



Hurstmere School

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

Responsible:
Assistant Principal – Mrs S Bayar

Ratified by Governors:
Teaching and Learning Committee

REVIEW HISTORY

REVIEWED	RATIFICATION	CYCLE	REVIEW	NOTES
Spring 2022	11 th July 2022	1	Spring 2023	New Policy incorporating Citizenship, Learning for Life and RSE.
Spring 2023	20 th November 2023	1	Spring 2024	

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Next Review: Spring 2024

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1. Aims

Hurstmere School Personal, Social and Health Education Policy including Relationship and Sex Education is based on the following fundamental beliefs:

- To realise the potential in every Hurstmere pupil enabling them to **‘believe and achieve’**.
- Ensuring Hurstmere pupils thrive at school, through an outstanding curriculum, first class teaching and personalised support, enabling them to manage adulthood equipped with the knowledge and understanding they will need to be successful;
- **The quality of learning, teaching and the pupils personal development** are inseparable issues, and the responsibility of all staff.

Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

This is why Relationships and Sex Education (RSE) has been made compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools. In Hurstmere School this is part of the curriculum delivered through a timetabled lesson, tutor time and the schools wider personal development programme.

This policy covers Hurstmere School’s approach to the personal, social, health, economic (PSHE) curriculum and meets the requirement for a Relationship and Sex Education (RSE)¹.

2. PSHE Education curriculum intent

2.1 Hurstmere values

Hurstmere School’s overarching values are found in the school motto which is **Believe and Achieve**. In all aspects the school aims to excel. The school believes that above all else, education is a transformative force for good. Learning changes what we are and what we can become. It changes how we view others, and it changes how we interact with the world. It reveals the schools potential and helps us discover our passions.

2.2 PSHE education

PSHE education is a central part of the curriculum as it enables pupils to build positive, equal, consensual friendships and relationships and to develop skills to keep themselves and others healthy and safe now and in the future. The PSHE education curriculum supports personal development, behaviour for learning including promoting Hurstmere **R-TRIALS – Respect, Teamwork, Resilience, Ambition, Integrity, Leadership and Self-belief**.

The school’s curriculum is ambitious and designed to give all pupils the knowledge and skills they need to succeed in life. It will provide opportunities to embed new knowledge and practice skills that can confidently be used in real life situations on and offline.

¹ Secretary of State Foreword, Relationships Education, Relationships and Sex Education (RSE) and Health Education, statutory guidance, DfE, 2021

2.3 Statutory Duties

The Relationships 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, Relationships and Sex Education (RSE) and Health Education compulsory for all pupils receiving secondary education.

The school's PSHE education programme supports the school to meet statutory duties 'to promote the well-being of pupils at the school' and to ensure that the school has a balanced and broadly-based curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities, and experiences of later life, **understanding why healthy relationships are so valuable and how to navigate and identify unhealthy relationships and signpost support that they can access.**

In the planning and delivery of PSHE education the school will show due regard under the Equality Act 2010 to the need to²:

- Eliminate discrimination and harassment
- Advance equality of opportunity and
- Foster good relations

The school will also comply with the Human Rights Act 1998.

The school will make every effort to ensure that the PSHE programme is inclusive of all groups of pupils, is informed by their needs and reflects the diversity of Hurstmere School and wider community. PSHE supports understanding of equality and diversity, the development of critical thinking skills, and encourages respectful and safe discussion and debate on sensitive issues.

The school's PSHE programme supports safeguarding duties, to develop the skills pupils need to keep themselves safe, including online.

3. Definitions

3.1 Personal, Social, Health and Economic Education (PSHE education)³

Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. These skills and attributes help pupils to stay healthy, safe and prepare them for life and work in

² PSHE Association <https://www.pshe-association.org.uk/what-we-do/why-pshe-matters>

³ <https://www.equalityhumanrights.com/en/human-rights-act/article-2-first-protocol-right-education>

modern Britain. When taught well, PSHE education helps pupils to achieve their academic potential, and leave school equipped with skills they will need throughout later life.

PSHE education is the curriculum area through which we will deliver statutory relationships education and health education. The school will also deliver sex education via the **school nurse** (and some of their more experienced teachers) and financial education. The school will teach subjects such as drug and alcohol education and mental health as distinct topics and also thematically, looking at the links between for example risk taking behaviours or keeping safe. **These are delivered through consistent PowerPoints across the school via tutors; outside agencies through workshops and drama and remote learning opportunities so that they are also hearing these issues from other adult experts.**

3.2 Physical Health and Wellbeing

The aim of teaching about physical health and mental wellbeing is to provide pupils the information and skills they need to make good decisions about their own health and wellbeing. It enables them to recognise when they or others need help and how to access support from appropriate resources. The school is clear in delivering this aspect of the curriculum that mental wellbeing is a normal part of daily life, in the same way as physical health. This part of the PSHE education curriculum is statutory and the school **continues to audit RSE across the curriculum to ensure that consistent messages on health and RSE are a part of the pupils' learning journey across departments.**

3.3 Relationships and sex education

The aim of relationships and sex education is to give young people the information and skills they need to help develop healthy, nurturing relationships of all kinds, not just intimate relationships. The school will address aspects of relationships and sex education in an integrated way, such as quality friendships, family dynamics, peer on peer relationships, educational and working relationships. Parents and carers have the right to withdraw from the sex education parts of statutory relationships and sex education.

4. Role of stakeholders

4.1 Role of Governors

It is the responsibility of Hurstmere School's Governing Board in relation to relationships, sex and health education to make sure that:

- all pupils make progress in achieving the expected educational outcomes.
- the subject is well led, effectively managed and well planned.
- the quality of provision is subject to regular and effective self-evaluation.
- teaching is delivered in ways that are accessible to all pupils with SEND.
- clear information is provided for parents and carers on the subject content and the right to request that their child is withdrawn.
- they contribute to policy review.

- the subject is resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

4.2 The Principal

The Principal is responsible for ensuring that PSHE is taught consistently across the school.

4.3 Staff

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress through assessment
- Responding to the needs of individual pupils

4.4 Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

5. Parents and carers

5.1 Partnerships

Parents and carers are the first teachers of their children, and Hurstmere School's Governing Board takes seriously its statutory responsibility to have regard to views expressed by the parents and carers of registered pupils.

The school has engaged with all parents via an on-line parental survey on RSE about the new changes. The school will offer workshops on RSE and LGBT issues so parents and carers can find out more about PSHE education and the resources the school uses. The school will aim for this to be an open and transparent discussion that will help our school to continue to reflect on and develop the school's curriculum.

The school website has a page which signposts parents and carers to services that can support their health and wellbeing and that of their child – [Here for You](#)

We are aware that many parents and carers like to follow-up on issues discussed in PSHE lessons at home and so the school keeps parents and carers informed of the programme through the publication of the PSHE topics and Curriculum Intentions which are available on the school website. A letter is also sent home to each parent before the start of the new academic year with the latest PSHE curriculum.

If a parent or carer wishes to discuss any aspect of the PSHE education curriculum they should contact the PSHE coordinator - Ms Laura Murphy.

5.2 Right to be excused from sex education

The school recognizes that parents and carers have the right to request that their child be withdrawn from sex education delivered as part of statutory relationships and sex education up until three school terms before the young person turns 16. The school informs parents and carers of this right in the school welcome pack and on the school website.

Following a request from a parent or carer to withdraw their child from sex education the school will meet with them to explore their concerns and seek to provide reassurance and/or to make adaptations if these are supportive to the aims of the curriculum. The school will also outline the disadvantages for their child of being withdrawn. If the parent or carer still wants to withdraw their child, the school will respect this request and provide appropriate, purposeful education whilst they are out of class. The school will ensure they do their best to protect the withdrawn child from any negative comments from their peers.

6. The PSHE education curriculum

6.1 Curriculum time and overview

PSHE education is given dedicated curriculum time allowance of 2 hours 40 minutes which is inclusive of 1 hour a week of discreet PSHE topics and then 5 x 20-minute slots of PSHE themed sessions. In addition, the school's PSHE education programme is enriched by other activities designed to enhance personal development and support pupils. This includes, theme days, outside speakers and external visits.

6.2 What Hurstmere teach

As stated above, Hurstmere School is required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance (linked to above).

Refer to Hurstmere school relationships and sex education policy for details about what they teach, and how they decide on what to teach, in this subject. [RSE Policy Link](#)

For other aspects of PSHE, including health education, see the curriculum map link below for more details about what they teach in each year/Key Stage.

[PSHE Curriculum Map.xlsx](#)

PSHE TOPICS : 2022-2023

Year 7	Year 8	Year 9	Year 10	Year 11
<p>RSE: Respectful Relationships and Health:</p> <p>01 What is RSE?</p> <p>02 Healthy and Unhealthy Relationships and Friendships including bullying</p> <p>03 Domestic Abuse and coercive control</p> <p>04 Healthy living – eating and exercise, smoking risks</p> <p>05 Black History month Racist Stereotypes and Diversity</p> <p>06 and 07 Alcohol misuse</p> <p>RSE Autumn term 2</p> <p>01 and 02 drugs misuse</p> <p>03 and 04 drugs misuse pupil presentations</p> <p>05 and 06 Anton Ferdinand racism and diversity documentary and talk</p> <p>07 Puberty – changing bodies. and catch up session. Teams Forms to assess understanding as HW or CW</p>	<p>RSE: Families and Personal Identity:</p> <p>01 What is RSE? Year 8 reminder</p> <p>02 Body image</p> <p>03 What is my identity?</p> <p>04 What makes a family?</p> <p>05 Life online – my online identity and online safety</p> <p>06 Gender identity and stereotypes Anti-Hate Crime</p> <p>07 Faith and Values</p> <p>RSE Autumn term 2</p> <p>01 Commitment, marriage and forced marriage</p> <p>02 How can I contribute to family life? Mediate conflict and communication at home</p> <p>03. Anti hate crime gender stereotype and diversity adverts</p> <p>04. How am I doing? What is our form group community like?</p> <p>05. Forming positive relationships that match our identity and values</p> <p>06. Young Carers in families</p> <p>07 Catch up session and/or Teams Forms to assess understanding or HW</p>	<p>RSE: Intimate Relationships and Online Media</p> <p>01 What is RSE, Year 9 reminder of classroom rules</p> <p>02 Class debate how do I stay safe online and protect my mental health</p> <p>03 Choices around sex and legal age</p> <p>04 Contraception, conception and pregnancy</p> <p>05 STI's</p> <p>06 Sex and the Law</p> <p>07 Brook.org.uk/resources/contraception</p> <p>RSE Autumn term 2</p> <p>01 child abuse and grooming</p> <p>02 Consent and rights of age issues</p> <p>03 Little Fish Theatre Production on grooming and online media harm 'Could Never Be Me'</p> <p>04 Jason Royce workshop p1-3 p5 Pornography and Sexting issues</p> <p>05. Little Fish Theatre Production 'Where the Lines are Drawn'. Boundary setting in intimate relationships</p> <p>06. Charlton FC county lines and knife crime booking and/or catch up sessions</p> <p>07 Catch up session and/or Teams Forms to assess understanding or HW</p>	<p>RSE: Being Safe/intro to law on being safe</p> <p>01 What is RSE, Year 10 reminder</p> <p>02 The Teenage Brain – risk behaviour</p> <p>03 Gambling and gaming risks</p> <p>04. Rights and responsibilities online for older teens inc safety</p> <p>05. Cyberbullying – older teens</p> <p>06. Research and plan a presentation to class what you have learnt about keeping yourself safe</p> <p>07. Rehearse and present Being Safe presentations</p> <p>RSE Autumn term 2</p> <p>01. Gangs, knife crime, county for older teens</p> <p>02. Self harm and improve mental health</p> <p>03. Facing challenges</p> <p>04. Bereavement</p> <p>05. Being healthy and not manipulated online</p> <p>06. British Red Cross First Aid videos</p> <p>07. FGM and the Law and catch up/Teams Forms to assess understanding or HW</p>	<p>RSE: More on Being Safe and The Law</p> <p>01 What is RSE, Year 11 reminder</p> <p>02 Help and support for relationships safety</p> <p>03 Gender based violence and relationship scenarios</p> <p>04 Health aware including testicular cancer</p> <p>05 and 06 Sex, Sexuality and Sexual Health for older teens</p> <p>07 Drugs and the Law and Alcohol including addiction for older teens</p> <p>RSE Autumn term 2</p> <p>01 Gangs and Knife Crime revision of topics and update</p> <p>02 and 03 Respect booklet local and national Crime topics</p> <p>04 The law to help children be safe</p> <p>05 and 06 Teacher toolkit from MET on street crime against women, have a word campaign</p> <p>07. Beaten by my boyfriend iplayer or Catch up and Teams Forms to assess understanding as CW or HW</p>

Year 7	Year 8	Year 9	Year 10	Year 11
<p>PSHE Spring term 1: Precious Liberties, Parliament and Monarchy</p> <p>01 LGBT+ issues Just Like Us virtual talk</p> <p>02 Anti-racism pro diversity In Britain</p> <p>03 and 04 Role Model parliamentary debate Part 1 and 2</p> <p>05 Child poverty Rashford open letter to Parliament and documentary</p> <p>06 Parliament UK Resources</p> <p>PSHE Spring term 2</p> <p>01 UN Rights of Children</p> <p>02 Kidversation Social Action videos on Rights of Children</p> <p>03 Speakers for Schools How to achieve anything for children by Gareth Southgate</p> <p>04 Charity from First Give selection Remote Learning talk to promote First Give social action and RTRAILS</p> <p>05 Monarchy</p> <p>06 Catch up on previous sessions/Teams Forms Assessment on PSHE Spring Term topics</p> <p>PSHE Summer term 1 and 2 PSHE Passport: RTRAILS PSHE Passport Summer Term.pptx <i>Learn and earn your stamps signed off by tutor discretion towards Jack Petchey nomination</i></p> <p>01 Launch of Year 7 PSHE Passport and Donating stamp.</p> <p>02 Volunteering stamp</p>	<p>PSHE: Spring term 1 Volunteering and Charities:</p> <p>01 and 02 Group presentation on charities</p> <p>03 <i>Comic Relief part one</i></p> <p>04 <i>comic relief part two</i></p> <p>05 <i>Air Cadet volunteering talk in hall</i></p> <p>06 <i>RNLI charity lesson</i></p> <p>07 <i>Monarchy and charity work – DofE volunteering focus</i></p> <p>PSHE Spring term 2 Money Matters (Careers intro)</p> <p>01 <i>The Law on young people at work</i></p> <p>02 <i>Budgets - saving and spending</i></p> <p>03 <i>Scams including Money Mules</i></p> <p>04 <i>Dragon's Den part one and part two</i></p> <p>05. <i>Dragon's Den part three group/charity fundraising e.g. Turkish earthquake</i></p> <p>06 <i>UNIFROG careers lesson Teams Forms completion assessment</i></p> <p>PSHE Summer term 1 Bounce Resilient Relationships 01-07</p> <p>PSHE Summer term 2</p>	<p>PSHE: Spring Term 1 Our Community</p> <p>01 Which charities support vulnerable in our communities?</p> <p>02 What are healthy communities?</p> <p>03 Community conflict resolution</p> <p>04 and 05 Young people making change in communities with social action</p> <p>06 Creating a new Youth Action Charity Group</p> <p>07 Catch up on sessions missed Present charity designs</p> <p>PSHE Spring Term 2 RTRAILS BRITISH ARMY CHARACTER EDUCATION https://apply.army.mod.uk/base/lessons/character-education</p> <p>08-12 <i>PP lessons from above link</i></p> <p>13–14 <i>Create a similar lesson plan, pp and activity for missing core value RTRAILS Teamwork, Ambition, Leadership, Self-Belief</i></p> <p>HW Teams Forms assessment</p> <p>PSHE Summer term 1 Money Matters, Careers, British Values</p> <p>01 Payslips, Budgets, Savings and Pensions</p> <p>02 Credit and Debit Payday Loans/UNIFROG Careers lesson</p> <p>03 Identity with British values</p> <p>04 British Values videos on extreme politics</p> <p>05 Islamist extremism</p> <p>06 How is public money raised and spent including immigration policy and monarchy</p> <p>07 Complete all /catch up sessions</p> <p>PSHE Summer term 2 RSE Bounce Mental Health</p>	<p>PSHE: Spring term 1 and 2 Careers, Economic education</p> <p>Careers starters For all lessons in quick thinking and problem solving folder</p> <p>01 Inspiration</p> <p>02 Teamwork</p> <p>03 Planning for the future - Post 16 pathways</p> <p>04 types of employment</p> <p>05 complete all starter activities in folder on career skills and teamwork</p> <p>06 catch up on sessions missed/action plan for your next steps for work experience</p> <p>PSHE Spring term 2 Careers</p> <p>01 marketing yourself and CV writing</p> <p>02 employment opportunities</p> <p>03 Rights and responsibilities at work including right to strike</p> <p>04 Plan a leadership activity in a workplace</p> <p>05. Entrepreneurship</p> <p>06. Catch up sessions. Discuss work experience placements CW/HW Teams Form assessment</p> <p>PSHE</p>	<p>PSHE: Spring Term 1 Precious Liberties, British Values, Rule of Law</p> <p>01 and 02 What is a digital citizen?</p> <p>03 Social Media and the Law</p> <p>**Dependent on GCSE Intervention Programme Feb 2023</p> <p>Bounce Healthy Minds Resilient Learners prior to GCSE public examinations</p> <p>01-04</p>

<p>03 Earn RTRAILS stamp – ambition/self belief with UNIFROG careers lesson</p> <p>04 Anti Hate crime Diversity stamp</p> <p>05 Conflict Resolution stamp</p> <p>06 . Assess passport so far. Pupils can catch up on missing stamps</p> <p>PSHE Summer Term 2</p> <p>01 Tommy Crush Zoom Mental Health local charity on suicide, Resilience stamp</p> <p>02 FIRST GIVE SPEAKERS WORKSHOP TODAY Growth Mindset - Lesson provided by Children In Need who as a charity support UK children's mental health.</p> <p>03 Present a learning activity to earn Growth Mindset stamp</p> <p>04 Empathy stamp</p> <p>05 Community stamp</p> <p>06 Design a new PSHE passport that could be used for the next year 7.</p> <p>07 Celebration/ ceremony of Year 7 winner of Jack Petchey</p>	<p>Monarchy</p> <p>01 Relevance of the monarchy</p> <p>02 Queen Jubilee resource</p> <p>03 Death of Queen resources</p> <p>04 Coronation ceremonies</p> <p>05 What does a monarch do?</p> <p>06 Kahoot Quiz on Monarchy</p> <p>07 Catch up sessions/Teams Forms completion assessment</p>		<p>Summer term 1 British Values, Rule of the Law</p> <p>01 Living In Britain</p> <p>02 Equality in communities</p> <p>03 discrimination</p> <p>04 democracy and voting here and abroad</p> <p>05 –07 Running a mock trial</p> <p>PSHE Summer term 2</p> <p>Bounce Resilient Decisions, Strength and Energy prior to Work Experience</p>	
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<p>and TT PSHE Yr 7&8 2022-2023</p> <p>TT PSHE</p> <p>Autumn term 1 and 2 Spring term 1 and 2</p> <p>Volunteering and Charities</p> <p>First Give Project</p> <p>Summer Term 1 and 2</p> <p>RSE Wellbeing RTRAILS</p> <p>Bounce Healthy Minds 01-14 Resilience</p>	<p>TT PSHE:</p> <p>Autumn Term 1</p> <p>RSE</p> <p>Bounce Healthy Minds 01 - 06</p> <p>Resilience Revisited</p> <p>Autumn Term 2</p> <p>07-14 School to Life</p> <p>Spring Term 1</p> <p>01-06</p> <p>Social Media Navigation</p> <p>Spring Term 2</p> <p>07-14</p> <p>Social Media Influences</p> <p>Summer Term 1</p> <p>01-06</p> <p>Rule of Law</p> <p>Crime and Anti-Hate Crime, Radicalisation and Extremism</p> <p>Summer term 2</p> <p>07-14</p> <p>RSE intimate relationships/respectful relationships/being safe and the law</p> <p>Healthy relationships towards gender, consent</p>			
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Hurstmere School's PSHE programme covers specific issues such as consent, abortion and alternatives, female genital mutilation, sexual harassment and assault, sexual and criminal exploitation, e-safety and pornography, in an age-appropriate way. The school recognises that some of these topics are sensitive areas for some people but believe that to prepare pupils for life in the modern world they need to be explored. The school's programme also promotes protective behaviours, self-esteem, assertiveness and the skills needed to ask for help.

6.3 How the school teaches PSHE

Years 7 and 8 have Learning for Life (LFL) lessons timetabled once a week. These lessons are delivered by teachers that have been part of the Hurstmere School teaching team for many years.

[Learning for Life map](#)

Autumn Term - RSE once a week. This is delivered by tutors on Wednesday P5 with a consistent, but age-appropriate resource. See [Curriculum Map](#)

Spring Term – Citizenship part 1 (Parliament and precious liberties) once a week (as above).

Summer Term - Citizenship part 2 (Volunteering and Charities) once a week (as above).

Audit of school in 2019 for RSE showed that departments cover the strands in various ways. RTRAILS values are now embedded into lessons, explicitly and implicitly, and assemblies.

Another audit is being circulated and is planned for Summer term 2023 - see below for 'PSHE' across departments 2022. The new findings will be published here:

[PSHE audit across departments.docx](#)

The school uses:

RSE Outside agencies

- Jason Royce for RSE workshop for year 9 pupils and parents– adapted RSE objectives as appropriate but usually online risks including pornography
- Little Fish Theatre – RSE and health objectives through digital and live theatre productions. Selected Year 9 last summer took part in consent and gender issues 6-week programme 'Embrace'
- Just Like Us – LGBT presentation to all years
- Smashed online – alcohol misuse
- Rise Above RSE resources

Citizenship/LFL Outside Agencies

- First Give Year 7 competition and work with local charities such as Tommy Crush Foundation, Animal Aid Tonbridge
- Parliament UK for Democracy remote talks
- Speakers for Schools remote talks, RTRAILS fit and British Values, Money Matters, PSHE careers
- Into Film – Diversity film on racial stereotypes
- GamCare – dangers of gambling under money matters
- Unifrog resource library on British Values as above
- Young Enterprise – careers and work experience.

All pupils are included, building skills on learning journey and on curriculum map

The school has a consistent message but age-appropriate adapted approach to RSE strands in the cycle of delivery.

6.4 Life skills approach

PSHE is a rapidly changing area of the curriculum; however, many of the skills young people need to keep themselves and others safe and healthy on and offline do not change. For this reason, the school works hard to ensure that every PSHE lesson contains an opportunity to develop, practice or reflect on skills. The school explores: -

- keeping safe (including online) using a Protective Behaviours Approach
- accessing help and support when needed and supporting friends
- be able to ask for and give or refuse consent
- dealing with pressure to initiate sex whether it comes from peers or potential sexual partners
- developing healthy, mutually enjoyable relationships at the point at which they feel it is right for them
- assessing and manage risk
- making positive choices and be resilient including when faced with challenging situations
- thinking critically
- identifying and manage feelings
- discussing sensitive issues respectfully

6.5 Normative approach

Practice in PSHE has previously been to start from the position of the behaviours the school wants pupils to challenge or avoid – for example unsafe sex, ‘binge’ drinking, or cannabis use. This can inadvertently make these risk-taking behaviours seem like the norm. The school takes a social norm approach and focus on the positive behaviour as part of a whole school approach. For example, the school focuses on the numbers who are not smoking, having sex or using drugs.

In addition, they take care with the language that is used and avoid addressing a class using personalised terms like 'you'. An example could be 'when you choose to drink alcohol, you should be aware of the risks'. While this is not directly condoning alcohol use, and rightly accepts that most young people will at some time decide to drink alcohol, the fact the statement refers to 'you' is likely to make a pupil think 'does this mean I am expected to drink alcohol?' Therefore, the school adopts language that is more depersonalised such as 'if a young person chooses to drink alcohol, they should be aware of the risks' and therefore depersonalise the subsequent discussion and produce a safer environment for exploring the topic.

6.6 Staff training for the delivery of PSHE education

Weekly emails are provided to Form Tutors with resources and any training needs (support) provided depending on the needs of the staff.

General training throughout the year include:

- Staff wellbeing – can dovetail with RSE delivery to pupils on wellbeing in RSE.
- Jason Royce – Online media awareness for staff and parents offered after Year 9 pupil workshops.
- Newly Qualified Staff/new staff to be offered Twilight CPD in-house.
- Raising Standards Leaders add PSHE to their Year team meeting agenda and feedback comments and needs of their team.

6.7 Use of visitors, external agencies and resources

Outside speakers are used to enrich and enhance, but not replace teacher delivery of PSHE education in Hurstmere school. Visitors make a valuable contribution to enriching teaching by appropriately sharing their expertise and life experiences, being a role model and signposting to services. In Hurstmere school, for example, they regularly invite into PSHE education the following speakers:

- Allsorts Youth Project
- Terrence Higgins Trust - Positive Voices
- NHS Public Health
- AA
- YMCA

- East Surrey Fire and Rescue
- The Rita Project
- Gatwick Detainees
- The Hummingbird Project

SEE COMMENTS ABOVE FOR HURSTMERE OUTSIDE AGENCIES

6.8 Cross curricular links and awards

PSHE complements several subjects including Science, English, PE, RE and Computing. The school looks for opportunities to draw links between the subjects where appropriate.

SEE AUDIT AND PLANS (6.3) FOR FUTURE AUDIT OF ALL PSHE

7. Delivering the PSHE education curriculum

Safe learning environments and signposting to support PSHE involves teaching and learning about a range of subjects many of which are sensitive or challenging and for some children and young people could be directly relevant to their lives and therefore there is a need to create an environment that allows pupils to focus on learning. The school has a clear working agreement that is negotiated and established in the first PSHE lesson in all year groups. They include the concept of confidentiality which means:

- respect for the privacy of the individual – no one will be pressured to answer questions or to share anything they do not want to
- everyone taking responsibility for what they share (pupils will need guidance on this issue)
- sometimes not talking about something outside the group or using names

Pupils are regularly told; in age and maturity appropriate language that school staff cannot maintain complete confidentiality and that information that discloses a child is being hurt or harmed or at risk of hurt or harm will need to be shared. Pupils are regularly reminded of sources of support and advice for example.

Pupils are reassured that if information is to be shared, they will be informed first and will be supported as appropriate. Pupils will be kept informed about how any information they have disclosed will be treated by the school and who will have access to it. Disclosures made by children and young people related to their sexual orientation, gender identity or HIV status are examples of disclosures which are not safeguarding issues unless there is additional evidence of harm or risk to that child or another child. This level of personal information will only be shared on a need-to-know basis and with the agreement of the pupil and where appropriate their family.

The school has a range of strategies in place to ensure that pupils know how to access extra help or support. These include pupil notice boards, signposting to services at the end of a PSHE lesson.

The school is also aware that some PSHE lessons will be particularly sensitive for some groups of young people affected by the issue being discussed. Where the school knows of an individual's

background that may affect their response to a lesson, they will work with them and if appropriate, their parents and carers, to discuss how they can appropriately access the learning.

The school recognises that some pupils may need additional support in addition to PSHE to stay safe and healthy and to behave in non-abusive and non-harmful ways. This could be provided through the school nurse and Safeguarding Leads. Pupils may also be referred to a number of other support agencies across the London Borough of Bexley.

8. Monitoring and Evaluation

The delivery of PSHE is monitored by Ms Laura Murphy (Co-coordinator of PSHE) and is line led by Mrs Sidika Bayar (Assistant Principal) through:

Learning walks are carried out termly by SLT and the Raising Standards Leaders. Monitoring is done using the SLT monitoring form

see link. [QA of PSHE monitoring sheet Dec 2022.docx](#)

Raising Standards Leaders' meetings include an agenda time to discuss any relevant issues and to inform Tutor teams of the intent and implementation.

Form Tutors are asked to feedback via MS Forms sent out termly.

This policy will be reviewed by Mrs Sidika Bayar (Assistant Principal). At every review, the policy will be approved by the Governing Board.

9. Links with other policies

This Policy links to the following policies and procedures:

Safeguarding

Online Safety

Curriculum

Anti-Bullying

Equality

10. Appendix A – Useful links

Department for Education Statutory guidance; Relationships education, relationships and sex education (RSE) and health education

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Frequently Asked Questions; Relationships education, relationships and sex education (RSE) and health education

<https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs>

Guides for parents of primary and secondary age pupils that schools can use to communicate with them about teaching relationships and health education.

<https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools>

Statutory guidance: Keeping Children Safe in Education

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/830121/

Sexual Violence and Sexual Harassment between children in Schools and Colleges

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf

Statutory guidance; National curriculum in England: science programmes of study

<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study>

11. Appendix B - Local services and support for young people

These are included in the lesson plans provided by LMY and delivered by form tutors.

Kooth, Childline, NSPCC, Samaritans, Young Minds, Here for You.