PSHE policy

Gosforth Central Middle School



**Contents**

[1. Aims 2](#_Toc56716951)

[2. Statutory requirements 2](#_Toc56716952)

[3. Content and delivery 2](#_Toc56716953)

[4. Roles and responsibilities 12](#_Toc56716954)

[5. Parents’ right to withdraw 12](#_Toc56716955)

[6. Monitoring arrangements 13](#_Toc56716956)

# 1. Aims

**The aims of personal, social, health and economic (PSHE) education in our school are to:**

* Prepare pupils to stay safe and healthy in order to be successful in later life.
* Support the aims of our CLEAR values of caring, learning, enjoying, achieving, respecting.
* Support pupils’ mental and emotional health through effective communication e.g. pupils communication with their peers and adults.
* Provide a framework in which sensitive discussions can take place
* Help pupils develop feelings of self-respect, confidence and empathy
* Enable pupils to go beyond the formal curriculum when learning about PSHE
* Respond to issues that arise in and outside the classroom and prepare children to implement strategies that will support their personal, social, health and economic well-being

**The aims of relationships and sex education (RSE) at our school are to:**

* Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
* Create a positive culture around issues of sexuality and relationships.
* Teach pupils the correct vocabulary to describe themselves and their bodies.
* Help our pupils to make responsible decisions about the relationships that they make.

# 2. Statutory requirements

As a maintained middle school we must provide health and relationships education to all pupils as per section 34 of the [Children and Social work act 2017.](http://www.legislation.gov.uk/ukpga/2017/16/section/34/enacted)

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](https://www.gov.uk/government/consultations/relationships-and-sex-education-and-health-education) issued by the secretary of state as outlined in section 403 of the [Education Act 1996.](http://www.legislation.gov.uk/ukpga/1996/56/contents)

At Gosforth Central Middle School we teach RSE as set out in this policy.

# 3. Content and delivery

3.1 What we teach

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

**Relationships education is taught within the PSHE curriculum.**

Sex education is taught explicitly through our science curriculum in Year 7.

**Please see below the curriculum coverage for PSHE and relationships education.**

Pupils will be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

• Marriage

• Consent, including the age of consent

• Violence against women and girls

• Online behaviours including image and information sharing **(including ‘sexting’, youth-produced sexual imagery, nudes, etc. – Taught in KS4)**

• Pornography **(taught in KS4)**

• Abortion **(taught in KS4)**

• Sexuality

• Gender identity

• Substance misuse

• Violence and exploitation by gangs

• Extremism/radicalisation

• Criminal exploitation (for example, through gang involvement or ‘county lines’ drugs operations)

• hate crime

• Female genital mutilation (FGM) **(children will understand this term in KS3, detailed teaching provided in KS4)**

**Physical Health and mental wellbeing**:

By the end of primary:

|  |  |
| --- | --- |
| **Mental wellbeing** | **Pupils should know**• that mental wellbeing is a normal part of daily life, in the same way as physical health.• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings.• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.• Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.• That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.• Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online).• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. |
| **Internet safety and harms** | **Pupils should know**• that for most people the internet is an integral part of life and has many benefits.• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing.• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.• why social media, some computer games and online gaming, for example, are age restricted.• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.• where and how to report concerns and get support with issues online. |
| **Physical health and illness** | **Pupils should know**• the characteristics and mental and physical benefits of an active lifestyle.• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.• the risks associated with an inactive lifestyle (including obesity).• how and when to seek support including which adults to speak to in school if they are worried about their health. |
| **Healthy eating** | **Pupils should know**• what constitutes a healthy diet (including understanding calories and other nutritional content).• the principles of planning and preparing a range of healthy meals.• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). |
| **Drugs, tobacco and alcohol** | **Pupils should know** • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. |
| **Health and prevention** | **Pupils should know**• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.• the facts and science relating to allergies, immunisation and vaccination. |
| **Basic first aid** | **Pupils should know:** • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries. |
| **Changing adolescent body** | **Pupils should know:** • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle. |

**By the end of secondary:**

***(Topics in italics will be covered in KS4)***

|  |  |
| --- | --- |
| Mental wellbeing | **Pupils should know**• how to talk about their emotions accurately and sensitively, using appropriate vocabulary.• that happiness is linked to being connected to others.• how to recognise the early signs of mental wellbeing concerns.• common types of mental ill health (e.g. anxiety and depression).• how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others’ mental health.• the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness. |
| **Internet safety and harms** | **Pupils should know**• the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online. • how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours. |
| **Physical health and illness** | **Pupils should know** • the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. • the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health**, *including cancer and cardiovascular ill-health.*** • ***about the science relating to blood, organ and stem cell donation.*** |
| **Healthy eating** | **Pupils should know** • how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer. |
| **Drugs, tobacco and alcohol** | **Pupils should know** • the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. • ***the law relating to the supply and possession of illegal substances.***• the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. • the physical and psychological consequences of addiction, including alcohol dependency. • awareness of the dangers of drugs which are prescribed but still present serious health risks. • the facts about the harms from smoking tobacco ***(particularly the link to lung cancer), the benefits of quitting and how to access support to do so.*** |
| **Health and prevention** | **Pupils should know** • about personal hygiene, germs including bacteria, ***viruses, how they are spread, treatment and prevention of infection, and about antibiotics.*** • about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. **• *(late secondary) the benefits of regular self-examination and screening.*** **• *the facts and science relating to immunisation and vaccination.*** • the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn. |
| **Basic first aid** | **Pupils should know** • basic treatment for common injuries. • life-saving skills, including how to administer CPR. • the purpose of defibrillators and when one might be needed. |
| **Changing adolescent body** | **Pupils should know** • key facts about puberty, the changing adolescent body and menstrual wellbeing. • the main changes which take place in males and females, and the implications for emotional and physical health. |

**Relationships Education**

**By the end of Year 6:**

|  |  |
| --- | --- |
| **Families and people who care for me** | **Pupils should know** • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives. • that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. |
| **Caring relationships** | **Pupils should know** • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. |
| **Respectful relationships** | **Pupils should know** • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.• practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults. |
| **Online relationships** | **Pupils should know** • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-toface relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online. |
| **Being safe** | **Pupils should know** • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult.• how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources. |

**By the end of secondary school**

***(Topics in italics will be covered in KS4)***

|  |  |
| --- | --- |
| **Families** | **Pupils should know** • that there are different types of committed, stable relationships. • how these relationships might contribute to human happiness and their importance for bringing up children. • what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. • why marriage is an important relationship choice for many couples and why it must be freely entered into. • the characteristics and legal status of other types of long-term relationships. • the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. • how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others’ relationships); and, how to seek help or advice, including reporting concerns about others, if needed. |
| **Respectful relationships, including friendships** | **Pupils should know** • the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people’s beliefs. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. ***• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.*** ***• what constitutes sexual harassment and sexual violence and why these are always unacceptable.*** • the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal. |
| **Online and Media** | **Pupils should know** • their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. • not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • what to do and where to get support to report material or manage issues online. • the impact of viewing harmful content. *•* ***that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners****.* • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. • how information and data is generated, collected, shared and used online. |
| **Being safe**Children will understand the meaning of these terms in KS3, detailed teaching in KS4. | **Pupils should know**• the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. • ***how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).*** |

|  |  |
| --- | --- |
| **Intimate and sexual relationships, including sexual health**Information about peer pressure introduced in KS3.  | **Pupils should know** *•* ***how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.*** ***• that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.*** ***• the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.*** ***• that there are a range of strategies for identifying and managing sexual pressure,***including understanding peer pressure, resisting pressure and not pressurising others.*•* ***that they have a choice to delay sex or to enjoy intimacy without sex.*** ***• the facts about the full range of contraceptive choices, efficacy and options available.*** ***• the facts around pregnancy including miscarriage.*** ***• that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).*** ***• how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.*** ***• about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.*** ***• how the use of alcohol and drugs can lead to risky sexual behaviour.*** ***• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.*** |

PSHE Medium Term Planning:
*Due to the nature of the subject, this is subject to change depending of the needs of each class and year group and is reviewed by the pastoral team regularly.*
*The statutory guidance is comprehensively covered by learning opportunities for each key stage across the Programme’s three core themes: ‘Health and Wellbeing’, ‘Relationships’, and ‘Living in the Wider World’. Anti-bullying is taught in each year group and in most units, where appropriate. External agencies such as NSPCC and Be Safe teach children anti-bullying strategies linked to the National Curriculum.*

Living in the Wider World

Health and Wellbeing

Relationships

3.2 How we teach it

* PSHE lessons take place one timetabled hour per week and in registration sessions as appropriate.
* External providers such as NSPCC are regularly invited to contribute to pupils learning and develop their understanding on key issues and themes.
* Pupils are taught in mixed ability form class groups and appropriate measures are put in place to support pupil’s different abilities and emotional needs.
* Teachers are able to raise any concerns they have to teaching any controversial topics or coping with difficult questions through approaching the PSHE coordinator, a member of the designated safeguarding team or a member of the senior leadership team.
* A range of teaching approaches and resources such as those outlined in the PSHE association, which have the national quality mark given, that meet the ten principles of effective PSHE education.
* While the subject is not formally assessed, formative assessment is used throughout a PSHE lesson to determine pupil’s level of knowledge, skill and understand.
* Parents/carers are provided with a termly effort grade to demonstrate their child’s engagement and understanding of the subject.
* Staff teaching PSHE have access to external advice, support and training through the PSHE association and the RSE Hub. On-going support and advice is given to staff by the head of PSHE as well as the Pastoral Lead.

# 4. Roles and responsibilities

4.1 The governing board

The governing board will approve the PSHE policy, and hold the headteacher to account for its implementation.

4.2 The head teacher

The headteacher 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
* Responding to the needs of individual pupil (whether they teach PSHE or not)

4.4 Pupils

Pupils are expected to engage fully in PSHE/RSE and, when discussing issues related to PSHE/RSE, treat others with respect and sensitivity in line with our CLEAR values.

# 5. Parents’ right to withdraw

Parents do not have the right to withdraw their children from relationships education.

As sex education is taught through the science curriculum, parents/carers do not have the right to withdraw their children from this element of the curriculum.

Whilst parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE, there is no content that would be considered as non-statutory as everything we teach is classed as relationships and health education within RSE and sex education is covered within the science curriculum.

# 6. Monitoring arrangements

The delivery of PSHE is monitored by the Head of PSHE and SLT through:

* Planning scrutinies, learning walks and professional development opportunities.
* This policy will be reviewed by governors and the head teacher every two years.
* At every review, the policy will be approved by governors and head teacher.

November 2020

Review date: November 2022