



***PSHE (Personal, Social, Health and Economic) and RSE (Relationships and Sexual Health) Policy***

**2021 - 2022**

THE HAMMOND SCHOOL LTD., MANNINGS LANE, CHESTER, CH2 4ES

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The Hammond School Limited is registered in England and Wales Number 838325. Registered office is above. Charity Number 1022427 incorporating the Betty Hassall Foundation. The school is accredited by the I.S.A and C.D.E.T. and is a member of the B.S.A and I.S.I.

## **PURPOSE**

The PSHE programme for Lower and Senior school has been written to provide continuity through years 7 to 14. This policy is reviewed annually.

The programme has been designed to fully reflect the aims and ethos of The Hammond:

***The Hammond exists in order to provide an excellent academic environment for young people, combined with specialist artistic and vocational training of the highest quality in Dance, Drama and Music.***

***The school recognises and values achievement, encouraging young people to adopt an individual learning style which develops their self-knowledge, self-esteem and self-confidence. In a supportive and challenging creative environment, our young people develop and flourish. We value co-operation, tolerance and friendship. We work closely in partnership with parents and carers in order to realise the full potential of every young person in all areas of school life.***

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 compulsory in all secondary schools. All delivery will be imparted in a non-judgemental and supportive way.

Citizenship, careers, physical health, mental and emotional health, relationships and sex education will be delivered as part of the PSHE and RSE programme. The programme will make use of six full 'drop down' days timetabled every year, plus assemblies, morning form time and additional sessions arranged for presentations by visiting speakers and external visits. Whilst individual teachers and form tutors are timetabled to deliver PSHE lessons, it is envisaged that there will be opportunities throughout the year to allow specialists to deliver from time to time on the following topics, relationships and sex education (RSE) – in line with the 2021 changes, healthy eating, citizenship topics, esafety and financial matters.

The general aims of PSHE are to inform and educate pupils in important aspects of health (both general and sexual), citizenship, careers and personal development – all topics that assist in their transition from childhood to adulthood. The addition of RSE helps young people develop healthy, nurturing relationships of all kinds. The PSHE programme of study is based on six core themes within which there will be broad overlap and flexibility:

1. Physical Health, Relationships, and Sexual Health
2. Emotional Health and Technological Health
3. Cultural Diversity and Identity
4. Financial Health and Careers
5. Democracy, Citizenship, and British Values
6. Community Cohesion

### **AIMS**

Our aims are to encourage pupils to have due regard to moral considerations, family life and responsibilities; to encourage respect (for self and others), self-esteem, self-awareness and self-control; to enable children to develop sensitivity and awareness of rights, duties and responsibilities and to acquire the skills and sensitivity necessary for making moral decisions.

The Hammond fully adheres to the 2010 Equality Act, especially in relation to the support of Protected Characteristics. All schemes of work and activities ensure that the following protected characteristics are supported:

The protected characteristics as listed in section 4 of the Equality Act 2010 are as follows:

- a. Age
- b. Disability
- c. Gender reassignment
- d. Marriage and civil partnership
- e. Pregnancy and maternity
- f. Race
- g. Religion or belief
- h. Sex
- i. Sexual orientation.

To further support pupil and student understanding, a new student leadership programme has been launched which encourages students to lead sub committees incorporating the above characteristics, to ensure all pupils, students and staff feel safe and can thrive at The Hammond.

As a parent, you have a right to request to withdraw your child from sex education delivered as part of RSE in secondary schools which, unless there are exceptional circumstances, should be granted up to three terms before their child turns 16. At this point, if the child themselves wishes to receive sex education rather than be withdrawn, the school should make arrangements for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent. Should a child be withdrawn, the school will ensure purposeful education takes place at this time.

There is no right to withdraw from Relationships Education at primary or secondary as the Government believes the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

The Hammond ensures that the religious background of all pupils is taken into account when planning teaching, so that the topics included are appropriately handled and to comply with all protected characteristics. We regularly review content and delivery, and welcome parent feedback in this area.

The Hammond works hard to ensure that SEND pupils and students are able to access all information, and welcome parent feedback in this area.

### **DELIVERY, MONITORING AND RESOURCES**

The programme of study has been written in line with the July 2020 changes, as sited in *Relationships Education, Relationships and Sex Education, and Health Education in England, July 2020*.

Teachers timetabled for PSHE lessons will take part in the planning of the sessions, working alongside the Assistant Principal (Student Support), Vice Principal (Director of Teaching and Learning), Vice Principal (Director of Student Support), and Pastoral Leaders. The Assistant Principal (Student Support) has overall responsibility for the programme of study. Alongside traditional textbooks, the whiteboard eTextbooks provide ideal front-of-class teaching and include audio sources and subject specific weblinks. The resources also include interactive knowledge test and end of topic assessments. The aforementioned senior leaders will monitor the delivery through lesson observations, drop ins, teacher discussion, and by asking pupils and students to evaluate the sessions; this is then discussed at senior leadership team meetings and at Board meetings to ensure regular monitoring and evaluation takes place. This will help the school to develop and strengthen the programme. Differentiation of material and delivery and age-appropriate information will form a key part of the process to enable all pupils and students to access information and discussion. This will include consideration when planning of pupils and students who may be more susceptible to exploitation and bullying; sensitivity is paramount in preparation and delivery. The school will also be sensitive to the requests of staff who may have experienced such trauma.

Teachers can successfully combine their own trusted resources alongside those from the Dynamic Learning Teaching and Learning resources. PSHE textbooks are now used less frequently, this is due to the changed nature of delivery. The PSHE textbooks and online resources are written specifically to match the revised Programme of Study and are certified as Quality Assured by the PSHE Association and the Citizenship Foundation. The Assistant Principal (Student Support) is responsible for supporting all teachers of PSHE in the delivery of the programme of study, ensuring all resources are readily available. In addition to this, the above team will coordinate visiting speakers and PSHE related school trips such as the Year 10 visit to the Magistrates Court. Teachers of PSHE will follow the programmes of study carefully ensuring that each of the main topics are covered. Teachers will use their own professional judgement as to which resources to use based on what they consider to be most suitable for the group they are teaching. Evidence of teaching and learning will be found in the pupils' PSHE exercise books, which all pupils take with them as they move up through the school.

## **PROGRAMME OF STUDY**

FOCUS:	PHYSICAL HEALTH, RELATIONSHIPS AND SEXUAL HEALTH	FINANCIAL HEALTH AND CAREERS	DEMOCRACY, CITIZENSHIP, BRITISH VALUES	EMOTIONAL HEALTH AND TECHNOLOGICAL AWARENESS	CULTURAL DIVERSITY AND IDENTITY	COMMUNITY COHESION DAY
DATE:	THURSDAY, 31 <sup>ST</sup> MARCH	TUESDAY, 30 <sup>TH</sup> NOVEMBER	FRIDAY, 4 <sup>TH</sup> FEBRUARY	WEDNESDAY, 6 <sup>TH</sup> OCTOBER	MONDAY, 20 <sup>TH</sup> JUNE	FRIDAY, 8 <sup>TH</sup> JULY

### **PHYSICAL HEALTH, RELATIONSHIPS AND SEXUAL HEALTH (incorporating RSE)**

*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);
- 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;
- 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.
- 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.);
- Pornography;
- Abortion;
- 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);
- Healthy eating and how to maintain a balanced diet;
- The triggers of eating disorders and how/ where to seek support;
- Positive effects of exercise;
- The rules of different team sports;
- 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;
- How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer;
- 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;
- 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 treatment for common injuries;

- life-saving skills, including how to administer CPR.15;
- The purpose of defibrillators and when one might be needed;
- 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

### **EMOTIONAL HEALTH AND TECHNOLOGICAL AWARENESS (incorporating RSE)**

*(Emotional Health) Pupils should know:*

- Awareness of different types of committed, stable relationships;
- How different relationships might contribute to human happiness and their importance for bringing up children;
- What marriage is, including the legal status (i.e. marriage carries legal rights and protections not available to couples who are cohabiting or who have married in an unregistered religious ceremony);
- Why marriage must be freely entered into;
- The characteristics of successful parenting;
- How to determine whether friends, family members or reliable sources of information;
- How to seek help and advice, including reporting concerns about others;
- The characteristics of healthy relationships, including online relationships;
- The concepts of trust, respect, honesty, kindness, generosity, boundaries, privacy, consent, the management of conflict, reconciliation, ending relationships;
- 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;
- Knowledge 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;
- 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.
- Physical health and fitness 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.

*(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;
- 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 Eating disorders and extreme weight loss are a specialised area and schools should use qualified support or advice as needed. Schools may consider accessing support from the NHS or local specialist services who may be able to provide advice and CPD for teachers;
- How 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.

## **CULTURAL DIVERSITY AND IDENTITY**

*Pupils should know:*

- How to develop their own sense of belonging and self-esteem;
- recognise the value of diversity within and between identities, groups and communities;
- understand the multiple and shared identities, beliefs, cultures, traditions and histories of the people of the UK, and recognise that these have shaped and continue to shape life here;
- understand the importance of human rights and the consequences of intolerance and discrimination, and know how to challenge these;
- understand the need for everyone living in a democracy to participate in decision-making;
- understand the factors that influence and change places, communities and wider society, such as migration, economic inequality and conflicts;
- recognise the UK's changing relationship and interconnections with the rest of the world;
- critically reflect on the shared and diverse values in society;
- Appreciate and tolerate religious differences, and for those with no faith;
- The development gender equality;
- The development of sexual equality, including LGBTQ rights;
- The development of the civil rights movement;
- The customs, traditions, and cultures of groups of people around the world.

## **FINANCIAL HEALTH AND CAREERS**

*(Financial Health) Pupils should know:*

- Budgeting;
- debt;
- credit;
- credit cards;
- loans;
- mortgages;
- rent;
- gambling;
- National Insurance;
- agents' fees;
- tax;
- self-assessment;
- self-employment;
- credit score;
- retirement;
- pensions;
- council tax;
- how the economy works;

- sound financial planning;
- being aware of cyber theft;
- online payments;
- currencies and conversion rates
- investments and bonds;
- consumer price index;
- savings;
- ISAs;
- cost of living index;
- unemployment and benefits;
- interest rates;
- insurance;
- bankruptcy;
- the stock market;
- recessions.

*(Impartial careers advice) Pupils should know:*

- the role of colleges of universities;
- UCAS;
- the functions of an undergraduate degree and a post graduate degree;
- student debt and student financial planning;
- the world of work;
- exploring different careers;
- CVs and letters of application;
- interview technique;
- email etiquette;
- life skills;
- National Careers Service;
- Agents and careers in the entertainment industry.

## **DEMOCRACY, CITIZENSHIP, AND BRITISH VALUES**

*Pupils should know:*

- What democracy means;
- how voting and elections work in the UK;
- exploration of political systems in different countries;
- differences between PR and FPP voting;
- the differences between the main political parties;
- the role of devolved governments;

- how the UK political system is similar and different to the US political system;
- the history and the role of the EU;
- Brexit;
- what it means to be a responsible citizen;
- the 5 fundamental British Values and how we can actively promote them;
- how to hold a successful debate;
- how the British legal system works;
- the difference between a magistrate and a crown court;
- the roles of individuals in the legal system;
- differences between civil and criminal law;
- reasons why people may be sent to prison;
- the law regarding up skirting;
- how the British justice system differs to other justice systems;
- British rules and laws;
- rights and responsibilities;
- parliamentary democracy;
- the role of the Queen (Head of State);
- the differences between the House of Commons and the House of Lords;
- how a law is enacted.

### **COMMUNITY COHESION DAY**

*Pupils should know:*

- What a community is;
- Why communities are important; how and why communities differ;
- Our role in our local community; the role of charities and other volunteer organisations;
- What role we have/ can play in the local community;
- How the local community differs/ and is similar to the national community;
- How to spot signs of elderly loneliness;
- how to support vulnerable people in the local community;
- what anti-social behaviour is;
- why is it important to be a positive member of the community;
- what vandalism is and how to prevent it;
- how to stay safe when out in the local community;
- what projects the school could be part of to support the community.

**Policy Details**

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