <b>Discrimination</b><br><i>Discrimination in all its forms</i>   | <b>Emotion wellbeing</b><br><i>Mental health and emotional wellbeing including body image</i>   | <b>Identity and relationships</b><br><i>Gender identity, sexual orientation, consent, 'sexting'</i>       | <b>Drugs and alcohol</b><br><i>Alcohol and drug misuse and pressures relating to drug use</i>  | <b>Digital literacy</b><br><i>Online safety, digital literacy, media reliability and gambling hooks</i>    |
|         | EXCEL DAY | <b>First Give</b><br><i>Students learn about social issues in their community and work with charities to address these issues</i> |   | <b>The Kingsbury Guarantee Trip</b><br><i>Visiting London landmarks</i>   |   | <b>Kingsbury Guarantee Trip</b><br><i>Visiting London landmarks</i>  |  |
| YEAR 9  | PSHE      | <b>Employability skills</b><br><i>Employability and online presence</i>   | <b>Setting goals</b><br><i>Learning strengths, career options and goal setting as part of Options process</i>         | <b>Healthy lifestyle</b><br><i>Diet, exercise, lifestyle balance and healthy choices</i>  | <b>Peer influence, substance use and gangs</b><br><i>Healthy and unhealthy friendships</i>                | <b>Respectful relationships</b><br><i>Families and parenting, healthy relationships, conflict resolution</i>   | <b>Intimate relationships</b><br><i>Relationships and sex education including consent and risk of STIs</i> |
|         | EXCEL DAY | <b>Careers Day</b>  |   | <b>Drugs &amp; Alcohol Education</b>  |   | <b>First Aid</b>   |  |
| YEAR 10 | PSHE      | <b>Mental health</b><br><i>Mental health and ill health, stigma, safeguarding health</i>  | <b>Healthy relationships</b><br><i>Relationships and sex expectations, myths, impact of the media and pornography</i> | <b>Financial decision making</b><br><i>The impact of financial decisions, debt, gambling and impact of financial choices</i>  | <b>Work experience</b><br><i>Preparation for and evaluation of work experience and readiness for work</i> | <b>Exploring influence</b><br><i>The influence and impact of drugs, gangs, role models and the media</i>   | <b>Addressing extremism and radicalisation</b><br><i>Communities, belonging and challenging extremism</i>  |
|         | EXCEL DAY | <b>Health &amp; Well-being</b>  |   | <b>Careers Day</b>  |   | <b>Staying Safe</b>  |  |
| YEAR 11 | PSHE      | <b>Building for the future</b><br><i>Self-efficacy, stress management, and future opportunities</i>                               | <b>Relationships</b><br><i>Personal values, assertive communication and relationship challenges</i>                   | <b>Next steps</b><br><i>Application processes and skills for further education, employment, careers</i>   | <b>Families</b><br><i>Different families and parental responsibilities</i>                                | <b>Independence</b><br><i>Responsible health choices, and safety in independent contexts</i>   |  |
|         | EXCEL DAY | <b>Maximise Study Skills &amp; Mental Health</b>  |   | <b>Sixth Form Interviews</b>  |   |  |  |

## APPENDIX 2 – WHAT STUDENTS SHOULD KNOW

| TOPIC   | PUPILS SHOULD KNOW   |
|---|--|
| Families  | <ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <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> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <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>  |
| Respectful relationships, including friendships | <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> <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> |
| Online and media                                | <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> <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> </ul>   |

|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <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>   |
| Being safe   | <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>   |
| Intimate and sexual relationships, including sexual health | <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, mental, sexual and reproductive health and wellbeing</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</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> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul> |



## APPENDIX 3 – WITHDRAWAL FROM SEX EDUCATION FORM

### TO BE COMPLETED BY PARENTS

|  |  |       |  |
|--|--|-------|--|
| Name of child  |  | Class |  |
| Name of parent   |  | Date  |  |
| Reason for withdrawing from sex education within relationships and sex education |  |       |  |
| <br><br><br><br><br><br><br><br><br><br>   |  |       |  |
| Any other information you would like the school to consider                      |  |       |  |
| <br><br><br><br><br><br><br><br><br><br>   |  |       |  |
| Parent signature   |  |       |  |

### TO BE COMPLETED BY THE SCHOOL

|   |  |
|---|--|
| Agreed actions from discussion with parents |  |
|---|--|