



Personal, Social,
Education (PSHE)

Health & Economic
and Relationships and Sex

Education (RSE) Policy

Respect


Respect is the foundation on which our schools values are based. We promote care, trust and honesty with our learners, their families/carers, schools, academies and all other partners and stakeholders.

Communication

In order to realise shared goals and achieve the very best for learners we work collaboratively with parents/carers, schools, academies and other stakeholders. We will communicate the highest standards and expectations at all times.

Happy and Healthy

We have created a safe, secure and happy learning environment in which all learners can thrive. We equip learners with the knowledge and skills they need to achieve well in life. We acknowledge and celebrate their success widely.

Date:	September 2022
Date approved by Management Committee:	15 September 2022
Signature of Chair of Management Committee:	
To be reviewed:	Annually

Review – Summary of Changes	September 2022
No Changes	

This policy gives guidance to staff on Personal, Social, Health and Economic education (PSHE) and Sex and Relationships Education (RSE) and should be read alongside other policies that are pertinent to teaching and learning.

At The Link School we recognise that PSHE/RSE helps to give learners the knowledge, skills, values and understanding they need to lead confident, capable and caring lives and to become informed, active, responsible citizens. PSHE/RSE plans to prepare learners with the skills they need to manage now and in the future. Learners are encouraged to take part in a wide range of activities and experiences across the curriculum, contributing fully to the life of the school and local community. Learners will reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

All learners spiritual, moral, social and cultural values will be respected, and those whose values maybe different from the majority will always be shown great sensitivity.

Aims and Objectives

The Relationship Education, Relationships and Sex Education and Health Education (England) Regulations 2019 made under sections 34 and 35 of the Children and Social Work Act 2017 make Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. The regulations also make Health Education compulsory in Academies. In addition, incorporated into our delivery of PSHCE is CEIAG (Careers Education Information Advice and Guidance), which is statutory from Year 7. ALL learners to consider a wide range of careers. This follows the statutory guidance: 'Careers Guidance and access for education and training providers' (October 2018) and the 'Education Act 2011'. We are also including in our wider teaching of PSHCE content areas which cover Living in the Wider World and British Values. (See British Values Statement and SMSC Policy)

The aim of RSE is to;

Provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our RSE programme aims to prepare all learners for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour;
- have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within sexual and non-sexual relationships.
- avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex including violence in teenage relationships
- Understand the true meaning of consent

- communicate effectively by developing appropriate terminology/language for sex and relationship issues.
- develop awareness of their evolving sexuality and understand human sexuality; gender identity, challenge sexism and prejudice, which is inclusive of all young people
- understand the arguments for delaying sexual activity.
- understand the reasons for having protected sex.
- have sufficient information and skills to protect themselves in a variety of situations including from exploitation, abuse and violence and uninvited/unwanted conceptions and sexually transmitted infections including HIV.
- be aware of sources of help for all young people and acquire the skills and confidence to access confidential health advice, support and treatment if necessary
- know how the law applies to sexual relationships enthusiastic consent, sexting and e-safety.

The aim of teaching learners about physical health and mental wellbeing is to give them;

The information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

Our Health Education programme aims to prepare all learners for an adult life:

- to develop the knowledge, skills and attributes they need to manage their lives now and in the future
- to learn to make responsible decisions e.g. about alcohol, drugs, smoking, diet, mental and physical health.
- to learn to recognise and manage risk and take increasing responsibility for themselves and their actions
- to understand the importance of wellbeing and how to tackle issues that can affect their ability to learn
- to develop skills such as teamwork, communication and resilience
- to be encouraged to make positive contributions to their families, schools and communities
- to reflect on their own individual values and attitudes
- to identify and articulate feelings and emotions and manage difficult situations positively

Finally, our aim of teaching learners about PSHCE, including Living in the Wider World and Careers and Aspirations, is to;

give them the information that they need to make good decisions about their own future pathways and how to survive in the wider world once they leave school and further into the future. We want our students to understand about what it means to live in Modern Britain and how to stay safe both online and in the real world.

Our PSHCE programme aims to prepare for an adult life:

- to understand how to manage money and finances effectively both now as a young person and in the future within the context of working life.
- to understand British Values and what it means to live in modern Britain.
- to learn how to stay safe in the virtual world.
- to learn about rights and responsibilities and their role in society.
- to understand about taking risks and what it means to have a statutory right.
- to ensure that students develop the skills and attitudes necessary for success in adult and working life.
- to make students aware of the range of opportunities which are realistically available to them in continued education and training at 14+, 16+ and 18+.
- to equip students with the necessary decision-making skills to manage these transitions
- to promote equality of opportunity, celebrate diversity, challenge stereotypes
- to ensure that there is an opportunity for a range of education and training providers to access all pupils in Year 8 to Year 13 for the purpose of informing them about technical education qualifications or apprenticeships.
- to understand what it means by Enterprise and Higher Education

What is Relationship and Sex Education (RSE) and Health Education?

RSE and Health is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships including on and offline, respect, love and care, for family life. It involves acquiring information, developing essential skills and forming positive beliefs, values and attitudes. RSE gives young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. RSE should provide a clear progression from what is taught in primary school where the prime focus is Relationships and Health Education. In addition, Health Education's mission is to improve the health of the entire community by teaching learners and families ways to establish and maintain life-long healthy and sustainable eating habits and healthy lifestyles.

What is PSHCE Education?

Personal, Social, Health, Economic and Citizenship (PSHCE) Education focuses on developing the knowledge, skills and attributes to keep children and young people healthy and safe and to prepare them for life and work. PSHCE education is defined by the schools inspectorate Ofsted as a planned programme to help children and young people develop fully as individuals and as members of families and social and economic communities. Its goal is to equip young people with the knowledge, understanding, attitudes and practical skills to live healthily, safely, productively and responsibly.

PSHE/RSE Curriculum and programme of study

The PSHE curriculum is based on three core themes and planning is centred on this programme of study.

- Health and Wellbeing
- Relationships
- Living in the Wider World

Key stage 1 and 2 pupils will follow the following curriculum:

PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW – THEMATIC MODEL

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise; hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

Key Stage 3 pupils will cover the following curriculum:

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	Transition and safety Transition to secondary school and personal safety in and outside school, including first aid	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations	Diversity Diversity, prejudice, and bullying	Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM	Building relationships Self-worth, romance and friendships (including online) and relationship boundaries	Financial decision making Saving, borrowing, budgeting and making financial choices
Year 8	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use	Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies	Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks
Year 9	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	Setting goals Learning strengths, career options and goal setting as part of the GCSE options process	Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes	Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid	Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	Employability skills Employability and online presence

Year 10 pupils will cover the following curriculum across the year:

Year 10	Mental health	Financial decision making	Healthy relationships	Exploring influence	Addressing extremism and radicalisation	Work experience
	Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	The influence and impact of drugs, gangs, role models and the media	Communities, belonging and challenging extremism	Preparation for and evaluation of work experience and readiness for work

Year 10 pupils will also complete NCFE Level 1 units in:

- Mental Health Awareness
- Sexual Health Awareness
- Substance Misuse
- Alcohol Awareness

The Curriculum is taught through the NCFE units and additional lessons where required. The units are marked internally and externally assessed and pupils are awarded a pass or fail grade. All PSHE at secondary level is assessed using progression lines/GCSE levels.

Year 11 pupils will complete a GCSE in Citizenship.

Sensitive issues and confidentiality:

Staff will create a positive and safe learning environment that will allow learners to feel able to contribute. Learners will be made aware of the safeguarding policy so that they are aware what action will be taken if it is believed that a young person may be in danger or at risk of harm.

Implementation:

The Link School recognises that many of our learners will need significant support in understanding some of the issues outlined in this policy and, supplementary to timetabled lessons, PSHE/RSE is also supported via the ethos of The Link School. Where relevant, there is input from other professionals and outside agencies. Parents/carers are encouraged to become involved in specific areas as appropriate.

Entitlement:

The aims of The Link Schools are to ensure that equality of opportunity is provided for all. To achieve this, all learners will have access to PSHE/RSE. Teachers are encouraged to include PSHE elements in their core subjects and through the creative topics they teach e.g. as a topic for speaking and listening in English. Due regard is given to parents'/carers' wishes where possible and cultural traditions, religious beliefs and individual differences and needs are taken into account. The ethos of the team encourages frank and open learner/adult discussions in all matters relating to social and/or emotional problems in dealing with and accepting disability and vulnerability.

All PSHE activities will take account of The Link School Health & Safety Policy and where appropriate, teachers will carry out risk assessment for specific activities.

Procedures and Implementation:

To ensure all learners make a positive contribution to society, learners at The Link School are provided with:

- Quality teaching and learning to aid the development of skills and knowledge required to become responsible citizens;
- Opportunities to develop a supportive, caring and respectful attitude towards all members of the school community, actively promoted through the Values model;
- Opportunities to prepare for life in the wider community

At The Link School PSHE/RSE education will be developed through:

- The whole curriculum
- The Tutor Group system
- Extracurricular activities: workshops, sporting activities
- The school ethos
- Clear and unambiguous behaviour expectations, made explicit through the daily points system.
- Counselling and Therapeutic Services

Teaching and Organisation:

Development in PSHE/RSE will take place across all curriculum areas, within activities that encourage learners to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle.

The provision of PSHE/RSE will allow learners to:

- Talk about personal experiences and feelings;
- Express and clarify their own ideas and beliefs;
- Speak about difficult events, e.g. bullying, death etc;
- Share thoughts and feelings with other people;
- Explore relationships with friends/family/others;
- Consider others needs and behaviour;
- Show empathy;

- Develop self-esteem and a respect for others;
- Develop a sense of belonging;
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally – eg empathy, respect, open mindedness, sensitivity, critical awareness, etc (for comprehensive list see attached sheet).

Many curriculum areas provide opportunities to:

- Listen and talk to each other;
- Learn an awareness of treating all as equals, and accepting people who are physically or mentally different;
- Agree and disagree;
- Take turns and share equipment;
- Work co-operatively and collaboratively.

Links with the wider community:

- Visitors are welcomed into school;
- Learners take part in activities such as Remembrance Day; MacMillan Coffee morning, Sport relief etc.
- The development of a strong home-school link is regarded as very important, enabling parents/carers and teachers to work in an effective partnership to support the learner;
- Learners will be taught to appreciate their local environment and to develop a sense of responsibility to it through residential opportunities, outdoor education and events such as the Coast to Coast, as well as external visits.

Monitoring and Evaluation:

The Senior Leadership Team will regularly review the provision for PSHE/RSE throughout the school, via the SEF calendar, by monitoring and analysing planning and teaching and learning; completing scrutinies of work and marking; observing lessons/classrooms; completing learning walks; speaking to learners and analysing pupil and parent feedback; regular discussions with staff and governors.

References

PSHE Association website
The Link School SMSC Policy