



## ALL SAINTS SCHOOL

### Personal, Social, Health and Economic Education including Sex and Relationship Education Policy

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<b>Prepared by:</b>	P Wright
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<b>Signed:</b>	

Personal, Social, Health & Economic Education including Sex and Relationships Education Policy

Introduction

Section 2.5 of the national curriculum framework states that all schools should make provision for Personal, Social, Health and Economic (PSHE) Education. To meet this objective, our programme of study identifies the key concepts, skills and attributes that are developed through PSHE education. These help us fulfil our statutory responsibility to support pupils' spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life, as set out in Section 78 of the Education Act 2002, and our safeguarding responsibilities, in line with the statutory guidance that schools 'should ensure children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum'. Guidance has been sought from the PSHE Association Programme of Study (2017).

PSHE education is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

PSHE education equips pupils to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHE education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

Our PHSE programme of study covers Key Stages 2 to 4 and is based on three core themes within which there is broad overlap and flexibility:

- **Core theme 1. Health and Wellbeing**
- **Core theme 2. Relationships**
- **Core theme 3. Living in the Wider World**

The aim for our PSHE education is to provide pupils with:

- accurate, balanced and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives
- opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem, and empathy

### **The Overarching Concepts, Essential Skills and Attributes Developed Through PSHE Education**

The programme of study is intended to enable children and young people to develop and gradually enrich their understanding of a set of overarching concepts, set out below:

1. **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
2. **Relationships** (including different types and in different settings, including online)
3. **A healthy** (including physically, emotionally and socially), **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
4. **Risk** (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)
5. **Diversity and equality** (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
6. **Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)
7. **Change** (as something to be managed) and **resilience** (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
8. **Power** (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)
9. **Career** (including enterprise, employability and economic understanding)

During **Key Stage 2**, PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps pupils to cope with the changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

## **CORE THEME 1: HEALTH AND WELLBEING**

**This core theme focuses on:**

- 1. what is meant by a healthy lifestyle**
- 2. how to maintain physical, mental and emotional health and wellbeing**
- 3. how to manage risks to physical and emotional health and wellbeing**
- 4. ways of keeping physically and emotionally safe**
- 5. about managing change, including puberty, transition and loss**
- 6. how to make informed choices about health and wellbeing and to recognise sources of help with this**
- 7. how to respond in an emergency**
- 8. to identify different influences on health and wellbeing.**

## **KEY STAGE 2**

Building on Key Stage 1, pupils should have the opportunity to learn:

- H1. what positively and negatively affects their physical, mental and emotional health
- H2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'
- H3. to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet
- H4. to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves
- H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals
- H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others
- H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these

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- H8. about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement
- H9. to differentiate between the terms, 'risk', 'danger' and 'hazard'
- H10. to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience
- H11. to recognise how their increasing independence brings increased responsibility to keep themselves and others safe
- H12. that bacteria and viruses can affect health and that following simple routines can reduce their spread
- H13. how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media
- H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong
- H15. school rules about health and safety, basic emergency aid procedures, where and how to get help
- H16. what is meant by the term 'habit' and why habits can be hard to change
- H17. which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others
- H18. how their body will, and their emotions may, change as they approach and move through puberty
- H19. about human reproduction
- H20. about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers
- H21. strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety)
- H22. strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others
- H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe
- H24. the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)
- H25. how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request

## **CORE THEME 2: RELATIONSHIPS**

**This core theme focuses on:**

- 1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts**
- 2. how to recognise and manage emotions within a range of relationships**
- 3. how to recognise risky or negative relationships including all forms of bullying and abuse**
- 4. how to respond to risky or negative relationships and ask for help**
- 5. how to respect equality and diversity in relationships**

### **KEY STAGE 2**

Building on Key Stage 1, pupils should have the opportunity to learn:

- R1. to recognise and respond appropriately to a wider range of feelings in others
- R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships
- R3. to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support
- R4. to recognise different types of relationship, including those between acquaintances, friends, relatives and families
- R5. that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment
- R6. that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves
- R7. that their actions affect themselves and others
- R8. to judge what kind of physical contact is acceptable or unacceptable and how to respond
- R9. the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'
- R10. to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view
- R11. to work collaboratively towards shared goals
- R12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves

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R13. that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)

R14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)

R15. to recognise and manage 'dares'

R16. to recognise and challenge stereotypes

R17. about the difference between, and the terms associated with, sex, gender identity and sexual orientation

R18. how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) January 2017 additions:

R19. that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership

R20. that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others

R21. to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy

### **CORE THEME 3: LIVING IN THE WIDER WORLD**

#### **(ECONOMIC WELLBEING AND BEING A RESPONSIBLE CITIZEN)**

**This core theme focuses on:**

- 1. about respect for self and others and the importance of responsible behaviours and actions**
- 2. about rights and responsibilities as members of families, other groups and ultimately as citizens**
- 3. about different groups and communities**
- 4. to respect diversity and equality and how to be a productive member of a diverse community**
- 5. about the importance of respecting and protecting the environment**
- 6. about where money comes from, keeping it safe and the importance of managing it effectively**
- 7. the part that money plays in people's lives**
- 8. a basic understanding of enterprise**

## **KEY STAGE 2**

Building on Key Stage 1, pupils should have the opportunity to learn:

L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people

L2. why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules

L3. to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child

L4. that these universal rights are there to protect everyone and have primacy both over national law and family and community practices

L5. to know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM)

L6. to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk

L7. that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities

L8. to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices

L9. what being part of a community means, and about the varied institutions that support communities locally and nationally

L10. to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing

L11. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom

L12. to consider the lives of people living in other places, and people with different values and customs

L13. about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer

L14. to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)

L15. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world

L16. what is meant by enterprise and begin to develop enterprise skills

L17. to explore and critique how the media present information January 2017 additions:

L18. to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others

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At **Key Stage 3**, pupils build on the skills, attitudes, values, knowledge and understanding they have acquired and developed during the primary phase. PSHE education acknowledges and addresses the changes that young people are experiencing, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the skills which will equip them for the opportunities and challenges of life. Pupils are encouraged to manage diverse relationships and the increasing influence of peers and the media. PSHE education allows them to be more confident in addressing the challenges of effective learning and making a full and active contribution to society.

At **Key Stage 4**, pupils extend and rehearse the skills, further explore attitudes and values, and deepen knowledge and understanding acquired during Key Stage 3. PSHE education reflects the fact that learners are moving towards an independent role in adult life, taking on greater responsibility for themselves and others

## **CORE THEME 1: HEALTH AND WELLBEING**

**This core theme focuses on:**

- 1. how to manage transition**
- 2. how to maintain physical, mental and emotional health and wellbeing;**
- 3. how to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; mental and emotional health and wellbeing; and sexual health\***
- 4. about parenthood and the consequences of teenage pregnancy\***
- 5. how to assess and manage risks to health; and to keep themselves and others safe**
- 6. how to identify and access help, advice and support**
- 7. how to respond in an emergency, including administering first aid**
- 8. the role and influence of the media on lifestyle**

**\* Sexual health is included within this core theme; however, it is important that sexual health is considered within the context of healthy relationships. There will be similar broad overlap and flexibility between topics and areas in all three core themes.**

## **CORE THEME 1. HEALTH AND WELLBEING**

### **KEY STAGE 3**

Pupils should have the opportunity to learn:

- H1. to recognise their personal strengths and how this affects their self-confidence and self-esteem
- H2. to recognise that the way in which personal qualities, attitudes, skills and achievements are evaluated by others, affects confidence and self-esteem
- H3. to accept helpful feedback or reject unhelpful criticism
- H4. to understand that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievements and employment
- H5. the characteristics of mental and emotional health and strategies for managing it; a range of healthy coping strategies;
- H6. the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders; how to recognise when they or others need help, sources of help and strategies for accessing it [NB The use of teaching activities, visiting speakers or lesson materials that provide detail on ways of self-harming, restricting food/inducing vomiting, hiding self-harm or disordered eating from others etc., or that might provide a role model or inspiration for vulnerable pupils (e.g. personal accounts of the 'benefits' someone experienced from their self-harm/disordered eating, their weight change etc.) can be harmful and should always be avoided]
- H7. to manage growth and change as normal parts of growing up (including consolidation and reinforcement of Key Stage 2 learning on puberty, human reproduction, pregnancy and the physical and emotional changes of adolescence)
- H8. the risks and myths associated with female genital mutilation (FGM), its status as a criminal act and strategies to access sources of support for themselves or their peers who they believe may be at risk, or who may have already been subject to FGM
- H9. the importance of and ways of taking increased responsibility for their own physical health and personal hygiene
- H10. the purpose and importance of immunisation and vaccination
- H11. about the use of contraception, including the condom and pill; to negotiate condom use (see also Relationships)
- H12. that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain STIs
- H13. the benefits of physical activity and exercise and the importance of sleep
- H14. to recognise and manage what influences their choices about exercise
- H15. the importance of, and strategies for, maintaining a balance between work, leisure and exercise
- H16. what constitutes a balanced diet and its benefits (including the risks associated with both obesity and dieting)
- H17. what might influence their decisions about eating a balanced diet

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- H18. how the media portrays young people; to recognise its possible impact on body image and health issues
- H19. that identity is affected by a range of factors, including the media and a positive sense of self
- H20. ways of recognising and reducing risk, minimising harm and strategies for getting help in emergency and risky situations
- H21. to understand how the inappropriate use of mobile phones can contribute to accidents
- H22. to perform basic first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR)
- H23. to understand and manage risk within the context of personal safety, especially accident prevention and road and cycle safety (through the Bikeability programme)
- H24. the positive (for example the treatment or eradication of disease) and negative (for example dependency) roles played by drugs in society (including alcohol)
- H25. factual information about legal and illegal substances, including alcohol (including current government recommendations for consumption), volatile substances, new psychoactive substances, tobacco, e-cigarettes, shisha, e-shisha and cannabis
- H26. the law relating to the supply, use and misuse of legal and illegal substances
- H27. to recognise and strategies to manage different influences (including peer influence) on their decisions about the use of substances, (including clarifying and challenging their own perceptions, values and beliefs)
- H28. the personal and social risks and consequences of substance use and misuse, including the benefits of not drinking alcohol (or delaying the age at which to start) and the benefits of not smoking including not harming others with second-hand smoke
- H29. the safe use of prescribed and over the counter medicines
- H30. the risks and consequences of ‘experimental’ and ‘occasional’ substance use and the terms ‘dependence’ and ‘addiction’
- H31. how to access local health services and other sources of support such as smoking cessation services or if concerned about own or others’ alcohol or substance use
- H32. about cancer and cancer prevention, including healthy lifestyles and (in upper key stage 3) testicular self-examination, acknowledging that childhood and adolescent cancers are rarely caused by lifestyle choices

## **CORE THEME 1. HEALTH AND WELLBEING**

### **KEY STAGE 4**

Building on Key Stage 3, pupils should have the opportunity to learn:

H1. to evaluate the extent to which their self-confidence and self-esteem are affected by the judgments of others and ways of managing this

H2. to make effective use of constructive feedback and differentiating between helpful feedback and unhelpful criticism

H3. strategies for managing mental health including stress, anxiety and depression; a broader range of strategies for promoting their own emotional wellbeing

H4. the characteristics of emotional and mental health and the causes, symptoms and treatments of some mental and emotional health disorders (including stress, anxiety and depression)

H5. (reinforcing and building on key stage 3 learning) to recognise and manage the triggers (for themselves or their friends) for unhealthy coping strategies, such as self-harm and eating disorders; how to recognise when they or others need help, sources of help and strategies for accessing it [NB The use of teaching activities, visiting speakers or lesson materials that provide detail on ways of self-harming, restricting food/inducing vomiting, hiding self-harm or disordered eating from others etc., or that might provide a role model or inspiration for vulnerable pupils (e.g. personal accounts of the 'benefits' someone experienced from their self harm/disordered eating, their weight change etc.) can be harmful and should always be avoided]

H6. to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical or mental health (including sexual health services)

H7. how to take increased responsibility for maintaining and monitoring their own health

H8. how lifestyle choices affect a developing foetus

H9. about STIs, including HIV/AIDS, how to protect themselves and others from infection and how to respond if they feel they or others are at risk

H10. to recognize and manage feelings about, and influences on, their body image including the media's portrayal of idealised and artificial body shapes

H11. to assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings, the use of sun lamps and tanning salons

H12. how to recognise and follow health and safety procedures

H13. how to find sources of emergency help and how to perform emergency first aid, including cardio-pulmonary resuscitation (CPR)

H14. about personal safety and protection, how to reduce risk and minimise harm in different settings (including social settings, the workplace, the street, on roads and during travel)

H15. the short and long-term consequences of substance use and misuse for the health and mental and emotional wellbeing of individuals, families and communities, including the health risks related to second-hand smoke

H16. understand the terms 'habit', 'dependence' and 'addiction' in relation to substance use and where and how to access support if they have concerns

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H17. the wider risks and consequences of legal and illegal substance use, including on their personal safety, future career, relationships and future lifestyle

H18. about checking themselves for cancer (including testicular and breast self-examination) and other illnesses, including knowing what to do if they are feeling unwell; strategies to overcome worries about seeking help and being a confident user of the NHS

## **CORE THEME 2: RELATIONSHIPS**

**This core theme focuses on:**

- 1. how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills**
- 2. how to recognise and manage emotions within a range of relationships**
- 3. how to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters**
- 4. about the concept of consent in a variety of contexts (including in sexual relationships)**
- 5. about managing loss including bereavement, separation and divorce**
- 6. to respect equality and be a productive member of a diverse community**
- 7. how to identify and access appropriate advice and support**

## **CORE THEME 2. RELATIONSHIPS**

### **KEY STAGE 3**

Pupils should have the opportunity to learn:

R1. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.)

R2. to further develop and rehearse the skills of team working including objective setting, outcome planning, cooperation, negotiation, managing setbacks and compromise

R3. to further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness

R4. to explore the range of positive qualities people bring to relationships

R5. that relationships can cause strong feelings and emotions (including sexual attraction)

R6. the features of positive and stable relationships (including trust, mutual respect, honesty, equality) and those of unhealthy relationships (including imbalance of power, coercion, control, exploitation, abuse of any kind)

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R7. that the media portrayal of relationships may not reflect real life and the possible impact of this on people's expectations of relationships

R8. different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect these (including age, gender, power and interests)

R9. the nature and importance of marriage, civil partnerships and other stable, long-term relationships for family life and bringing up children

R10. that marriage is a commitment, entered into freely, never forced through threat or coercion, and how to safely access sources of support for themselves or others should they feel vulnerable

R11. the roles and responsibilities of parents, carers and children in families

R12. how to manage or deal with the breakdown of a relationship and the effects of change, including loss, separation, divorce and bereavement

R13. to understand the importance of friendship and to begin to consider love and sexual relationships in this context

R14. to understand what expectations might be of having a girl/boyfriend

R15. to consider different levels of intimacy and their consequences

R16. to acknowledge and respect the right not to have intimate relationships until ready

R17. about readiness for sex and the benefits of delaying sexual activity

R18. that consent is freely given and that being pressurised, manipulated or coerced to agree to something is not consent; that the seeker of consent is responsible for ensuring that consent has been given and if consent is not given or is withdrawn, that decision should always be respected

R19. about the law in relation to consent (including the legal age of consent for sexual activity, the legal definition of consent and the responsibility in law for the seeker of consent to ensure that consent has been given)

R20. how to seek the consent of another person and be sure that consent has been given; how to assertively withhold or withdraw consent

R21. about contraception, including the condom and pill (see also 'Health') and to develop communication and negotiation skills necessary for contraceptive use in healthy relationships

R22. about the risks related to unprotected sex, which could include exploring the consequences of unintended pregnancy and the options available in such circumstances

R23. to recognise the portrayal and impact of sex in the media and social media (which might include music videos, advertising and sexual images shared between young people, the unrealistic portrayal of relationships and sex in pornography)

R24. about the difference between assigned/biological sex, gender identity and sexual orientation

R25. to recognise that there is diversity in sexual attraction and developing sexuality

R26. the terms associated with sex, gender identity and sexual orientation and to understand accepted terminology

R27. about the unacceptability of sexist, homophobic, biphobic, transphobic, racist and disablist language and behaviour, the need to challenge it and how to do so

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- R28. to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online/via text, abuse, exploitation and trafficking) and to have the skills and strategies to manage being targeted or witnessing others being targeted
- R29. the support services available should they feel, or believe others feel, they are being abused or in an unhealthy relationship and how to access them
- R30. to recognise peer pressure and have strategies to manage it; to recognise ‘group think’ (where the cohesion of the group becomes more important than the choices or actions of the group) and to develop strategies for managing it
- R31. to understand the feelings and pressure that the need for peer approval can generate, including in relation to the purchase and use of tobacco and alcohol (including cheap/illicit alcohol and cigarettes), drugs and other risky behaviours
- R32. to understand the terms ‘habit’, ‘dependence’ and ‘addiction’ in a wide variety of contexts (including substance use and information technology) and where and how to access support if they have concerns
- R33. laws relating to the carrying of offensive weapons (including what might motivate someone to carry one and the range of consequences); strategies for managing pressure to carry a weapon
- R34. about the difference between friendship groups and gangs (including the risks posed by membership of gangs on individuals, families and communities); strategies for managing pressure to join a particular group or gang and how to access appropriate support
- R35. the safe and responsible use of information communication technology (including safe management of own and others’ personal data including images)
- R36. to establish clear personal boundaries around those aspects of their lives they wish to be private, shared only with specific people, and made public; to understand their right to privacy
- R37. how to manage any request or pressure to share an image of themselves or of others; who to talk to if they have concerns
- R38. when the sharing of explicit images may constitute a serious criminal offence

## **CORE THEME 2. RELATIONSHIPS**

### **KEY STAGE 4**

Building on Key Stage 3, pupils should have the opportunity to learn:

- R1. strategies to manage strong emotions and feelings
- R2. the characteristics and benefits of positive, strong, supportive, equal relationships
- R3. that living together, marriage and civil partnerships are ways that people freely and without coercion, demonstrate their commitment to each other
- R4. parenting skills and qualities and their central importance to family life (including the implications of young parenthood; to be able to make informed choices about parenting including issues around breastfeeding)

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- R5. to recognise when a relationship is unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence including ‘honour’ based violence, forced marriage and rape) and strategies to manage this or access support for self or others at risk.
- R6. managing changes in personal relationships including the ending of relationships
- R7. to develop an awareness of exploitation, bullying, harassment and control in relationships (including the unique challenges posed by online abuse and the unacceptability of physical, emotional, sexual abuse in all types of teenage relationships, including in group settings such as gangs) and the skills and strategies to respond appropriately or access support
- R8. about the concept of consent in relevant, age-appropriate contexts building on Key Stage 3
- R9. about the impact of domestic abuse (including sources of help and support)
- R10. the impact of separation, divorce and bereavement on families and the need to adapt to changing circumstances
- R11. about statutory and voluntary organisations that support relationships experiencing difficulties or in crisis, such as relationship breakdown, separation, divorce, or bereavement
- R12. how to access such organisations and other sources of information, advice and support
- R13. about diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them
- R14. to understand the role of sex in the media and its impact on sexuality (including pornography and related sexual ethics such as consent, negotiation, boundaries, respect, gender norms, sexual ‘norms’, trust, communication, pleasure, orgasms, rights, empowerment, sexism and feminism)
- R15. how to seek consent and to respect others’ right to give, not give or withdraw consent to engage in different degrees of sexual activity
- R16. to recognise when others are using manipulation, persuasion or coercion and how to respond
- R17. to understand the pernicious influence of gender double standards and victim-blaming
- R18. to recognise the impact of drugs and alcohol on choices and sexual behaviour
- R19. to manage unwanted attention in a variety of contexts (including harassment and stalking)
- R20. to understand and respect others’ faith and cultural expectations concerning relationships and sexual activity
- R21. to assess readiness for sex
- R22. about accessing and the correct use of contraception (including emergency contraception), negotiating condom use, reinforcing and building on learning in Key Stage 3
- R23. to understand the consequences of unintended pregnancy and of teenage parenthood (in the context of learning about parenting skills and qualities and their importance to family life)
- R24. the reasons why parents choose to adopt/foster or to place children for adoption/fostering
- R25. about abortion, including the current legal position and the range of beliefs and opinions about it
- R26. the pathways available in the event of unintended pregnancy, the possible physical and emotional reactions and responses people may have to each option and who to talk to for accurate, impartial advice and support
- R27. that fertility levels can vary in different people; can be damaged by some sexually transmitted infections, decreases with age

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R28. about the options open to people who are not able to conceive

R29. the role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support)

## **CORE THEME 3: LIVING IN THE WIDER WORLD**

### **(ECONOMIC WELLBEING, CAREERS AND THE WORLD OF WORK)**

**This core theme focuses on:**

- 1. about rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy**
- 2. how to make informed choices and be enterprising and ambitious**
- 3. how to develop employability, team working and leadership skills and develop flexibility and resilience**
- 4. about the economic and business environment**
- 5. how personal financial choices can affect oneself and others and about rights and responsibilities as consumers**

## **CORE THEME 3. LIVING IN THE WIDER WORLD**

### **KEY STAGE 3**

Pupils should have the opportunity to learn:

L1. to recognise, clarify and if necessary challenge their own core values and how their values influence their choices

L2. the knowledge and skills needed for setting realistic and challenging personal targets and goals (including the transition to Key Stage 3)

L3. the similarities, differences and diversity among people of different race, culture, ability, disability, sex, gender identity, age and sexual orientation and the impact of stereotyping, prejudice, bigotry, bullying, and discrimination on individuals and communities

L4. strategies for safely challenging stereotyping, prejudice, bigotry, bullying, and discrimination when they witness or experience it in their daily lives

L5. about the potential tensions between human rights, British law and cultural and religious expectations and practices

L6. about the primacy of human rights; and how to safely access sources of support for themselves or their peers if they have concerns or fears about those rights being undermined or ignored

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- L7. to recognise that they have the same rights to opportunities in learning and work as all other people; to recognise and challenge stereotypes; and/or family or cultural expectations that may limit their aspirations
- L8. about their own identity as a learner, preferred style of learning and to develop study, organisational, research and presentation skills
- L9. to identify own strengths, interests, skills and qualities as part of the personal review and planning process, including their value to future employability and strategies for further developing them
- L10. different types of work, including employment, self-employment and voluntary work; that everyone has a 'career' which is their pathway through life, education and work
- L11. 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
- L12. about different work roles and career pathways, including clarifying their own early aspirations
- L13. about the labour market (including the diversity of local and national employment opportunities and about self-employment); about learning options, skills, occupations and progression routes
- L14. about the choices available to them at the end of Key Stage 3, sources of information, advice and support, and the skills to manage this decision-making process
- L15. the benefits of being ambitious and enterprising in all aspects of life
- L16. 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
- L17. the importance of protecting their own and others' reputations; protecting their 'on-line presence': the concept of having a personal 'brand' that can be enhanced or damaged
- L18. to assess and manage risk in relation to financial decisions that young people might make
- L19. about gambling (including on-line) and its consequences, why people might choose to gamble, and the gambling industry influences their choices and tries to engage them in gambling; how to manage pressure or influence to gamble and access support if worried about themselves or others
- L20. to explore social and moral dilemmas about the use of money, (including how the choices young people make as consumers affect others' economies and environments)

### **CORE THEME 3. LIVING IN THE WIDER WORLD**

#### **KEY STAGE 4**

Building on Key Stage 3, pupils should have the opportunity to learn:

- L1. to evaluate their own personal strengths and areas for development and to use this to inform goal setting
- L2. about the unacceptability of all forms of discrimination, and how to challenge it, prejudice and bigotry in the wider community including the workplace
- L3. to think critically about extremism and intolerance in whatever forms they take (including religious, racist and political extremism, the concept of 'shame' and 'honour based' violence)

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- L4. to recognise the shared responsibility to protect the community from violent extremism and how to respond to anything that causes anxiety or concern
- L5. how to recognise a 'cult'; how it differs from other types of group; how cults recruit; how to seek help if they are worried for themselves or for others
- L6. how social media can offer opportunities to engage with a wide variety of views on different issues
- L7. to recognise how social media can also distort situations or issues; can narrow understanding and appear to validate these narrow views
- L8. the legal and personal risks associated with being asked for or sharing intimate images of others and strategies for managing these risks
- L9. about harassment and how to manage this (including in the workplace); the legal consequences of harassment
- L10. how their strengths, interests, skills and qualities are changing and how these relate to future employability
- L11. about the information, advice and guidance available to them and how to access the most appropriate support
- L12. to further develop study and employability skills (including time management, self-organisation and presentation, project planning, team-working, networking and managing online presence)
- L13. about the range of opportunities available to them for career progression, including in education, training and employment
- L14. about changing patterns of employment (local, national, European and global); about different types of business, how they are organised and financed
- L15. to research, secure and take full advantage of any opportunities for work experience that are available
- L16. about rights and responsibilities at work (including their roles as workers, and the roles and responsibilities of employers and unions)
- L17. attitudes and values in relation to work and enterprise (including terms such as 'customer service' and 'protecting corporate or brand image')
- L18. about confidentiality in the workplace, when it should be kept and when it might need to be broken
- L19. to develop their career identity, including how to maximise their chances when applying for education or employment opportunities
- L20. 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 access appropriate support for financial decision-making and for concerns over money, gambling etc.
- L21. to be a critical consumer of goods and services (including financial services) and recognise the wider impact of their purchasing choices
- L22. their consumer rights and how to seek redress

Personal, Social, Health & Economic Education including Sex and Relationships Education Policy

**Purpose:**

The purpose of sex education in school is to present facts in an objective and balanced manner at appropriate times, enabling students to explore and comprehend the range of sexual attitudes and behaviours within the legal framework that society expects.

**Principles:**

Teaching sex and relationship education, (SRE) is essential because we want to make our students make responsible and well informed decisions about their lives and to develop a healthy and responsible attitude to their sexual life as adults. The objective of SRE is to help and support young people through their physical, emotional and moral development.

SRE should contribute to promoting the spiritual, moral, cultural, mental and physical development of students towards preparation for the opportunities, responsibilities and experiences of adult life.

The policy is in accordance with the Sex and Relationship Education Guidance from DfEE (July 2000) **that sex and relationship education should be firmly rooted in the framework for PSHE.**

Parents have the legal right to remove their children from some or all aspects of the Sex Education programme but not the mandatory sex education elements of the National Curriculum Science Order (Appendix B). This should be done via a letter to the Head Teacher. This will also allow negotiation in the case of religious or cultural differences. It should be pointed out that research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to enter into sexual activity, but rather that it can help them to learn the reasons for, and benefits of, delaying such activity.

The Sex and Relationship Education (SRE) policy will be reviewed by the Head Teacher annually to ensure that it is kept accurate and up-to-date.

*DfEE Guidance, July 2000*

*“This (Sex and Relationship Education) is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the teaching of sexual orientation or sexual activity – this would be inappropriate teaching.”*

The Head Teacher or a delegated member of staff with a Pastoral role, will attend SRE forums to ensure that All Saints School continues to develop its SRE programme and makes links with relevant external agencies and other local schools.

The Head Teacher will liaise with outside agencies to ensure that All Saints School has a comprehensive and up-to-date Sex Education Programme. Parts of the programme will be delivered in discrete PSHE lessons.

**Procedure:**

Students will develop their own attitudes to enable them to make well informed, responsible and reasoned decisions, to carry forward to adulthood.

They will be taught the physical aspects of sexual behaviour within a clear moral framework.

This will include awareness of the signs of pregnancy. Students will be encouraged to consider the importance of self-restraint, dignity, self-respect and respect for others.

They will be made aware of the risks to their physical health, emotional and moral risks of actual sex and promiscuous behaviour. Particular emphasis will be placed on helping students appreciate the importance of loving, stable relationships with a focus, (but not exclusively) on married relationships and family life.

Students will discuss and become aware of the potential long term implications, responsibilities and skills required for parenthood. They will be made aware of sources of information and agencies that may be able to provide information and support.

Sex education will not be taught as a separately identifiable subject on the timetable, but will form an integral part of the school's personal, social, health and economic education (PSHE) programme, religious studies programme and life skills curriculum. In addition, some elements will continue to be delivered within the science curriculum.

The programme of sex education recognises that schools cannot avoid tackling controversial issues such as homosexuality, abortion and contraception. These subjects will, like any matter, be treated with sensitivity and in a balanced, factual way with the emphasis on information and will take into account the important ethical issues involved. The programme will be delivered within a strong moral framework with emphasis on factual information and the benefits of a stable, trusting relationship.

The programme will be structured from year 5 to year 11. (See Appendix A).

**At All Saints:**

- The teaching of sex, sexuality and sexual health is linked to relationship and responsibility/legal education where appropriate.
- The understanding of human sexuality, reproduction, sexual health, emotions and relationships is delivered across the school curriculum as appropriate, with all teachers being aware of the school policies on Sex and Relationships Education and Confidentiality. This is an area where listening to the views of students is important, but is balanced with ensuring the appropriateness of the subject material and language used when considering the age/experience of the whole class.
- The personal beliefs and attitudes of teachers are not to influence the teaching of sex and relationship education. They are expected to work within this policy document.
- All materials are to be delivered sensitively and effectively. Teachers should establish clear parameters of what is appropriate in a whole class setting before beginning.
- Teaching methods need to take account of the developmental differences of students.
- The materials used in the school for sex education must be in accordance with the PSHE framework and the law.
- Any sex/relationship education is to apply equally to girls and boys. Where an ethnic background or a guest speaker requires a single gender group, then the other sex will be offered an equally valid experience, so that no differentiation of experience occurs. Sex/relationship education should be inclusive.
- Teachers should be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. There should be no direct promotion of sexual orientation.
- The importance of the expertise offered by health professionals is recognised and input should be encouraged. Visitors to the school should agree to abide by the sex/relationship policy of the school. When they are in their professional role, (such as a school nurse), they should follow their own professional codes of conduct.
- Materials being used by health professionals should be shown to the Head Teacher in advance of them being shown to the students.
- If a disclosure of abuse is made during or after a lesson on sex and relationships, the teacher must report directly to the Designated Safeguarding Lead in the school. **Teachers must follow the school's Safeguarding and Child Protection Procedures.**

APPENDIX A

**Personal, Social, Health and Economic Education and Citizenship**

**Programme Summary**

**Years 3 to 6 to do**

**Year 7: Personal, Social, Health and Economic Education and Citizenship**

- 1 You and your feelings- anxieties and worries
- 2 You and your body – growing and changing
- 3 You and your responsibilities –beliefs, customs and festivals
- 4 You and your time – managing your time
- 5 You and your values –right and wrong
- 6 You and your family –getting on with others
- 7 You and your body -smoking
- 8 You and the law –why we have laws
- 9 You and other people –bullying
- 10 You and the media – the power of television
- 11 You and your money – pocket money, budgeting and saving
- 12 You and the law – children’s rights
- 13 You and the world of work –developing a product
- 14 You and your body –drugs and drugging
- 15 You and the community – being a good neighbour
- 16 You and your money –you as a consumer
- 17 You and your opinions – how to express your ideas
- 18 You and your body –eating and exercise
- 19 You as a citizen – how Britain is governed
- 20 You and the world of work – attitudes to work
- 21 You and the community –taking action: raising money for charity
- 22 You and other people – people with disabilities
- 23 You and global issues –resources, waste and recycling
- 24 You and your achievements – reviewing your progress

**Year 8: Personal, Social, Health and Economic Education and Citizenship**

- 1 You and your feelings – self esteem
- 2 You and your body –drugs and drugging
- 3 You and your responsibilities – other cultures and lifestyles
- 4 You and your money – making the most of your money
- 5 You and your values –where do you stand
- 6 You and your family – divided families
- 7 You and your safety – at home and in the street
- 8 You and the law – the police
- 9 You and your money – gambling
- 10 You and other people – friends and friendship
- 11 You and the media – the power of advertising
- 12 You and your time – making the most of your leisure
- 13 You and the world of work – employment and unemployment
- 14 You and your body – drinking and alcohol
- 15 You and community –the school as a community
- 16 You and your opinions –speaking your mind
- 17 You and your body – contraception and safer sex
- 18 You as a citizen – Britain’s government
- 19 You and the world of work – understanding business
- 20 You and the community – taking action
- 21 You and other people – older people
- 22 You and global issues – food and water
- 23 You and your achievements – reviewing your progress

**Year 9: Personal, Social, Health and Economic Education and Citizenship**

- 1 You and your body – adolescence
- 2 You and your responsibilities – racism, prejudice and discrimination
- 3 You and decisions - how to make decisions
- 4 You and your family - becoming an adult
- 5 You and your rights –civil liberties
- 6 You and your money- banking and ways of saving
- 7 You and your feelings –dealing with loss
- 8 You and your body- drugs and drugtaking
- 9 You and the law- crimes and punishments
- 10 You and other people – being assertive
- 11 You and the world of work-investigating careers
- 12 You and the media – the power of the press
- 13 You and your body- eating disorders
- 14 You and your choices – for Years 10 and 11
- 15 You and the law – youth justice
- 16 You and your opinions –which political party do you support
- 17 You and your body- safer sex, STIs and AIDS
- 18 You and your money – you as a consumer
- 19 You as a citizen – of the world
- 20 You and the community- pressure groups and campaigning
- 21 You and other people – people with mental illnesses
- 22 You and global issues – poverty
- 23 You and your achievements – reviewing your progress

**Year 10: Personal, Social, Health and Economic Education and Citizenship**

- 1 Developing your identity and image
- 2 Managing your emotions and moods
- 3 Changing relationships
- 4 Coping with stress
- 5 Thinking ahead- planning your future

**Section 2 : Social education- Responsibilities and values**

- 6 Britain: a diverse society
- 7 Human rights
- 8 Rights and responsibilities
- 9 Challenging offensive behaviour

**Section 3: Keeping healthy**

- 10 Healthy eating
- 11 Safer sex and contraception
- 12 Drinking and smoking
- 13 Health matters

**Section 4: Citizenship- Becoming an active citizen**

- 14 The law of the land
- 15 Crime and punishment
- 16 It's your government
- 17 It's your council
- 18 Working for change

**Section 5: Citizenship- Economic and financial capability**

- 19 Managing your money
- 20 Financing businesses
- 21 Enterprise challenge

**Section 6: Reviewing**

- 22 Reviewing and recording your learning

**Year 11: Personal, Social, Health and Economic Education and Citizenship**

**Section1: Personal wellbeing –Understanding yourself and handling relationships**

- 1 Developing your own values
- 2 Managing your time and studies
- 3 Marriage and commitment
- 4 Parenthood and parenting
- 5 Thinking ahead- planning your future

**Section 2: Social education- Responsibilities and values**

- 6 Human rights
- 7 Global challenges- poverty, health and education
- 8 Media matters
- 9 Challenging offensive behaviour

**Section 3: Keeping healthy**

- 10 Managing stress and dealing with depression
- 11 Safer sex
- 12 Drugs and drug taking
- 13 Emergency first aid

**Section 4: Citizenship- Becoming an active citizen**

- 14 The UK's role in the world
- 15 Global challenges – wars, weapons and terrorism
- 16 Global challenges– environmental issues
- 17 Working for change
- 18 Co-operating on a community project

**Section 5: Citizenship- Economic and financial capability**

- 19 Managing your money
- 20 The UK economy
- 21 The global economy

**Section 6 Reviewing and recording**

- 22 Reviewing and recording

## APPENDIX B

### **Science Education Programme Summary**

**The sex education elements of the National Curriculum Science Order are mandatory for all pupils of primary and secondary school age.**

#### ***Science National Curriculum Upper Key Stage 2 (Years 5 and 6)***

##### **Year 5**

- describe the life process of reproduction in some plants and animals.
- describe the changes as humans develop to old age.

##### **Year 6**

- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

#### ***Science National Curriculum Key Stage 3 (Years 7, 8 and 9)***

##### **Reproduction**

- Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta
- reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms.

##### **Health**

The effects of recreational drugs (including substance misuse) on behaviour, health and life processes.

### ***Science National Curriculum Key Stage 4 (Years 10 and 11)***

#### **Health, disease and the development of medicines**

- the relationship between health and disease
- communicable diseases including sexually transmitted infections in humans (including HIV/AIDs)
- non-communicable diseases
- bacteria, viruses and fungi as pathogens in animals and plants
- body defences against pathogens and the role of the immune system against disease
- reducing and preventing the spread of infectious diseases in animals and plants
- the process of discovery and development of new medicines
- the impact of lifestyle factors on the incidence of non-communicable diseases. Coordination and control
- principles of nervous coordination and control in humans
- the relationship between the structure and function of the human nervous system
- the relationship between structure and function in a reflex arc
- principles of hormonal coordination and control in humans
- hormones in human reproduction, hormonal and non-hormonal methods of contraception
- homeostasis

#### **Evolution, inheritance and variation**

- the genome as the entire genetic material of an organism
- how the genome, and its interaction with the environment, influence the development of the phenotype of an organism
- the potential impact of genomics on medicine
- most phenotypic features being the result of multiple, rather than single, genes
- single gene inheritance and single gene crosses with dominant and recessive phenotypes
- sex determination in humans
- genetic variation in populations of a species
- the process of natural selection leading to evolution
- the evidence for evolution
- developments in biology affecting classification
- the importance of selective breeding of plants and animals in agriculture
- the uses of modern biotechnology including gene technology; some of the practical and ethical considerations of modern biotechnology.