



ROYAL HIGH SCHOOL BATH

G D S T

PSHEE [HANNAH MORTON] 2019-20

Applicable to: All staff, students and parents.

This policy covers our school's approach to Personal, Social, Health and Economic Education. This incorporates Relationships and Sex Education, Wellbeing and Citizenship.

It should be read in conjunction with the:

British Values and SMSC Development Policy

Anti-Bullying Policy

Online Safety Policy

Social Media Policy

Drugs, Alcohol and Tobacco Policy

Mental Health Policy

Equal Opportunities – Education Policy

Relationships and Sex Education Policy

This Policy and its implementation procedures have been prepared in compliance with, and with regard to:

- *Education Act (1996)*
- *Statutory Department of Education guidance for SRE (2000)*
- *The Education act (2002)*
- *The Education and Inspections Act (2006)*
- *Equality Act (2010)*
- *Supplementary Guidance SRE for the 21st century (2014)*
- *Keeping children safe in education – Statutory safeguarding guidance (2019)*
- *Children and Social Work Act (2017)*
- *Statutory guidance for Relationships, RSE and Health Education (Feb 2019)*

Aims

Personal

- To enable students to develop holistically, support their transitions and guide them from dependence to independence, by equipping students to improve themselves and others.
- To help all young people to become successful learners who enjoy learning, make progress and achieve; confident individuals who are able to live safe, healthy and fulfilling lives; and responsible citizens who make a positive contribution to society
- To help all students understand how to build positive relationships.
- To equip students with the knowledge and decision making skills necessary to make responsible choices in areas of concern e.g. Sex Education.

Social

- To help all students understand how to build positive relationships.
- To encourage students to appreciate the values of commitment and responsibilities of parenthood, whilst also being aware of the validity of different types of families, e.g. single parent families, blended families and same sex couples.
- To enable students to understand the key British Value of respect for laws, and how laws and governments are managed.
- To develop ideas of tolerance and diversity, including British Values and respect for other cultures. An awareness of protected characteristics is developed, to reduce discrimination against those with disabilities, differing ethnicities and religions, and LGBT groups.

Health

- To improve and encourage student health and well-being.
- To equip students with the knowledge and decision making skills necessary to make responsible choices in areas of concern i.e. Drugs and Alcohol, Diet and Healthy choices.

Economic

- To equip students with the knowledge and skills to live in the wider world
- To prepare students for Higher Education and the world of work. This includes Economic Education.

Implementation:

1. Students will receive a comprehensive, balanced and relevant body of factual and emotional information to inform their present and future decision-making.
2. Our programme is led by the head of PSHEE, who remains responsible for this policy and overall curriculum planning, monitoring and evaluation of the programme. Staff drawn from our existing staff team and supported by high quality external agencies will teach the PSHEE curriculum.
3. PSHEE will be reviewed/ revised periodically to ensure it remains true to the newly reviewed PSHEE programme and curriculum and re-evaluated during the academic year.
4. The Head of PSHEE and Citizenship prepare the budget in consultation with colleagues and ensure that the resources are available from a central position.
5. The teaching of PSHEE is complementary to and supportive of the role of the parents.
6. The use of visitors and external agencies will bring a level of expertise to enrich students learning. All learning objectives and outcomes will have been agreed in advance, and any input from visitors should be part of a planned, developmental programme.
7. The school's approach to PSHEE allows for the presence of students from many different cultural and faith backgrounds. The multi-cultural nature of this single-sex school encourages us to remember the protected characteristics mentioned in the Equality Act 2010: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
8. Discussion of issues around the protected characteristics form part of the teaching and learning experience in timetabled PSHEE and in PSHEE-related tutor times. (See the links to the curriculum.) Matters are discussed in an age-appropriate and open-minded manner. (The school is not a faith-based one.)
9. If a protected characteristics issue were to arise, which required sensitive and immediate handling, it can be interpolated into the curriculum or tutor times after discussion with the relevant Head of Year, who may seek advice from the School Counsellor.

Personal

1. Sex and Relationships Education (SRE) forms an important part of the programme. This is taught according to the government recommendations on SRE, including safe relationships. Students are given the opportunity to learn about the physical, emotional and moral aspects of sexual relationships, and how to behave responsibly and respectfully. Legal aspects of sexual behaviour are discussed. Please see SRE Policy.
2. We will ensure cross-curricular learning by extending the PSHEE programme through tutor groups and embedded through the school curriculum, student development and extra-curricular activities. The factual information concerning Health Education and Sex Education is delivered through the Biology curriculum. Units are delivered by specialist subject staff in accordance with the National Curriculum.

Social

1. In Religion and Philosophy, English and Drama the relational / emotional / moral concerns are often raised. Discussion work enables students to explore and express their opinions. Units are delivered by specialist subject staff in accordance with curriculum guidelines.
2. In other parts of the curriculum, teaching may lead to discussions touching on social, moral or emotional issues. This does not constitute part of the planned programme, but it will enhance students' understanding of the issues discussed in the planned programme. Students are encouraged to participate in active engagement, rather than passively receiving information.
3. Students are encouraged to appreciate the values of commitment and responsibilities of parenthood, whilst also being aware of the validity of different types of families.

Health

1. Factual information such as personal hygiene, germs, immunizations and Vaccinations will be taught factually through the Biology Curriculum.
2. Further assistance is provided by the School Nurse and other professionals.

Economic

1. Economic education and careers will be delivered in collaboration with the head of Careers.

Details of the curriculum

Specific details of what is taught in each year group are provided by following the links to our curriculum material below:

[KS3](#)

[KS4](#)

[KS5.](#)

Working with parents

1. We are committed to working with parents and carers.
2. Opportunities are provided for parents to meet relevant staff at which PSHEE issues may be discussed (Academic Evenings, Pastoral Evenings, and one-off subject information evenings). Concerns may be raised and the home-school dialogue feeds into the annual examination of PSHEE (RSE) content.
3. We will offer support to parents and carers by offering material for parents or carers to explore with their children on the PSHEE Firefly pages.

Withdrawal from RSE (see also relevant policy)

1. The parental right to withdraw pupils from RSE remains in primary and secondary education, for aspects of sex education which are not part of the Science curriculum.
2. This policy is published on the school website.

3. Parents have a right to withdraw their child from all or parts of sex education, unless a child (aged 15 years and 9 months) requests otherwise.
4. Parents will need to contact the Deputy Head (Pastoral) in writing.

Reviewed: September 2019	Next Review: June 2020
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