

**Aylesford School**

# **PSHE (Personal, Social, Health Education) and SRE (Sex and Relationships Education) Policy**

*This policy has been written by the Senior Assistant Head Teacher and in conjunction with the PSHE/SMSC Co-ordinator*

<b>Ratified/Reviewed</b>	<b>To be reviewed</b>
<b>November 2023</b>	<b>November 2024</b>

## **Rationale**

PSHE and SRE at Aylesford School support the personal and social development of all students, enabling them to make responsible and well-informed decisions about their lives. We believe that good quality PSHE and SRE can equip students with information, skills and

values to have safe and fulfilling relationships at all levels and make well informed decisions about their lives.

## **The Policy**

Positive, caring environments are essential for the development of a good self-image so that individuals are in charge of, and responsible for, their own bodies. We provide information about human development, reproduction, contraception and sexual health, as well as exploring the nature of sexuality and relationships. In addition, we encourage the acquisition of skills and attitudes which allow students to manage their relationships in a responsible and healthy manner.

## **What is included**

### **PSHE**

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- 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.

At Aylesford School, we teach Personal, Social, Health Education as a whole-school approach to underpin students' development as people and because we believe that this also supports their learning capacity.

Jigsaw, the mindful approach to PSHE, provides a programme which offers us a comprehensive, carefully thought-through Scheme of Work bringing consistency and progression to our students' learning in this vital curriculum area.

### **RSE and Health Education**

"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, make Relationships and Sex Education compulsory for all pupils receiving secondary education... They also make Health Education compulsory in all schools except independent schools."

DfE Guidance p.8.

We include the statutory Relationships, Sex and Health Education within our whole-school PSHE Programme.

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to our students' needs. The mapping document, 'Jigsaw 11-16 and statutory RSE and Health Education', shows exactly how Jigsaw and, therefore, our school, meets the statutory RSE and Health Education requirements.

This programme's complimentary update policy ensures we are always using the most up-to-date teaching materials and that our teachers are well-supported.

Our programme of sex and relationship education respects individual differences, seeks to promote those values which are common to all faiths and societies, a respect for human life and dignity, respect for individual rights and family values, an understanding of equal opportunities for all and the value of human life. Within this student are taught about different levels of relationships and what constitutes as a healthy and unhealthy relationship. They are also given information about sexual health and different types of contraception to give them the knowledge to make informed decisions.

Sex and relationship education is taught predominately through Personal, Social and Health Education (PSHE) and delivered through our mentor program and outside workshops. This is supplemented by work done in Physical Education, Religious Education, Science and other subjects as part of their schemes of work across the Key Stages. The programme is designed by the PSHE/SMSC Coordinator in conjunction with the government guidelines.

Aylesford School's SRE (Sex and Relationship Education) programme responds to the needs of individual pupils and takes the cultures, faiths and family backgrounds of all pupils into consideration. Pupils with special educational needs are given extra support by SEN staff.

Our School is committed to the provision of SRE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated to all groups but there may be occasions when pupils with special educational needs are given extra support from SEN staff.

We will strive to ensure that all pupils are treated fairly and that there is no discrimination or bullying on the grounds of gender, race, religion, colour, language, culture, social circumstances, appearance, sexuality, ability or disability etc.

## **Who will be delivering the lessons?**

Teachers of Aylesford School will be delivering the lessons. We may also invite external specialists or speakers into school to deliver specific areas of SRE or HE provision as deemed suitable by the leadership team who would be subject to the same safeguarding processes and procedures.

All staff will:

- Use the correct terms as this is deemed good practice
- Openly teach pupils what 'slang' words mean (where appropriate), and that some are offensive
- Avoid the use of any slang

## **What will we teach?**

The Jigsaw Programme covers all areas of PSHE for the secondary phase including statutory RSE and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding difference, Equality Act
<b>Spring 1:</b>	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family, intimate relationships and other relationships, conflict resolution and communication skills, bereavement and loss
<b>Summer 2:</b>	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

In order to teach the PSHE knowledge and skills in a developmental and age-appropriate way we allocate one and a half hours to PSHE each week for Years 7-9 and 45 minutes for Year 10-11.

## Sex Education

The Jigsaw PSHE Programme makes it possible for us to identify which lessons specifically address these aspects of learning, thereby making it straightforward for us to communicate this to parents/carers in relation to their right to request to withdraw their children from Sex Education. Parents/carers are given a copy of this mapping document upon request.

### Parents right to request their child be withdrawn from Sex Education

“Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE...

... except in exceptional circumstances, the school should respect the parents’ request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those Terms”.

*DfE Guidance pages 17/18.*

Should parents wish to discuss withdrawing their child from Sex Education, they are advised to do so in writing to the Headteacher, Miss Kelvie at [tanya.kelvie@aylesford.kent.sch.uk](mailto:tanya.kelvie@aylesford.kent.sch.uk).

Before granting any such request we would request that the parent or carer discusses this with the Headteacher and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

We will discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead). Once those discussions have taken place, except in exceptional circumstances, the school will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16.

## **Role of Parents**

Parents/carers and members of the local community all have a part to play in sex and relationship education. Therefore, the school works in partnership with them to encourage students to make mature, informed life choices. Members of the wider community work within this policy, except when they are working in their professional role (e.g. school nurse in consultation with an individual student) when they follow their own professional code of conduct.

## **Safeguarding**

Some subjects may bring about disclosures of safeguarding children issues and all staff are conversant with the policies and procedures for reporting their concerns in accordance with the school's child protection policy

## **Confidentiality**

Staff should be reminded to follow their school's policy on confidentiality issues. Pupils should also be made aware of the boundaries of confidentiality should they choose to make a disclosure to a member of staff.

## **Review**

This policy is reviewed annually by the PSHE Coordinator, Headteacher and Governors to ensure it is in line with Government guidelines.



# Snapshot Jigsaw PSHE 11-16

Shows the summary of subject content in each Puzzle (unit)

(updated Sep 2021)

Year/age	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 7 (11-12)	Unique me, differences & conflict, my influences, gateway emotions, belonging to a group, peer pressure, peer on peer abuse, online safety, sexting, consequences, online legislation	Bullying, prejudice & discrimination (positive and negative), Equality Act, bystanders, stereotyping, challenging influences, negative behaviour and attitudes, assertiveness	Celebrating success, identifying goals, employment, learning from mistakes, overcoming challenges, planning skills, safe & unsafe choices, substances, gangs, knives, exploitation, emergency first aid	Stress and anxiety, managing mental health, physical activity and mental health, effects of substances, legal consequences, nutrition, sleep, vaccination and immunisation, importance of information on making health choices	Characteristics of healthy relationships, consent, relationships and change, emotions within friendships, peer on peer abuse, rights and responsibilities, being discerning, assertiveness, sexting	Puberty changes, Reproduction facts, FGM, breast flattening/ironing, responsibilities of parenthood, IVF, types of committed relationships, media and self-esteem, self-image, brain changes in puberty, factors affecting moods, sources of help and support
Year 8 (12-13)	Self-identity, influences, family and identity, stereotypes, personal beliefs and judgements, managing expectations, first impressions, respect for the beliefs of others Marriage Protected characteristics Active listening	Positive change made by others, how positive behaviour affects feelings of wellbeing, social injustice, inequality, community cohesion and support, multi-culturalism, diversity, race and religion, stereotypes, prejudice, LGBT+ bullying, peer on peer abuse hate crime, fear & emotions Stand up to bullying, the golden rule Organ and blood donation	Long-term goals, skills, qualifications, careers, money and happiness, ethics and mental wellbeing, budgeting, variation in income, positive and negative impact of money, online safety and legal responsibilities, gambling issues	Long-term physical health, responsibility for own health, dental health, stress triggers and help tips, substances and mood, legislation associated with substances, exploitation and substances, county lines, medicine, vaccinations, immunisation	Positive relationship with self, social media and relationship with self, negative self-talk, managing a range of relationships, peer on peer abuse, personal space, online etiquette, online privacy, bullying and personal safety, social media issues and the law, coercion, unhealthy balance of power in relationships, sources of support	Types of close intimate relationships, physical attraction, love, legal status of relationships, behaviours in healthy and unhealthy romantic relationships, pornography, sexuality, alcohol and risky behaviour
Year 9 (13-14)	Perceptions about intimate relationships, consent, sexual exploitation, peer approval, peer on peer abuse, grooming, radicalization, county lines, risky experimentation, positive and negative self-identity, groups, influences, social media, abuse and coercion, coercive control	Protected characteristics, Equality Act, phobic and racist language, legal consequences of bullying and hate crime, sexism, ageism, positive and negative language, banter, peer on peer abuse, bullying in the workplace, direct and indirect discrimination, harassment, victimisation. Prejudice, discrimination and stereotyping	Personal strengths, health goals, SMART planning, the world of work, links between body image and mental health, non-financial dreams and goals, mental health and ill health, media manipulation, self-harm, self-esteem, stigma, anxiety disorders, eating disorders, depression	Misperceptions about young peoples' health choices, physical and psychological effects of drugs and alcohol, alcohol and the law, alcohol and drug poisoning, addiction, smoking, vaping, drug classification, supply and possession legislation, emergency situations, first aid, CPR, substances and safety, sources of advice and support	Healthy relationships, Power and control in intimate relationships, risk in intimate relationships, importance of sexual consent, assertiveness skills, sex and the law, pornography and stereotypes, contraception choices, age of consent, family planning, consequences of unprotected sex, STIs, support and advice services	Mental health stigma, triggers, support strategies, managing emotional changes, resilience and how to improve it, reflection on importance of sleep in relation to mental health, reflection on changes, benefits of relaxation



<p style="text-align: center;">Year 10 (14-15)</p>	<p>Human rights, societal freedom, understanding safety in UK and beyond, ending relationships safely, stages of grief, loss and bereavement, peer on peer abuse, social media and culture, use of online data, threats to online safety, online identity, assessing and managing risk, the law and social media Risk and emergency contacts Positive and negative relationships</p>	<p>Equality including in the workplace, in society, in relationships Equality Act 2010 Vulnerable groups including disability and hidden disability Workplace expectations Rights and responsibilities Power and control in relationships, coercive control Benefits of multi-cultural societies Equity, equality and inequality My health</p>	<p>Impact of physical health in reaching goals, relationships and reaching goals, resilience, work/life balance, connections and impact on mental health, balanced diet, vital organs, blood donation, benefits of helping others, online profile and impact on future goals and employability</p>	<p>Improving health, mental health, sexual health, blood-borne infections, self-examination, diet and long-term health, misuse of prescription drugs, substances and the body, common mental health disorders, positive impact of volunteering, common threats to health including chronic disease, epidemics, misuse of antibiotics Organ donation Stem cells</p>	<p>Sustaining long-term relationships, intimacy, healthy relationship with self Attraction, love, lust Relationship choices, ending relationships safely, consequences of relationships ending e.g. bullying, peer on peer abuse, revenge porn, grief-cycle, Impact on family understanding love, fake news Pornography</p>	<p>Impact of societal change on young people, role of media on societal change, reflection on change so far and how to manage it successfully, decision making, sexual identity gender, spectrum of sexuality, stereotypes in romantic relationships, sexual identity and risk, physical and emotional changes, family change, sources of support</p>
<p style="text-align: center;">Year 11 (15-16)</p>	<p>Becoming an adult. Age limits and the law Relationships and the law, consent, coercive control, peer on peer abuse, domestic abuse, honour-based, violence, arranged and forced marriages The Equality Act 2010 The law on internet use and pornography Social media concerns, sexting Keeping safe, emergency situations, key advice, first aid, scenarios and consequences</p>		<p>Anxiety, solution focused thinking, sleep, relaxation, Aspiration on; career, finances, budgeting, borrowing, relationships, Skills identification, realistic goals, gambling, financial pressure, debt, dream jobs, skill set, employment, education and training options, long-term relationship dreams and goals, parenting skills and challenges, resilience, what to do when things go wrong</p>	<p>Managing anxiety and stress, exam pressure, concentration strategies, work-life balance, sexual health, hygiene, self-examination, STIs, sexual pressure, fertility issues, contraception, consent, pregnancy facts and myths, pregnancy choices including adoption, abortion, bringing up a baby, financial implications, identifying a range of risks including rape and strategies for staying safe Expectations in relationships</p>	<p>Stages of intimate relationships, positive and negative connotations of sex, spectrum of gender and sexuality, LGBT+ rights and protection under the Equality Act, "coming out" challenges, LGBT+ media stereotypes, peer on peer abuse, power, control and sexual experimentation, forced marriage, honour-based violence, FGM and other abuses, hate crime, sources of support</p>	