



CHERTSEY HIGH RSE POLICY

Person Responsible:	Headteacher
Date Adopted:	September 2020
Date of last Review:	September 2021
Date of next review:	September 2022

1. Policy Context and Rationale:

This policy covers our school’s approach to the teaching of RSE at Key Stage 3 and 4. It was produced by the Head of PSHE through consultation with the Humanities Department and Board of Governors. Consultation took place in the form of a series of meetings in September 2020 in which the policy was discussed. Pupils needs have informed the creation of this policy through data collection using Public Health England and ChiMat, identifying the priority needs of students within the area. These involve road safety, underage drinking, mental health and self-harm. The policy and core focuses will be reviewed in September 2022 with the addition of ongoing student and parent consultation.

2. Policy Availability:

Parents and carers will be informed about the policy through a letter home. The policy will be made accessible to parents through the school website and via the school office.

3. Policy Aims And Objectives:

We define ‘relationships and sex education’ to involve the forming and maintenance of family, friendships and more intimate relationships both online and in person with consideration of boundaries and health. We believe relationships and sex education is important for our pupils and our school because it supports people, throughout life, to develop safe, fulfilling and healthy relationships, at the appropriate time.

Our school’s ethos for our pupils is underpinned by our Christian principles and values of knowledge; determination and love. This policy fulfils our school ethos by giving students the information to challenge stereotypes, prejudice and discrimination, as well as being able to tackle difficulties life



may bring with resilience and an awareness to the wide range of support available to them. Our PSHE programme aims to help children to realise the nature and consequences of bullying (including cyber-bullying) as well as developing healthy coping mechanisms which will enable them to build and maintain strong relationships throughout their life.

4. Creating And Safe And Supportive Learning Environment:

As PSHE education works within pupils' real life experiences, it is essential to establish a safe learning environment. Clear 'ground rules' and a confidentiality policy that is understood by all (adults and children) are important elements of creating this. We will build a safe and supportive learning environment by creating a set of ground rules which will be referred to throughout the year. These involve having the 'right to pass', the right of confidentiality unless the information raises a safeguarding concern and the 'right not to answer personal questions'. Safeguarding post-boxes will also be available around the school where students can communicate privately on certain issues. We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support by Heads of Year and the Designated Safeguarding Lead. This policy is informed by the school's safeguarding and child protection policy.

5. Entitlement And Equality Of Opportunity

We promote the needs and interests of all pupils, irrespective of gender, culture, ability or personal circumstance by creating an inclusive curriculum. Teaching will take into account the age, ability, readiness, and cultural backgrounds of children and those with English as a second language to ensure that all can fully access PSHE education provision. We promote diversity and inclusion will consider all pupils' needs by differentiating learning in lesson time so that everyone is able to progress with their understanding of relationship and sex education. We expect our pupils to consider others' needs by maintaining the ground rules at all time which ensures a respectful and non-judgemental learning environment carefully policed by the class teacher. We will use PSHE education as a way to address diversity issues and to ensure equality for all not only through lesson time but through whole school projects throughout the year.



As far as is appropriate, pupils with special educational needs should follow the same PSHE education programme as all other students. Careful consideration should be given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or learning support assistants should work with individual pupils where required, and if appropriate.

Full PSHE education provision should be accessible to every pupil, although parents have a right to withdraw their children from sex education not within the national curriculum science programmes of study up to 3 terms before the pupil's sixteenth birthday. It is not the school's policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement.

6. Intended Outcomes:

Active engagement in learning, rather than passively receiving information, is most effective in teaching PSHE education. Pupils need opportunities to consider and clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills. They also need a comprehensive, balanced and relevant body of factual information to inform their present and future choices.

As a result of our RSE programme of learning, pupils will:

- Know and understand the respect for the dignity of every human being – in their own person and in the person of others.
- Take responsibility for their own actions and a recognition of the impact of these on others
- Recognise and value their own sexual identity and that of others
- Be able to make sound and informed judgements and which are respectful of the wishes of all parties involved.
- Develop the skills of forming friendships and loving, stable relationships free from exploitation, abuse and bullying.
- Be able to self-regulate emotions without resorting to unhealthy coping strategies and know where and how to seek out support if needed.
- Be able to manage conflict positively, recognising the value of difference.



- Be able to develop self-esteem and confidence, demonstrating self-respect and empathy for others.
- Build resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately.
- Be able to communicate assertively and honestly within a relationship and recognise the appropriate stages in the development of relationships.
- Assess risks and managing behaviours in order to minimise the risk to health and personal integrity.
- Know the physical and psychological changes that accompany puberty;
- Know the facts about human reproduction, how love is expressed sexually and how this plays an essential role in procreation.
- Know how to manage fertility in a way which is compatible with their stage of life, their own values and commitments, including an understanding of the difference between natural family planning and artificial contraception.
- Know how to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, including where to go for advice.

7. Learning And Teaching

7.1 Principles And Methodology:

RSE education needs to consider pupils' starting points. Pupils will bring differing levels of knowledge and understanding to any issue explored through PSHE education. Often this prior learning is more complex than we might assume. Where possible, any new topic in PSHE education should start by determining pupils' prior knowledge. This will also enable teachers to make more effective judgements about pupils' development and progression in learning. We will determine pupils' prior knowledge through their progress trackers at the front of their books which assess prior knowledge and questions students have for each new topic. This will accurately be able to measure the progress



made by the end of the topic and any unanswered questions students may have can be addressed in class time.

Research shows that attempts to scare or shock young people into making a healthy choice rarely work, and can indeed 'backfire' by inadvertently creating excitement, curiosity or even status among pupils who accept the risk. This does not mean that potential consequences of the lifestyle choice should not be made clear, but balance is important. For example, young people frequently overestimate how often their peers take part in risky behaviours and feel that they are the 'odd ones out' if they don't do the same. It is important that they are reassured that the majority of young people actually make positive, healthy lifestyle choices. We will ensure that sessions, including those on risky behaviours, remain positive in tone by referencing facts and statistics that promote positive social norms. Additionally scenarios and case studies explored in lesson time will be distanced and avoid the 'worst case' so the topics are not sensationalised to pupils.

It is important that pupils are helped to make connections between the learning they receive in PSHE education and their current and future 'real life' experiences. The skill of critical reflection is therefore at the heart of assessment for learning in PSHE education. We will help pupils make connections between their learning and 'real life' behaviours by using examples within current affairs and social media.

7.2 Planning

The PSHE curriculum is structured thematically to include core aspects of PSHE and RSE. These are Health and Wellbeing, Relationships and Living in the wider world. The topics are developed in KS3 and built upon further in KS4 so that the learning is both age appropriate and relevant to students in that year of study.

During Key Stage 3, pupils will explore the following topics:

Health and Wellbeing

- Emotional wellbeing
- Managing puberty
- Staying Safe: the basics – online, rail, road and basic first aid



- Maintaining a healthy lifestyle: sleep, diet, dental, physical activity and personal hygiene.
- Recognising unwanted contact (FGM)
- Attitudes towards mental health – challenging myth and stigma
- Unhealthy coping strategies – self harm and eating disorders.
- Healthy coping strategies
- Unhealthy lifestyle choices – assessing risks for energy drinks, e-cigs, caffeine, alcohol, tobacco
- Medically prescribed vs recreational drugs – influences of substance abuse and safely using prescriptions
- Health in action: work life balance, leisure, sleep, exercise, healthy eating
- Cancer and self-examination
- Online resilience
- Assertive communication
- Managing risks in terms of gangs, the law and the physical risks of knife crime.

Relationships

- Identity, rights and responsibilities in society
- Challenging prejudice, stereotypes and discrimination
- Signs and impacts of bullying in person and online
- Self-worth and positive relationships (building friendships)
- Unhealthy relationships – media stereotypes, expectations of romantic relationships
- Consent (the law and assertive communication of boundaries)
- Dealing with grief
- Group think
- Gender identity
- Racism and religious discrimination
- Qualities of positive relationships, demonstrating these behaviours and forming partnerships.
- Sexting
- Contraception
- Parenting varieties and managing changes
- Homelessness



- Family conflict and resolution
- Readiness for sexual activity
- STIs and negotiating safer sex
- Portrayal of sex and relationships in the media and online

Living in the wider world

- Careers and skills
- Equality of opportunity and stereotypes in the workplace
- Identifying future aspirations, values and career choices
- Making safe financial decisions, saving, spending, budgeting, risk taking behaviour
- Ethical and unethical business practices and consumerism
- Communicating online
- Grooming
- Radicalisation online
- Critically assess media, recognise bias and misleading information
- Public vs private info – age restrictions, financial exploitation and online security
- Gambling and chance based transactions
- Career paths and GCSE options
- Post 16 options
- Employment rights and responsibilities for young people
- Skills for enterprise and habits for supporting progress

During Key Stage 4, pupils will explore the topics of:

Health and wellbeing

- Challenging negative thinking and strategies for positive mental health
- Signs of emotional and mental ill health
- Challenging, stigma and stereotypes and misinformation about mental health in the media
- Role models
- Gang culture



- Alcohol and substance abuse
- Manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime
- How to manage work/life balance
- Personal safety
- First aid
- Lifestyle impacts on cancer and screening
- Vaccinations and immunisations
- Registering with and accessing doctors, sexual health clinics, opticians and other health services
- Blood, organ and stem cell donation
- Managing influences and risks relating to cosmetic and aesthetic body alterations
- How to manage the judgement of others and challenge stereotyping
- How to balance ambition and unrealistic expectations
- How to develop self-efficacy, including motivation, perseverance and resilience
- How to maintain a healthy self-concept
- The nature, causes and effects of stress
- Stress management strategies, including maintaining healthy sleep habits
- Positive and safe ways to create content online and the opportunities this offers
- How to balance time online

Relationships

- Relationship values and the role of pleasure
- Myths, assumptions, misconceptions and social norms about sex, gender and relationships
- Online relationships – opportunities and risks
- Impact of media and pornography on sexual expectations and behaviours
- Recognising and responding to pressure and coercion and exploitation
- Victim blaming
- Asexuality, abstinence and celibacy
- Different types of families and changing family structures



- Readiness for parenthood and positive parenting qualities
- Fertility, including how it varies and changes
- Pregnancy, birth and miscarriage
- Unplanned pregnancy options, including abortion
- Adoption and fostering
- How to manage change, loss, grief and bereavement
- Community Inclusion, belonging, respect and equality
- How social media may distort, misrepresent or target information in order to influence beliefs and opinions
- How to safely challenge discrimination, including online
- How to recognise and respond to extremism and radicalisation
- Core values and emotion
- Gender identity, gender expression and sexual orientation
- How to communicate assertively wants and needs
- How to handle unwanted attention, including online
- Challenging harassment and stalking, including online
- Abusive relationships
- 'Honour based' violence and forced marriage and how to safely access support

Living in the wider world

- Budgeting and saving
- Preventing and managing debt
- Data collection and sharing
- Gambling
- Cybercrime
- Career development
- Challenges and responsibilities in the workplace
- How to manage practical problems and health and safety in the workplace
- How to maintain a positive personal presence online
- Planning for the future



- Effective revision techniques and strategies
- Options post-16 and career pathways
- Application processes, including writing CVs, personal statements
- Interview technique
- Maximising employability,
- Working part time whilst studying

Throughout the years all students will develop the skills of...

- goal setting, organisation skills and self- awareness
- empathy and compassion
- agency, strategies to manage influence and decision making
- self-confidence and self-worth
- risk management and support-seeking skills
- analytical skills and strategies to identify bias
- respect for beliefs, values and opinions and advocacy
- communication skills including assertive and negotiation
- leadership and presentation skills

7.3 Resources:

The majority of lesson resources are a mixture of videos and scenarios sourced from organisations and charities such as:

- NSPCC
- Hodder education
- PSHE Association
- Rise above
- Samaritans
- Teenage Cancer Trust
- British Heart Foundation
- Mind



- Barkley's Life skills
- Freedom Charity
- British Red Cross
- Home Office
- BBFC

8. Timetabling

PSHE is taught once a fortnight for one hour at KS3 and once a week at KS4. Our provision is further enriched by the Careers coordinator and visitations by St John Ambulance to assist with the teaching of first aid.

9. Assessment

PSHE education alone is not responsible for pupils' future lifestyle choices: as with any other subject, assessment in PSHE education should focus on learning, set against the lesson objectives and outcomes. We will assess pupils' learning and progression through progress trackers at the front of their books which assess prior knowledge and questions students have for each new topic. This will accurately be able to measure the progress made by the end of the topic and any unanswered questions students may have can be addressed in class time.

It is important to recognise that assessment in PSHE education is not about 'passing or failing', or about behavioural outcomes. Teachers and pupils both need to know what has been learned, and how learning and understanding has progressed. Assessments will adhere to the school's book-marking policy in which students are provided with teacher targets to act upon once every half term.

10. Teaching Responsibility And Staff Training

The programme will be led by the Head of PSHE and will be taught by members of the Humanities department alongside Heads of Year. Teachers responsible for teaching PSHE will receive training through the head of department at the start of the year, using resources from PSHE Association CPD. We will use external contributors in circumstances involving aspects of first aid as this is not a



qualification that every teacher possesses. When using external speakers to deliver aspects of our PSHE programme we will ensure they know the schools safeguarding policy and that their resources are age appropriate and compliment the learning delivered in class time.

11. Confidentially And Handling Disclosures

Due to the nature of PSHE education, pupils' learning may result in them seeking advice or support on a specific personal issue. Teachers cannot offer complete confidentiality; it is important for everyone's safety that teachers and pupils are clear about what can and cannot be kept confidential. It is also very important for external contributors, including school nurses, to be clear about these rules and that whilst working in the classroom, they are bound by the school's confidentiality policy, not their own.

We will set the following ground rules at the start of every lesson:

1. I have the right to share my opinion and be listened to
2. I have the right to pass
3. I have the right to be respected and valued
4. I have the right to keep what I discuss confidential (unless what I say is causing concern and needs to be shared)
5. I have the right not to feel judged
6. I have the right not to answer personal questions

If a pupil makes a disclosure we will record it on CPOMs or go straight to the safeguarding lead depending on the seriousness of the information divulged. Ultimately the teacher or contributor will follow the safeguarding procedures outlined by the school.

12. Responding To Pupils Questions

It is important that pupils feel able to ask any questions that they wish and that their questions are valued. However, consideration should be given to how to respond to questions. Simply putting 'pupils' questions will be answered honestly and openly', without any consideration of prior learning or readiness, can be unsafe.



If necessary, teachers also need to feel able to ask a pupil to wait for an answer to give them time to consult with the school's leadership team if they feel this appropriate, or if the question raises potential safeguarding concerns. (For instance: 'That is a really interesting question and I need time to think because I want to give you a proper answer.')

Teachers should feel able to work with colleagues if necessary to construct an appropriate answer. We will put in place an anonymous question box where pupils who are not comfortable raising questions in an open setting may ask questions to be responded to at a later date.

Pupils' questions will be answered with reference to the ground rules outlines for students at the start of lesson. If a safeguarding issue is raised by an anonymous question we will report it to the safeguarding lead as soon as possible.

13. Links To Other School Policies And Areas Of The Curriculum

This policy supports/complements the following policies...

- Child protection/safeguarding
- Extremism
- Bullying
- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)

Learning in PSHE classes will link to learning in Science, Religious education ICT involving:

- Online safety
- Drug education and the management of drug-related incidents
- Food and drink
- Marriage and family values



- Puberty and Reproduction

14. Involving Parents And Carers:

We are committed to working with parents and carers. We will offer support by providing links to a variety of resources as well as contact via email or in person should parents or carers need further guidance. We will encourage discussion of topics at home by making parents aware of the topics students will be covering throughout the year on the school website.

Revised Department for Education statutory guidance will state that from September 2020, all schools must deliver relationships education (in primary schools) and relationships and sex education (in secondary schools). 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. We will communicate to parents about their right to withdraw their children up to three terms prior to their child's sixteenth birthday by a letter home which will also be available on the school website. If a parent wishes to withdraw their child we will arrange a meeting with the Head Teacher and/ or Head of PSHE to distinguish the topics that their child will abstain from and alternative work will be provided in this lesson time. However, once the child reaches the point at which they are three terms before their sixteenth birthday, the student is now able to decide whether they opt back in or out of sex education.

15. Monitoring Reporting And Evaluation

The Head of PSHE and the leadership team will actively monitor the teaching through learning walks and book checks. Teachers will critically reflect on their work in delivering RSE through termly meetings and surveys in which they will be able to give feedback throughout the year. Pupils will have also opportunities to review and reflect on their learning during lessons through their trackers and evaluations of content after the first year of changes.



Pupil voice will be influential in adapting and amending planned learning activities through focus groups in each year group that will provide feedback on the content delivered. This will then influence the approach and activities chosen in the years following.

16. Review Date

The PSHE policy should be reviewed at least every 18 months-2 years to ensure that it continues to meet the needs of pupils, staff and parents, and that it is in line with current Department of Education advice and guidance. This policy will be reviewed by September 2022. It will be reviewed by the Head of Department, Board of Governors, Humanities Department and further Parent and Student consultation. This will ensure the learning is relevant to the students and the priorities within the community