



HIGHDOWN SCHOOL AND SIXTH FORM CENTRE

**PSHCE - PERSONAL, SOCIAL, HEALTH,  
CITIZENSHIP AND  
ECONOMIC EDUCATION POLICY INCLUDING  
RELATIONSHIPS AND SEX EDUCATION (RSE)  
AND HEALTH EDUCATION**

**Aspiration – Respect – Excellence**

**Monitoring, Evaluation and Review**

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## HIGHDOWN SCHOOL AND SIXTH FORM CENTRE

# PSHCE (PERSONAL, SOCIAL, HEALTH, CITIZENSHIP AND ECONOMIC EDUCATION) POLICY INCLUDING RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION

This policy should be read in conjunction with the following policy/policies:

- Safeguarding and Child Protection Policy
- Anti-Bullying and Discrimination Policy
- Drugs Policy
- International Policy and Careers Policy
- Inclusion Policy and Equality Statement and Objectives
- Online Safety Policy

### Context

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

### Rationale

The Right Honourable Justine Greening, then Secretary of State for Education, announced, on March 1st 2017, that it was her intention to make Relationships and Sex Education (RSE) statutory in Secondary schools from September 2020 and that content guidance will be published prior to that.

The [Children and Social work act 2017](#) placed a duty on the Secretary of State for Education to make the new subjects of Relationships Education at primary and Relationships and Sex Education (RSE) at secondary compulsory through regulations. The Act also provides a power for the Secretary of State to make Personal, Social, Health and Economic Education (PSHE), or elements of the subject, mandatory in all schools.

The guidance on Relationships Education, Relationships and Sex Education and Health Education for governing bodies, proprietors, head teachers, principals, senior leadership teams and teachers can be seen [here](#). Highdown has produced this policy to be compliant with the September 2020 statutory expectation and covers all aspects of Relationships and Sex Education and Health Education in an age appropriate way.

Our PSHCE policy is also informed by existing DfE guidance:

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act (2010)
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- SMSC requirements for schools (guidance for schools on how they should support pupils' spiritual, moral, social and cultural development).

## The PSHCE Curriculum at Highdown

At Highdown we have included the statutory Relationships and Sex Education (RSE) and Health Education under a broader PSHCE (Personal, Social, Health, Citizenship and Economic Education) umbrella.

A whole-school approach is taken to support students' development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

The aims of Highdown PSHCE education programme are to:

- Develop the knowledge, skills and attributes they need to manage their lives now and in the future
- Learn to make responsible decisions e.g. about alcohol, drugs, relationships and future careers
- Learn to recognise and manage risk and take increasing responsibility for themselves and their actions
- Understand the importance of wellbeing and how to tackle issues that can affect their ability to learn
- Focus on the importance of building healthy and positive relationships
- Develop skills such as teamwork, communication and resilience
- Be encouraged to make positive contributions to their families, schools and communities
- Explore differences and learn to value diversity in all its forms
- Reflect on their own individual values and attitudes
- Identify and articulate feelings and emotions and manage difficult situations positively
- Learn about the world of work
- Learn to manage their money and finances effectively

This also supports the "Building Excellence in our Personal Development" aspect of the Academy Improvement Plan, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social and Cultural) development opportunities provided for our young people.

## Statutory RSE

“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. It should enable them to know what a healthy relationship looks like...it should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships...”

*DfE Guidance page 25*

At Highdown 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

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).

## Statutory Health Education

“It is important that the starting point for health and wellbeing education should be a focus on enabling pupils to make well-informed, positive choices for themselves.”

*DfE Guidance page 35*

At Highdown Health Education focuses on giving young people the information they need to help them develop their knowledge and understanding of:

- Mental wellbeing
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Basic First Aid
- Changing adolescent body

As well as standalone informative lessons on these areas, a number of these areas, such as emotional and mental health, are nurtured every PSHCE lesson through mindfulness practice and respect of others. This is addressed in each mentor groups’ ‘PSHCE Ground Rules Charter’ which will be created as a mentor group and upheld throughout the year.

To ensure progression and a balanced curriculum, Highdown’s PSHCE curriculum has been developed with reference to the ‘Programme of Study for PSHE Education’ from the PSHE Association (2020). This resource aims to develop skills and attributes such as resilience, self-esteem, risk-management, team-working and critical thinking in the context of three core themes: health and wellbeing, relationships,

and living in the wider world (including economic wellbeing and aspects of careers education). The overview of the programme can be seen in **appendix 1**.

## Delivering the PSHCE Curriculum at Highdown

At Highdown, PSHCE is delivered through lessons called CCC (Culture, Character & Citizenship). All students in years 7 to 10 and year 12 are allocated one period to CCC each week in order to teach the knowledge and skills in a developmental and age-appropriate way. Year 11 and year 13 have one period of CCC every fortnight. External speakers will also be engaged to deliver talks and presentations on relevant topic areas to various year groups. Assembly themes throughout the year also link back to the PSHCE themes and our Highdown values.

## Staff

Staff are responsible for:

- Delivering RSE through the PSHCE programme in a sensitive way
- Modelling positive attitudes to the PSHCE policy
- Responding to the needs of individual students
- Following the academy's safeguarding policy

High quality teaching will use a variety of methods during lessons and across various units of work. All staff are encouraged to use a variety of flexible, active learning methods:

- Stating what is to be learnt and what the teacher is looking for
- Good questioning skills
- Ground rules
- Working together
- Understanding another point of view
- Reflection, review and evaluation
- Role play
- Discussion and debate
- Voting

All staff are expected to deliver PSHCE and subsequently all staff are trained on the delivery of PSHCE as part of their induction to the academy and it is included in Highdown's continuing Professional Learning programme, which is shared at the start of each academic year. However, there might be exceptional circumstances when a member of staff might be afforded some compassion (e.g. at times of loss or bereavement) when teaching about sensitive topics could be too much and staff who have concerns about teaching certain topics are encouraged to discuss this with the Headteacher.

When answering sensitive questions

- Adults will be careful to ensure that their personal beliefs and attitudes do not influence the teaching of PSHE.
- No adult or student will be expected to answer personal questions.

- No one will be forced to take part in a discussion.
- The meaning of words will be explained in a sensible and factual manner.

## **Students**

All students will be involved in PSHCE weekly sessions within mentor time and are actively encouraged to engage fully in PSHCE and, when discussing issues related to PSHCE, treat others with respect and sensitivity. The creation of a safe environment will allow this to occur, with ground rules set at the start of each academic year with the creation of each mentor group's individual 'PSHCE Ground Rules Charter' which will be created as a mentor group and upheld throughout the year.

Students will be made aware that some information cannot be held confidentially and will be informed that, if certain disclosures are made, the information will be disclosed to the Safeguarding team for their own safety via the Highdown procedure of reporting safe guarding issues.

## **Inclusion, SEND and Equality**

At Highdown, we pride ourselves on our inclusive policy and on how we make provision for all students' needs.

As far as is appropriate, students with special educational needs and/or disability should follow the same PSHCE education programme as all other students. Careful consideration is given how best to meet different students' needs. Teachers and/or learning support assistants work with individual students where required, and if appropriate.

Our policy is also informed by the 2010 Equality Act and makes sure that the needs of all students are appropriately met, and that all students understand the importance of equality and respect with regards of others. We also respect the right of our students, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of PSHCE delivered at Highdown.

## **Monitoring, Assessing and Reporting Arrangements**

To be successful, independent learners, children and young people need regular opportunities to reflect on and identify what they have learned, what needs to be learned next and what they need to do to continue their learning. Teachers also need to be clear about the progress and achievements of the students they teach, and how their learning might be improved.

To enable this to happen, assessment has to be an integral part of the teaching and learning in all subjects, including PSHCE education. However, the personal nature of PSHCE education means that it cannot be assessed in the same way as most other subjects and it would be inappropriate for assessment in PSHCE education to imply passing or failing 'as a person'. It is, however, possible to recognise and evidence progress and attainment in the knowledge, understanding, skills and attributes PSHCE strives to develop.

The model of assessment we advocate is that for each new topic, module, or series of lessons, an initial activity is carried out that gauges a student's starting point in terms of their existing knowledge, skills, attitudes and beliefs. Then, at the end of the topic, module, or lesson an activity is carried out which allows students to demonstrate the progress they've made since completing the baseline activity.

Feedback on aspects of PSHCE will be shared with students and parents in students annual mentor report.

## **PSHCE Across the curriculum**

Although PSHCE is taught as a standalone subject, called CCC, on a weekly basis, other curriculum subjects have opportunities to make links with the PSHCE Framework through their programme of study, and this is actively encouraged. For example:

- English – skills in enquiry and communication, use of resources, discussion and presentation of arguments, texts with personal, health and relationship issues.
- Mathematics – aspects of financial capability.
- Science – teaching and learning on health, drugs (including medicines), sex education and safety.
- Design Technology and Food Technology – health, safety and hygiene issues, the consideration of social, moral and cultural dilemmas associated with the global environmental impact of products.
- Computing – finding ICT-based information, handling data, e-mail for communication and exchange of ideas, internet safety, digital literacy and considering the ethical impact of the use of computers on our lives; looking at the impact of legislation such as the Data Protection Act.
- Business and Economics - developing students' understanding of the world of work and their role as consumers and aspects of financial capability; looking at the ethical nature of businesses, balance profit against morals; impact of employment legislation.
- History – ideas, beliefs, attitudes and experiences of people from the past, issues of cultural diversity including Britishness & Democracy.
- Geography – implications of sustainable development for students' own life, study of cultural differences, skills of geographical enquiry including communication.
- Modern Foreign Languages – communication in the target language and learning about culture, customs and beliefs, exchange visits and host visits.
- Art and Design – respect of the differences between people through an investigation of artists, craftspeople and designers from Europe and the rest of the world.
- Music – making the most of abilities and working with others when playing or singing, issues of cultural diversity, their value and expression.
- Physical Education – teaching and learning about health, safety and fitness, development of co-operation and commitment, teamwork. Inter school competition.
- Religious Studies - religious and moral beliefs, values and practices that underpin and influence personal and social issues and relationships. GCSE Citizenship has become part of the curriculum offer from September 2020.

## **Parents' right to request their child be withdrawn from Sex Education**

Parents have the right to withdraw their children from the components of sex education (other than the sex education which sits in the curriculum as part of science) up to and until three half terms before the

child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing and addressed to the Headteacher. A copy of withdrawal requests will be placed in the pupil's educational record.

Before granting the request, the Headteacher will:

- Discuss the request with parents and, as appropriate, with the child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum, whilst making them aware of the topics that are compulsory;
- Discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child;
- Document this process to ensure a record is kept.

Once these discussions have taken place, except in exceptional circumstances, the academy will respect the parents' request to withdraw the child, up to and until three half terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms. Once a child has been withdrawn, he or she cannot take part in later RSE without parental approval.

Parents/Carers are key figures in helping their children to cope with the physical and emotional aspects of growing up and in preparing them for the challenges and responsibilities which sexual maturity brings. The teaching offered by Highdown should be complementary to, and supportive of, the role of parents/carers and should be carried out in consultation with them.

## **Roles and Responsibilities**

The Governing Body will approve Highdown School's PSHCE (Personal, Social, Health, Citizenship and Economic Education) policy including Relationships and Sex Education (RSE) and Health Education, and hold the Headteacher to account for its implementation.

The Headteacher is responsible for ensuring that PSHCE taught consistently across the school, and for managing requests to withdraw pupils from components of RSE.

The PSHCE Coordinator is responsible for the creating of the programme of study for PSHCE delivery across the whole school and the accompanying resources. They will also oversee the booking of external agencies and speakers to support the delivery of the half termly topic areas to support and deepen the knowledge and understanding of learning outcomes.

Assistant Heads of Achievement are responsible in ensuring the delivery of PSHCE within their year team by mentors on a weekly basis.

## Highdown School PSHCE Overview – All Years

	Health & wellbeing strand	Living in the wider world strand	Relationships and Sex Education strand			
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 7	<u><b>COMMUNITIES AND IDENTITIES</b></u> Transition to secondary school and personal safety in and outside school, the school as a community and other communities	<u><b>GOALS AND INTENTIONS</b></u> Teamwork and enterprise skills, and raising aspirations, needs and wants, influences and choices	<u><b>RIGHTS AND DIVERSITY</b></u> Designing a community / nation building, diversity and inclusion	<u><b>HEALTH, CHANGE, AND ACCEPTANCE</b></u> Healthy routines, influences on health, puberty, unwanted contact, and FGM	<u><b>THRIVING THROUGH LIFES CHALLENGES</b></u> A detailed breakdown of how to thrive during challenges using innovative cognitive techniques	<u><b>MONEY AND REGULATION</b></u> Saving, borrowing, budgeting and making financial choices individually and introduction to nationally
Year 8	<u><b>COMMUNITY AND INCLUSION</b></u> Equality of opportunity in life choices within the community, rights, values, and community support	<u><b>MEDIA</b></u> Online safety, digital literacy, media reliability, gambling hooks, bias and fake news, media range and analysis	<u><b>DIVERSITY, INCLUSION, AND ACCEPTANCE</b></u> Discrimination in <b>all</b> its forms, plus perception, rights and duties	<u><b>DIVERSITY, DEVELOPMENT, AND RELATIONSHIPS</b></u> Gender identity, sexual orientation, consent, 'sexting', an introduction to contraception, law and equality	<u><b>LIFE CHALLENGES</b></u> Mental health and emotional wellbeing, including self-image, bereavement, and coping strategies	<u><b>ROLE MODELS AND DANGEROUS CHOICES</b></u> Alcohol and drug misuse and pressures relating to drug use, role models and influence
Year 9	<u><b>WORK, RISK, AND FUTURE PLANNING</b></u> Skills to help with future employability and online presence, changes and challenges to the workplace	<u><b>PERSONAL RESPONSIBILITY</b></u> Learning strengths and goal setting as part of personal development, healthy choices, personal and social regulation	<u><b>FAMILY AND RIGHTS</b></u> Families and parenting, healthy relationships, conflict resolution, and relationship changes, families rights	<u><b>HEALTHY RELATIONSHIPS</b></u> Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography, conflicts, media influence	<u><b>MAKING GOOD LIFE DECISIONS</b></u> Diet, exercise, lifestyle balance and healthy choices, first aid, seeking help and support	<u><b>CRIME, CONFLICT, AND (COMMUNITY COHESION)</b></u> Healthy and unhealthy friendships, assertiveness, substance misuse, gang exploitation, the law, community cohesion

## Highdown School PSHCE Overview – All Years

Health & wellbeing strand		Living in the wider world strand			Relationships and Sex Education strand	
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 10	<b><u>INDEPENDENCE</u></b> Responsible health and development choices, safety in independent contexts, personal vs societal responsibility	<b><u>FINANCIAL DECISION MAKING</u></b> The impact and importance of financial decisions, debt, gambling, advertising on financial choices, tax	<b><u>ADDRESSING EXTREMISM AND RADICALISM</u></b> Communities, belonging and challenging extremism, civic and cultural views	<b><u>HEALTHY RELATIONSHIPS</u></b> Relationships and sex expectations, myths, the media and pornography, influence, the law	<b><u>HEALTHY AND POSITIVE HABITS</u></b> The influence and impact of drugs, gangs, role models and the media; health trends and confusion; social influence	<b><u>EXPLORING INFLUENCE</u></b> Mental & ill health, stigma, safeguarding including during challenge, media, influencers, the law
Year 11	<b><u>BUILDING FOR THE FUTURE</u></b> Self-efficacy, stress management, and future opportunities – personal versus societal responsibility and regulation	<b><u>NEXT STEPS</u></b> Application processes, and skills for further education, employment and career progression; value and regulation of the workplace	<b><u>COMMUNICATION AND RELATIONSHIPS</u></b> Personal values, assertive communication (including contraception and sexual health), relationship challenges and abuse; related cultural issues and events	<b><u>FAMILIES</u></b> Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships; related cultural issues and events		
Year 12	<b><u>EQUALITY, DIVERSITY, EXTREMISM (DISCRIMINATION)</u></b> Recognise, understand and challenge different viewpoints – discrimination and the law	<b><u>SEXUAL HEALTH AND RESPONSIBILITY</u></b> STIs, contraception and pregnancy [expansion lessons focus on broad contemporary issues]	<b><u>EQUALITY, DIVERSITY, EXTREMISM (MANAGING VIEWS)</u></b> Recognise, understand and challenge different viewpoints – media fragmentation and negotiation	<b><u>SKILLS REQUIRED FOR FUTURE CHOICES AND PATHWAYS</u></b> Essential skills needed for future employment or education, future opportunities and how to approach them	<b><u>DEMOCRACY</u></b> How democracy works both in the UK and worldwide	<b><u>DANGERS OF DRUGS</u></b> Addiction of drugs and personal safety; social, civic and religious responses

## Highdown School PSHCE Overview – All Years

Health & wellbeing strand		Living in the wider world strand		Relationships and Sex Education strand		
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 13	<p><b><u>PERSONAL STATEMENTS AND APPLICATIONS</u></b></p> <p>How to write meaningful and successful applications and statements, contemporary related economic issues</p>	<p><b><u>EMOTIONAL WELLBEING AND HEALTH</u></b></p> <p>Maintaining emotional wellbeing and how to relax and destress while maintaining a healthy lifestyle</p>	<p><b><u>CONTROVERSIAL VIEWPOINTS IN SOCIETY</u></b></p> <p>Understanding how extreme viewpoints are established and challenged, media variation and analysis</p>	<p><b><u>INDEPENDENT LIVING AND FINANCES</u></b></p> <p>Managing and understanding your money when in employment, opportunities and risks, family and national debt</p>		