



# Highcliffe School

## PSHE Policy

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## **Contents:**

### Statement of intent

1. Legal framework
2. Key roles and responsibilities
3. Aims of the PSHE curriculum
4. Teaching methods and learning style
5. Timetabling and cross-faculty involvement
6. Safeguarding, reports of abuse and confidentiality
7. Tailoring PSHE
8. KS3 and 4 programmes of study
9. Assessment
10. Monitoring and review

## Statement of intent

Highcliffe School believes that a strong PSHE education (Personal Social and Health Education) is important to help our students develop into well-rounded members of society, who can make a positive contribution to their community. Our PSHE curriculum is strongly tied to our RSE, relationships, health education and pastoral care programme.

The vision for students, staff and others linked to our school is to always look to achieve our personal best in every aspect of school life.

- Our school is one where everyone is encouraged and supported to achieve their personal best.
- Our school is welcoming, inclusive, has a real community feel and is a place where everyone is valued.
- Our students and staff treat each other equitably, fairly, with kindness and with mutual respect. At all times, staff and students are encouraged to show a high regard for the needs and feelings of others through their actions and words.
- Our students and staff are enterprising and approach challenges with a 'can-do' attitude.
- The needs and interests of all students, irrespective of gender, culture, ability or aptitude, will be promoted through an inclusive and varied PSHE curriculum at our school.
- Our environment is safe and clean with everyone sharing responsibility for it.
- Our culture is one of continuous improvement, creativity and enthusiasm.
- Parents will be informed about the policy via the school website where it, and the PSHE curriculum, will be available to read and download.

## 1. Legal framework

1.1. This policy has due regard to legislation and statutory guidance, including, but not limited to the following:

- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- DfE 'Keeping children safe in education' (KCSIE)
- DfE 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE 'School and college security'

1.2. This policy will be followed in conjunction with the following school policies and procedures:

- Complaints Procedures
  - Relationships and Sex Education Policy
  - Safeguarding and Child Protection Policy
- Found on the school website [School Policies | Highcliffe School](#)

## 2. Key roles and responsibilities

2.1. The school governors have overall responsibility for the implementation of the school's PSHE Policy.

2.2. The governors have the overall responsibility for ensuring that the PSHE Policy, as written, does not discriminate on any grounds, including but not limited to age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex, or sexual orientation.

2.3. The Headteacher has overall responsibility for reviewing the PSHE Policy regularly (at least every 2 years) but may delegate this to other staff.

2.4. The Headteacher has responsibility for handling complaints regarding this policy, as outlined in the school's complaints policy.

2.5. The Headteacher will be responsible for the day-to-day implementation and management of the PSHE Policy but may delegate this to other staff such as the PSHE co-ordinator.

2.6. The PSHE co-ordinator is responsible for liaising with other staff and professional agencies to devise a suitable scheme of work to ensure a comprehensive PSHE education that achieves the aims laid out in this policy.

2.7. The school will consult with parents to ensure that the RSE and relationships education elements of the PSHE curriculum reflect the needs and sensibilities of the wider school community (see RSE policy).

- 2.8. The school will work with parents throughout the year and will ensure that parents are routinely kept informed about their right to withdraw their children from sex education (but not relationships or health education).

### **3. Aims of the PSHE curriculum**

- 3.1. Students will learn to do the following:

- Understand what constitutes a healthy lifestyle.
- Understand how to stay safe and behave online.
- Understand the dangers they may face, both in and around school and beyond, and be provided with the means to keep themselves safe.
- Understand the law and consequences of risky behaviours.
- Develop responsibility and independence within school which they will take forward into society in their working lives.
- Respect other people, in particular, learning to respect the different cultural/ethnic/religious/gendered viewpoints of others in our school community and the wider world.
- Understand what constitutes 'socially acceptable' behaviour at school and in society.
- Be a constructive member of society.
- Understand democracy.
- Develop good relationships with peers and adults.
- Develop self-confidence, self-esteem and self-worth.
- Make positive, informed choices as they make their way through life.
- Understand that they have a right to speak up about issues or events, and to respect other's right to do the same.

### **4. Teaching methods and learning style**

- 4.1. A range of teaching and learning styles are used to teach PSHE.
- 4.2. Teaching is teacher-led with an emphasis on active learning techniques such as discussion and group work.
- 4.3. 'Ice-breaker' activities and clear ground rules regarding discussions are put in place to ensure a safe, supportive and positive learning environment. Examples of discussion guidelines include rules such as:
- No crude language.
  - No raised voices/shouting.
  - No talking over people.
  - Show respect for another's views, even when disagreeing with them.
  - Keep comments subject-specific, as opposed to personal.
- 4.4. All students are encouraged to take part in charity work and volunteering via such activities such as Duke of Edinburgh, World Challenge and active citizenship.

- 4.5. The school uses visiting speakers, such as health workers and the police, to broaden the curriculum and share their real-life experiences. Any such speakers are closely monitored by the class teacher who will use their professional judgement to end a speech if they consider it to contravene any of the aims of this policy or the values of our school.
- 4.6. Students' questions, unless inappropriate, are answered respectfully by teachers.

## **5. Timetabling and cross-faculty involvement**

- 5.1. The school uses direct teaching via timetabled lessons and through drop down activities
- 5.2. PSHE is taught in discrete curriculum time and supported by form tutors and other staff.
- 5.3. The school ensures appropriate cross-curricular learning through discussion between subject areas for example, the PE department, Computing and other relevant areas.
- 5.4. There is an element of PSHE in pastoral care and the school will ensure that PSHE and pastoral care teams work together to ensure that students feel comfortable indicating that they may be vulnerable and at risk.

## **6. Safeguarding, reports of abuse and confidentiality**

- 6.1. All staff are aware of what constitutes peer-on-peer abuse. This is likely to include, but may not be limited to, the following:
  - Bullying (including cyberbullying).
  - Physical abuse, e.g. hitting, kicking, hair pulling.
  - Sexual violence, e.g. rape, assault by penetration and sexual assault.
  - Sexual harassment, e.g. sexual comments, online sexual harassment, jokes. These may be stand-alone or part of a broader pattern of abuse.
  - Up skirting (taking a picture under a person's clothes without their awareness, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause humiliation, distress or harm).
  - Sexting.
  - Initiation/hazing type violence and rituals.
- 6.2. All staff are aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include:
  - Increased absence from school, changes in friendships/relationships with older individuals or groups, a significant decline in performance.
  - Signs of self-harm or a significant change in wellbeing.
  - Signs of assault or unexplained injuries.
  - New possessions or unexplained gifts could indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

- 6.3. All staff are aware of the associated risks surrounding students' involvement in serious crime and understand measures in place to manage these.
- 6.4. If staff have concerns regarding a child who may be at risk of or suffering from 'honour-based' violence (HBV) including forced marriage, they will speak to the DSL (or deputy). Where appropriate, they will activate local safeguarding procedures. As highlighted with section 74 of the Serious Crime Act 2015, in cases where FGM appears to have been carried out, teachers must personally report this to the police.
- 6.5. Staff are aware of KCSIE advice concerning what to do if a student informs them that they are being abused or neglected or are witnessing abuse. Staff are also aware of the appropriate levels of confidentiality. This means only involving those deemed necessary, such as the DSL (or deputy) and children's social care. Staff must never promise a child that they will not tell anyone about a report of abuse, as this ultimately may not be in the best interests of the child.
- 6.6. The school will involve the DSL (or deputy) in anything related to safeguarding. They can potentially provide knowledge of trusted, high quality local resources, links to the police and other agencies, and the knowledge of local issues that may be appropriate to address in lessons.
- 6.7. Every lesson reinforces that, if students have any sensitive/personal issues or wish to talk about any of the issues raised in the lesson; they are aware of how to raise concerns or make reports to their PSHE teacher or another member of staff about this, and how this will be handled. This also includes processes when they have concerns about a friend or peer.
- 6.8. The school invites external agencies to support the teaching of safeguarding-related subjects – they must agree in advance of the session how the external visitor will deal with safeguarding reports.
- 6.9. The school is aware that, when teaching new subjects, topics including self-harm and suicide may be raised by students. Teachers recognise the risks of encouraging or making suicide seem a more viable options for students, and avoid material being instructive rather than preventative. To prevent this, teachers avoid giving instructions or methods of self-harm or suicide and the use of emotive language, videos or images.

## **7. Tailoring PSHE**

- 7.1. The school uses discussions and other activities during initial PSHE lessons to ascertain 'where students are' in terms of their knowledge and understanding of various subjects. The teaching programme will then be adjusted to reflect the composition of the class with regards to this.
- 7.2. Teaching considers the ability, age, readiness and cultural backgrounds of all young people in the class and will be tailored accordingly.
- 7.3. Adaptations are made for those for whom English is a second language to ensure that all students can fully access PSHE educational provision.

7.4. All students with SEND receive PSHE education, with content and delivery tailored to meet their individual needs.

7.5. The school will deliver RSE and health education as part of its timetabled PSHE programme, having due regard to the school's RSE policy.

## **8. KS3 and 4 programmes of study**

The PSHE programme of study will cover the following topics:

### **Families**

8.1. Students will be taught the following:

- That 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 their legal status, e.g. that marriage carries legal rights and protections not available to couples who are cohabitating 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 entered freely.
- The characteristics and legal status of other types of long-term relationships.
- The roles and responsibilities of parents regarding raising children, including the characteristics of successful parenting.
- How to: determine whether other children, adults or sources of information are trustworthy; judge when a family, friends, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, such as reporting concerns about others, if needed.

### **Respectful relationships, including friendships**

8.2. Students will be taught the following:

- 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 also includes different (non-sexual) types of relationships.
- Practical steps that can be taken in a range of different contexts to improve or support respectful relationships.
- How stereotypes, particularly ones based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. normalising non-consensual behaviour or encouraging prejudice.)
- That in school and in wider society, they can be expected to be treated with respect by others, and that in turn they should show due respect in response (including people in positions of authority) and be tolerant of other people's beliefs.



- About different types of bullying (including cyberbullying), the impacts of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- That some types of behaviour within relationships are criminal, such as violent behaviour and coercive control.
- What constitutes sexual harassment and sexual violence and why these are unacceptable.
- The legal rights and responsibilities relating to equality (particular with reference to the Equality Act and its protected characteristics) and that everyone is unique and equal.

## **Online and media**

8.3. Students will be taught the following:

- 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 others with material that they would not want shared further and not to share material that others send 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, e.g. pornography, presents a distorted picture of sexual behaviours, which can negatively alter how people see themselves in relation to others and negatively affect behaviour 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 custodial sentences.
- How information and data is generated, collected, shared and used online.

## **Being safe**

8.4. Students will be taught the following:

- The concepts 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 (see RSE policy).
- 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) (see RSE policy).
- That there are many dangers both inside and outside of school and beyond and that they must be equipped with the means to keep themselves safe.

## **Intimate and sexual relationships, including sexual health**

8.5. Students will be taught the following:

- 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 either positively or negatively affected by choices made concerning sex and relationships, e.g. 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, and menopause.
- That there are a range of strategies for identifying and managing sexual pressure, such as understanding peer pressure, resisting pressure and not pressurising others.
- That they have a choice to delay sex or to enjoy intimacy without sex.

## **Economic wellbeing and being a responsible citizen**

8.6. Students will be taught the following:

- To recognise, clarify and when necessary, challenge their own core values and how their values influence their choices.
- About the law and consequences of certain behaviour, including violent crime and terrorist activity, on themselves and others, and strategies they can use to keep themselves safe outside of school. (Linked to RS and History curriculum).
- The knowledge and skills needed for setting realistic and challenging personal targets and goals (including the transition between key stages).
- The similarities, differences and diversity among people of different a race, culture, ability, disability, sex, gender identity, age and sexual orientation and the impact of stereotyping, prejudice, bullying, discrimination on individuals and communities.
- About the potential tensions between human rights, British law and cultural and religious expectations and practices.
- About the primacy of human rights; and how to access support for themselves or their peers safely if they have concerns about those rights being undermined or ignored.
- About discrimination, how to respond when being discriminated against and responsibilities towards those who are experiencing discrimination.
- To recognise that everyone has the same rights to opportunities in learning and work; to recognise and challenge stereotypes; and/or family or cultural expectations that may limit their aspirations.
- About their own identity as a learner, differing styles of learning and to develop personal study, research and presentation and organisational skills.
- To identify own strengths, interests, skills and qualities as part of the personal review and planning process, including their value to future employability.
- Different types of work, including employment, self-employment and voluntary work; that everyone has a 'career'; their pathway through education and work.

- About the laws and by-laws relating to young people's permitted hours and types of employment and how to minimise health and safety risks.
- About different work roles and career pathways, including developing their own early aspirations.
- About the labour market (including the diversity of local and national employment opportunities), learning options, skills, occupations, and progression routes and about self-employment.
- Which choices are available to them at the end of Key Stage 3/4, sources of information, advice and support, and the skills to manage this decision-making process.
- The benefits of being ambitious and enterprising in all aspects of life.
- About the skills and qualities required to engage in enterprise, including seeing opportunity, managing risk, marketing, productivity, understanding the concept of quality, cash flow and profit.
- About attitudes and values in relation to work and enterprise (including terms such as 'customer service' and 'protecting corporate or brand image').
- About different types of business, how they are organized and financed.
- To assess and manage risk in relation to financial decisions that young people might make.
- About gambling (including online) and its consequences, why people might choose to gamble and how the gambling industry encourages this.
- To explore social and moral dilemmas about the use of money, including how the choices students make as consumers affect other people's economies and environments.
- To evaluate their own personal strengths and areas for development and to use this to inform goal setting.
- About the unacceptability of all forms of discrimination, and the need to challenge it in the wider community including the workplace.
- To think critically about extremism and intolerance in whatever forms they take (including the concept of 'shame' and 'honour based' violence).
- To recognise the shared responsibility to protect the community from violent extremism and how to respond to anything that causes anxiety or concern.
- About harassment and how to manage this (including in the workplace).
- How their strengths, interests, skills and qualities are changing and how these relate to future employability.
- About the information, advice and guidance available to them and how to access it
- To further develop study and employability skills (including time management, self-organisation and presentation, project planning, team-working, networking and managing online presence).
- About the range of opportunities available to them for career progression, including in education, training and employment.
- About changing patterns of employment (local, national and global).
- To take full advantage of any opportunities for work experience that are available.

- About rights and responsibilities at work (including their roles as workers, and the roles and responsibilities of employers and unions).
- About confidentiality in the workplace, when it should be kept and when it might need to be broken.
- To develop their career identity, including how to maximise their chances when applying for education or employment opportunities.
- To recognise and manage the influences on their financial decisions, (including managing risk, planning for expenditure, understanding debt and gambling in all its forms).
- To be a critical consumer of goods and services (including financial services) and recognise the wider impact of their purchasing choices.
- Their consumer rights and how to seek redress.

## **9. Assessment**

- 9.1. The school sets the same high expectations of the quality of students' work in PSHE as for other areas of the curriculum. A strong curriculum will build on knowledge students have previously acquired, including from other subjects.
- 9.2. Lessons are planned to ensure students of differing abilities, including the most able, are suitably challenged.
- 9.3. Students' knowledge and understanding is assessed through formative assessment methods such as tests, written assignments, discussion groups and quizzes, in order to monitor progress.

## **10. Monitoring and review**

- 10.1 This policy will be reviewed by the Headteacher governing body at least bi-annually.
- 10.2 Any changes to this policy will be communicated to all staff and other interested parties.