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## 1. Purpose

Personal, social, health and economic (PSHE) education is a non-statutory but important and necessary part of all pupils' education (Department for Education, 2020).

At Howard House School we have high expectations of our children and strive to ensure that every child achieves academically, socially, and personally through our school ethos and values of Respect, Inspire, Support, and Effort.

Our PSHE programme, is rooted in our school values and aims to equip each student with a sound understanding of risk and the knowledge and skills required to safely and successfully make informed decisions that will aid them in navigating their way through life whilst at school and for the years that follow.

We recognise that PSHE can encompass many areas of study and so our programme draws on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, relationship and sex education (RSE) and the importance of physical activity and diet for a healthy lifestyle.

We continue to tailor our PSHE programme to best reflect the needs of our current children at Reigate school through:

1. Promoting their spiritual, moral, cultural, mental and physical development
2. Preparing them for the opportunities, responsibilities and experiences of later life. (Education Act 2002 / Academies Act 2010)
3. The use of student and parent/carer voice

The teaching of PSHE supports our school community values of Respect, Inspire, Support, and Effort.

## 2. Statutory requirements

Despite PSHE being a non-statutory subject, to support all of our young people to stay safe and prepare for life in modern Britain, there are aspects of it we are required to teach. Upon statutory guidance that came into effect from September 2020, and in line with the Education and Inspections Act 2006 that places a duty on Governing Bodies/equivalents (Howard House School

we use a School Advisory Board) 'to promote the wellbeing of pupils at the school', we have revised the following curriculum subjects:

1. Relationships and sex education (RSE)
2. Health education

Both of these statutory elements fall under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance. You can access our RSE Policy here which details a parent/carer's right to withdraw their child from certain aspects of RSE which do not form part of the science national curriculum.

### **3. Content and delivery**

#### **3.1 What we teach**

Having hosted a student consultation - for all year groups - in the summer term of 2020, we have built a bespoke curriculum tailored to the needs and lives of our students. Please see below:

Relationships with Families	<p>Students should know:</p> <ul style="list-style-type: none"><li>• that there are different types of committed, stable relationships.</li><li>• how these relationships might contribute to human happiness and their importance for bringing up children.</li><li>• what marriage and civil partnerships are, including their legal status e.g., that marriage and civil partnerships carry legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.</li><li>• why marriage is an important relationship choice for many couples and why it must be freely entered.</li><li>• the characteristics and legal status of other types of long-term relationships.</li><li>• the roles and responsibilities of parents with respect to the raising of children.</li><li>• how to seek advice if there are any family concerns or problems.</li><li>• what a divorce is and why people may choose to get a divorce with various reasons highlighted and discussed.</li></ul>
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<p>Respectful relationships, including friendships</p>	<p>Students should know:</p> <ul style="list-style-type: none"> <li>the characteristics of positive and healthy friendships (both on and offline) including trust, respect, honesty, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</li> <li>how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation (LGBTQ+), or disability, can cause damage (e.g., how they might normalise non-consensual behaviour or encourage prejudice).</li> <li>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 tolerance and respect to others and others' beliefs, including people in positions of authority.</li> <li>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> <li>that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>what constitutes sexual harassment and sexual violence and consent is always a factor to think of.</li> <li>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.</li> </ul>
<p>Online and Media</p>	<p>Students should know:</p> <ul style="list-style-type: none"> <li>their rights, responsibilities, and opportunities online, including that the same expectations of behaviour apply online and offline.</li> <li>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.</li> <li>not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>what to do and where to get support to report material or manage issues online.</li> <li>the impact of viewing harmful content.</li> <li>that specifically sexually explicit material often 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.</li> <li>that sharing and viewing indecent images of children (including those created by children) is against the law.</li> <li>how information and data is generated, collected, shared, and used online.</li> </ul>
<p>Being safe</p>	<p>Students should know:</p> <ul style="list-style-type: none"> <li>the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, and domestic abuse and how these can affect current and future relationships.</li> </ul>

<p>Intimate and sexual relationships, including sexual health</p>	<p>Students should know:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.</li> <li>• that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure, and not pressurising others.</li> <li>• that they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• the facts about the full range of contraceptive choices, efficacy, and options available.</li> <li>• the facts around pregnancy and identifying where the baby is born from.</li> <li>• 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.</li> <li>• about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>
<p>Mental wellbeing</p>	<p>Students should know:</p> <ul style="list-style-type: none"> <li>• how to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> <li>• that happiness is linked to being connected to others.</li> <li>• how to recognise the early signs of mental wellbeing concerns.</li> <li>• common types of mental ill health (e.g., anxiety and depression).</li> <li>• 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.</li> <li>• the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</li> </ul>

Internet safety and harms	<p>Students should know:</p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>
Physical health and fitness	<p>Students should know:</p> <ul style="list-style-type: none"> <li>the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</li> <li>the characteristics and evidence of what constitutes a healthy lifestyle,</li> <li>maintaining a healthy weight, including the links between an inactive lifestyle</li> <li>health, including cancer and cardiovascular ill-health.</li> <li>about the science relating to blood, organ, and stem cell donation.</li> <li>the psychological feelings that are gathered from carrying out exercise or not exercising.</li> </ul>
Healthy eating	<p>Students should know:</p> <ul style="list-style-type: none"> <li>how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</li> <li>how to access different food groups and compare examples of well known people following certain diets.</li> </ul>
Drugs, alcohol, and tobacco	<p>Students should know:</p> <ul style="list-style-type: none"> <li>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.</li> <li>the law relating to the supply and possession of illegal substances.</li> <li>the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</li> <li>the physical and psychological consequences of addiction, including alcohol dependency.</li> <li>awareness of the dangers of drugs which are prescribed but still present serious health risks.</li> <li>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</li> </ul>

Health and prevention	<p>Students should know:</p> <ul style="list-style-type: none"> <li>• about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.</li> <li>• (Late secondary) the benefits of regular self-examination and screening.</li> <li>• the facts and science relating to immunisation and vaccination.</li> <li>• the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood, and ability to learn.</li> </ul>
Introduction to Diversity, Prejudice and Discrimination	<p>Students should know:</p> <ul style="list-style-type: none"> <li>• facts, statistics, and key information around the meaning of diversity, prejudice, and discrimination.</li> <li>• what stereotyping is, and how it occurs in modern day life.</li> <li>• how to use the 2010 Equality Act to highlight the importance of British Values.</li> <li>• how peoples beliefs can be perceived on the range of religions that are presented.</li> <li>• what democracy, rule of law, mutual respect, tolerance, and individual liberty is and how they shape our British Values.</li> <li>• what protected characteristics are in our British Values covering all 9; age, disability, gender, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.</li> <li>• the range of institutions which support rule of law such as the Police, Fire brigade, Members of Parliament, and the Crown Prosecution Service (CPS).</li> </ul>
Making informed career choices	<p>Students should know:</p> <ul style="list-style-type: none"> <li>• how to carry out research on what career path they want to go down.</li> <li>• how to identify their strengths and weaknesses of transferable skills that can be transferred to their preferred career choice.</li> <li>• how you apply for a job/course once leaving school, and what qualifications you need to meet their requirements.</li> <li>• what steps you must take after leaving school to reach your end goal or the job you want to reach (e.g. sixth form, college, university, apprenticeship, or volunteering).</li> </ul>

### 3.2 How we teach it

Students in Key Stage 3 and 4 are timetabled for a 2 hour per week. We are working with 'Be Safe North East' and other reputable external providers to supplement these timetabled lessons with Drop Down Workshops where students can explore key topics in depth over a longer period of teaching time through meaningful discussion.

Lessons are created and delivered by the PSHE teacher alongside committed and passionate staff. All lessons are in line with our long-term PSHE scheme of work which enables students to access the AQA PSHE Unit Award Scheme (UAS) qualifications. This approach also underpins the British Values of democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith. All content aims to be fully inclusive in nature and we regularly review our materials in light of the changes we see in the world around us.

To facilitate student's learning in lessons:

- Rules are established at the beginning to create an environment of safety, maturity and security; one in which students are encouraged to talk hypothetically as opposed to each other's personal experiences;
- The purpose of each lesson is made clear;
- Appropriate learning experiences are planned in line with our long-term PSHE scheme of work to meet the needs of all the students in the class. Where necessary, the school's SENCO is consulted on best practice for delivery;
- Scenario based learning experiences draw on student's own knowledge and understanding to provide them with a range of opportunities to learn, practise and demonstrate skills, attitudes, knowledge and understanding;
- Time is given for students to reflect, consolidate and apply their learning of skills to relevant scenarios;
- Staff training needs are met, to include safeguarding students, handling sensitive and controversial issues and confidentiality to ensure that teachers do not let their personal beliefs and attitudes influence their teaching of PSHE and that lessons remain fully inclusive for all;
- Howard House School leads the programme, but carefully selected and, where necessary, screened outside visitors may play a role in delivering content.

#### **4. Roles and responsibilities**

##### **4.1 The Governing Board/School Advisory Board (SAB)**

Howard House School's SAB will approve the PSHE Policy and hold the Headteacher to account for its implementation.

##### **4.2 The Headteacher**

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 in lessons
- Monitoring progress of students in lessons
- Responding to the needs of individual students in lessons

Lessons are created and delivered by the Subject Lead (Michelle Douglas) for PSHE - alongside a committed team of enthusiastic staff.

#### **4.4 Students**

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

#### **5. Monitoring arrangements**

The delivery of PSHE is monitored by Derek Weelands as Headteacher and Michelle Douglas as Subject Lead for PSHE. Monitoring is an ongoing process that checks the degree to which our programme of study is being effectively implemented. This monitoring will answer questions such as:

- Is the programme effectively managed and are staff clear about their roles and responsibilities?
- Does the planned programme reflect national guidance, local priorities and students' needs?
- Are all students being taught the programme as planned?
- Is the quality of teaching consistent across all classes and does it exemplify best practice?

These questions can be answered through planning reviews, learning walks, observations, work scrutiny, recording student attendance at lessons and drop-down workshops, regular review of the PSHE Policies, gathering information from school reports and sampling the quality and content of students' work. Students' development in PSHE is monitored by the Subject Lead for PSHE and Senior Leaders. Additionally, this is done through:

- Assessment for Learning during lessons
- Lesson observations
- Parent/Carer, staff and student surveys