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**Review Frequency – Annual**

## **Birchwood High School PSHCE and RSE Policy**

### **Our values**

Birchwood High School aims to provide a supportive environment where we are driven by the concept of continuous school improvement – aiming to do our best for our 1400 students and 170 members of staff in an ever-changing world and an evolving education landscape. This is delivered through a broad academic curriculum and a well-developed pastoral system. Our ethos strongly supports and promotes personal qualities such as respect, equality, loyalty, decency, and sensitivity.

The PSHCE and Relationships and Sex Education programme at Birchwood High School aims to be a sensible and responsible one which is set in a moral and social framework, whilst meeting all Government guidelines and statutory provision.

The programme reflects and supports the provision set out in other school policies, including the Equal Opportunities Policy, Spiritual, Moral, Social and Cultural Development Policy, Safeguarding Policy, Bullying Policy, Health & Safety Policy and SEND Policy.

### **Aims**

The PSHCE and Relationships and Sex Education Policy is part of the overall development objectives of the School and its teaching is embedded into different parts of the curriculum as well as dedicated allocated lesson time. It aims to help students prepare for the range of life situations they will experience.

The School equips students to explore and understand their feelings, attitudes and values and those of others, and to address moral and social questions relevant to forming healthy, enjoyable and fulfilling relationships. The policy also aims to equip pupils with essential life skills so they can become effective members of the community.

We provide a broad and balanced curriculum, ensuring that it:

- Promotes the spiritual, moral, cultural, mental and physical development of our students and of society they are part of.
- Prepares students for the opportunities, responsibilities and experiences they already face and will in their adult life.
- Provides information about keeping healthy and safe mentally, emotionally and physically.
- Encourages our students to understand how all actions have consequences and how they can make informed choices to help themselves, others and the environment.

### **Statutory requirements**

1. As secondary age school we must provide RSE to all pupils as per section 34 of the Children and Social Work Act 2017.
2. In teaching RSE, we are required by our funding agreement to have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996.
3. At Birchwood High School we teach PSHCE including RSE as set out in this policy.

## **Policy development**

The School recognises the central role played by parents in the matter of PSHCE and RSE and its development. As the primary carers of their children, parents are uniquely placed to talk to them about citizenship, positive mental health, sex and relationships issues, answering their questions, helping them to cope with the emotional and physical aspects of growing up and maintaining the culture and ethos of their own family.

The School will seek to work in partnership with parents and they should feel confident that the School's PSHCE and RSE programme will complement and support their role as parents.

This policy has been developed to review all relevant information including relevant national and local guidance has been collected and reviewed.

## **Defining PSHCE including RSE**

The core aims of PSHCE fall into 3 core themes:

Health & Wellbeing, Relationships and Living in the Wider World.

### **Health & Wellbeing**

- Know and understand what constitutes a healthy lifestyle.
- Know how to maintain physical, mental and emotional health and wellbeing.
- Be aware of safety issues, including how to respond in an emergency.
- Know how to manage change, including puberty, transition and loss.
- Know how to promote and maintain good mental health.

### **Relationships**

- Develop and maintain a variety of healthy relationships within a range of social and cultural contexts.
- Know how to recognise and manage emotions within a range of relationships.
- Know how to recognise risky or negative relationships, including all forms of bullying and abuse, and ask for help.
- Know how to respect equality and diversity in relationships.
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### **Living in the Wider World**

- Know the importance of responsible behaviours and actions.
- Be responsible and independent members of the school community.
- Be positive and active members of a democratic society.
- Know about the importance of respecting and protecting the environment.
- Develop self-confidence and self-esteem and make informed choices regarding personal and social issues.
- Develop good relationships with other members of the school and the wider and global community.
- Know about where money comes from, keeping it safe and the importance of managing it effectively.
- Have a basic understanding of enterprise and underpin all career development prospects.

## **The PSHCE Curriculum**

Our curriculum is set out as per Appendix 1, but the School reserves the right to adapt it as and when necessary.

The School has developed the curriculum taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of the curriculum and this policy, members of staff will respond in an appropriate manner so they are fully informed and don't seek answers online

## **Delivery of PSHCE**

PSHCE is delivered primarily through the following areas of the curriculum:

- Taught PSHCE Session (Form)
- Science syllabus (Biology)
- Religion Education

The School also takes opportunities to deliver the programme through other lessons and areas of the curriculum.

The School engages external speakers, including health professionals, police and youth workers, to enhance delivery of the programme, as appropriate to pupils' ages and needs.

The School's planned programme of teaching and learning is progressive in terms of language, concepts and content which increases in depth and complexity as pupil's progress through the School.

PSHCE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds, and is made up of five main elements:

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

In order to deliver PSHCE effectively, it is important that staff are confident and comfortable with the subject matter. Therefore, staff involved in delivering the programme are supported by in-service training. Staff teach PSHCE within the regulatory framework and the School's value system and do not allow their personal beliefs and attitudes to influence their teaching.

No attempt is made to promote one particular viewpoint, but pupils are encouraged to evaluate the moral implications involved in the matters under discussion. Teaching methods ensure that coverage of potentially sensitive issues is constructive and maintains pupils' self-esteem. To aid effective learning, pupils may be placed into pairs or small groups. Emphasis is placed on the importance of respecting the views of others.

Clear ground rules are set so that the class knows what an appropriate and inappropriate manner of discussion is and pupils are encouraged to be mature and sensible.

Personal privacy is respected and no-one is invited to talk about their own personal experiences. Pupils' questions are answered in a sensible and matter of fact manner, although teachers use their skill and discretion in deciding whether or not to answer a particularly difficult or explicit question in class.

Teaching is to the group as a whole and whilst all teachers take a pastoral interest in the wellbeing of their pupils, they do not act as counsellors to individual pupils. Pupils are reminded that confidentiality cannot be guaranteed in matters concerning safeguarding and child protection (this will be relevant where a pupil makes a relevant disclosure to a member of staff, or a member of staff surmises indirectly that child protection issues are involved).

### **Inclusion**

The PSHCE programme is an entitlement of all pupils and therefore is presented in a way that is inclusive of difference, including disability, sexual orientation, ethnicity, culture, faith and other life experience.

#### *In particular:*

Different ethnic and cultural groups may have different attitudes to RSE. These differing views are taken into account with sensitivity and respect in as far as there is no inconsistency with the general values of the School and Government guidelines.

The School presents an honest, sensitive and balanced approach in the discussion of the range of sexual orientation, and tackles any homophobic bullying.

The School ensures that pupils with special educational needs and disabilities are properly included in RSE so that it is also relevant to them, and they are thereby helped to understand their physical and emotional development and to make positive decisions in their lives.

The School recognises that its pupils may come from a variety of family situations and home backgrounds, and care is therefore taken in the delivery of the programme to ensure that there is no stigmatisation of pupils based on their home background.

### **Roles and responsibilities**

The Governing Body will approve the PSHCE Policy and will hold the Head, Senior Colleagues and PSHCE Co-Ordinator to account for its implementation.

The PSHCE Co-Ordinator is responsible for ensuring that RSE is taught consistently across the School, and for managing requests to withdraw pupils from non-statutory components of PSHCE.

PSHCE that is taught through the PSHCE Form Session and will be delivered by the pupil's form tutor, with an overview of provision taken by the Head of Year.

Staff are responsible for:

- Delivering RSE in a sensitive way;
- Modelling positive attitudes to RSE;
- Monitoring progress;
- Responding to the needs of individual pupils;
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE.

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

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

### **Parents' right to withdraw**

The School recognises that parents have the right to withdraw their child from some or all of the non-statutory components of PSHCE not exclusive to Sex Education up to and until 3 terms before the child turns 16. There is no right to withdraw from Relationships Education or Health Education.

In the event that a parent wishes to withdraw their child from all or part of the non-statutory element of the programme, they should write to the Headmaster, stating their objections.

A copy of withdrawal requests will be placed in the pupil's educational record.

Parents wishing to exercise this right are invited to discuss their concerns further with their child's Head of Year so that any fears can be allayed, or possible alternative provision discussed. Parents considering the withdrawal of their child from the programme are asked to consider the possible harmful effect this could have by his remaining ignorant, or becoming misinformed from outside sources, about matters concerning sex. Alternative work will be given to pupils who are withdrawn from sex education.

### *LINKED POLICIES*

*Bullying Policy*  
*Equal Opportunities Policy*  
*Health and Safety Policy*  
*Safeguarding Policy*  
*SEND Policy*

### *LEGISLATION & GUIDANCE*

*Children and Social Work Act 2017*  
*Education Act 1996*

PSHCE Policy & RSE Policy  
Last Updated May 2022

Appendix 1

**SECONDARY PSHE EDUCATION: LONG-TERM OVERVIEW — THEMATIC MODEL**

	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
Year 7	<b>Transition and safety</b> Transition to secondary school and personal safety in and outside school, including first aid	<b>Developing skills and aspirations</b> Careers, teamwork and enterprise skills, and raising aspirations	<b>Diversity</b> Diversity, prejudice, and bullying	<b>Health and puberty</b> Healthy routines, influences on health, puberty, unwanted contact, and FGM	<b>Building relationships</b> Self-worth, romance and friendships (including online) and relationship boundaries	<b>Financial decision making</b> Saving, borrowing, budgeting and making financial choices
Year 8	<b>Drugs and alcohol</b> Alcohol and drug misuse and pressures relating to drug use	<b>Community and careers</b> Equality of opportunity in careers and life choices, and different types and patterns of work	<b>Discrimination</b> Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	<b>Emotional wellbeing</b> Mental health and emotional wellbeing, including body image and coping strategies	<b>Identity and relationships</b> Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	<b>Digital literacy</b> Online safety, digital literacy, media reliability, and gambling hooks
Year 9	<b>Peer influence, substance use and gangs</b> Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	<b>Setting goals</b> Learning strengths, career options and goal setting as part of the GCSE options process	<b>Respectful relationships</b> Families and parenting, healthy relationships, conflict resolution, and relationship changes	<b>Healthy lifestyle</b> Diet, exercise, lifestyle balance and healthy choices, and first aid	<b>Intimate relationships</b> Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	<b>Employability skills</b> Employability and online presence
Year 10	<b>Mental health</b> Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	<b>Financial decision making</b> The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	<b>Healthy relationships</b> Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	<b>Exploring influence</b> The influence and impact of drugs, gangs, role models and the media	<b>Addressing extremism and radicalisation</b> Communities, belonging and challenging extremism	<b>Work experience</b> Preparation for and evaluation of work experience and readiness for work
Year 11	<b>Building for the future</b> Self-efficacy, stress management, and future opportunities	<b>Next steps</b> Application processes, and skills for further education, employment and career progression	<b>Communication in relationships</b> Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	<b>Independence</b> Responsible health choices, and safety in independent contexts	<b>Families</b> Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	