

PSHE-RSHE Policy

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SLT Responsible	Assistant Headteacher, Pastoral
Signature of Headteacher	
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Abbreviations:

- RSHE** Relationships, Sex and Health Education
- PSHE** Personal, Social, Health and Economic (education)
- SMSC** Social, Moral, Spiritual and Cultural (development)
- RWV** Religion and World Views
- FF** - Fearnhill Futures

1. Introduction to the policy

Fearnhill works in partnership with parents and students to ensure students receive excellent RSHE and PSHE education that addresses the local context and prepares our young people to thrive both now and in the future.

This policy is written in conjunction with all other relevant policies and with due regard to Keeping Children Safe in Education. They include, but are not limited to, Behaviour for learning Child protection/Safeguarding Drugs education Careers education, advice and guidance

2. Definition of 'Relationships, Sex and Health Education'

Fearnhill School defines 'Relationships, Sex and Health Education' (RSHE) as education that teaches students the knowledge and skills to develop healthy, safe and nurturing relationships of different kinds now and into the future. These relationships include friendships, colleagues, family and sexual relationships. RSHE will also cover matters of sexual health, safeguarding, and the law around sex and sexual relationships. The curriculum will make links to equality, diversity, mental health and wellbeing, and Internet safety and online behaviours. RSHE forms an important part of the wider Fearnhill Futures curriculum which includes PSHE (Personal, Social, Health and Economic), Citizenship and Careers education. RSHE does not involve the promotion of sexual activity.

3. Statutory requirements

As a secondary school we must provide RSHE and Physical Health and Mental Wellbeing education to all pupils as per the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 (last updated 2021), made under Section 34 and 35 of the Children and Social Work Act 2017. In teaching RSHE, we must have due regard for guidance issued by the secretary of state as issued under section 80A of the Education Act 2002 and section 403 of the Education Act 1996. This policy has due regard for the Equality Act 2010 whereby the policy's actions advance equality of opportunity, foster good relations and seek to eliminate discrimination for all members of the school community.

4. Curriculum intent

To ensure that young people at Fearnhill School are provided learning for life to develop as healthy, safe, aware, and respectful citizens, prepared for their future life in the local community, modern Britain and the wider world.

Core values include:

- the importance of stable, loving relationships
- respect for self and for all
- rights, responsibilities and the law
- equality and acceptance of diversity
- kindness and generosity
- honesty

5. Policy development process

This policy was written by Michael Phillips, Assistant Headteacher: Personal Development (Line Manager for PSHE/RSHE/Careers Education) alongside Lesley Balchin, Head of PSHE/RSHE/Careers

Education), and developed in consultation with Tracey Harper, Wellbeing Adviser and RSHE/PSHE Lead at HFL Education.

Fearnhill School believes that listening to and responding to the views of young people and their families is vital in responding to the needs and aspirations of the local community in age appropriate ways.

The following members of our school community have been consulted:

- Staff
- Students
- Parents
- Governors

6. Aims and Rationale of RSHE and PSHE

At Fearnhill School, we believe that every child can succeed in life and that RSHE and PSHE is fundamental to the students' learning experience in our school.

Fearnhill School's RHSE curriculum is designed to enable students to thrive both personally and professionally by building students' self-esteem, knowledge, empathy and emotional resilience regarding different types of relationships and sexual matters. Fearnhill School's PSHE programme is designed to tackle barriers to learning, raise aspirations, and improve the life chances of the most vulnerable and disadvantaged pupils. The curriculum is coherently planned to ensure there is a progression of understanding across the key stages. As with every aspect of the Fearnhill School curriculum, RSHE and PSHE will enhance cultural capital, promote learning links and develop confidence, independence, resilience and ambition.

The overarching aims of the RSHE curriculum at Fearnhill School are:

- To enable our students to know what healthy relationships are in a variety of contexts
- To understand what behaviour is acceptable and unacceptable in relationships, and to know the law around relationships and sex.
- To recognise unhealthy or dangerous behaviours regarding relationships and sex and know how to seek help and support
- To be equipped with the skills to weigh up and effectively manage risk
- To develop knowledge around relationships and sex that helps individuals to maintain good physical and mental health now and in the future
- To teach pupils the correct vocabulary to describe themselves and their bodies
- To know where to access reliable information, advice and support regarding relationships and sex

The PSHE and RHSE programme at Fearnhill School has the following intended outcomes:

- To help pupils recognise their worth
- To develop pupils' recognition of the importance of British values with regard to democracy, the rule of law, individual liberty, and mutual respect and tolerance
- To promote each pupil's economic well being
- To develop each pupil's capacity for leading a fulfilling, responsible life as a member of a caring and thinking society

- To support pupils to make informed decisions about their future lifestyle choices
- To provide opportunities for the spiritual, moral, social and cultural development of each pupil
- To promote a happy and healthy School community, reflecting the characteristics of a Fearnhill Student: Kind, Confident, Self-Aware and Resilient.

(Please see Appendices 1 and 2 for a breakdown of themes and objectives of the RSHE curriculum and Personal Health and Mental Wellbeing curriculum)

7. Roles and Responsibilities

The governing body:

The governing body will approve the RSHE and PSHE policy, and hold the Headteacher to account for its implementation.

The Headteacher: The Headteacher, Tim Spencer, is responsible for ensuring that RSHE and PSHE are taught consistently across the school, and for managing requests to withdraw pupils from sex education components of RSHE (see section 12).

Assistant Headteacher: The Assistant Headteacher is also the Designated Safeguarding Lead and works in consultation with the Head of PSHE/RHSE/Careers

Head of PSHE/RSHE: PSHE/RSHE Education is led by Lesley Balchin who is also the Head of Careers Education. The Head of PSHE/RSHE is responsible for drafting policies, long term planning and implementation of the Fearnhill Futures curriculum within which RSHE is integrated. The Head of PSHE is also responsible for coordinating training for teaching staff responsible for delivering Fearnhill Futures, including RSHE.

Teaching staff: Teaching staff are responsible for:

- Delivering RSHE and PSHE in a sensitive way
- Modelling positive attitudes to RSHE and PSHE
- Monitoring progress through assessment for learning strategies, such as quizzing, true/false and questioning techniques, and adapting teaching where necessary
- Responding to the needs of individual pupils
- Being respectful of parental request to withdraw pupils from the sex education components of RSHE
- Upholding the Fearnhill Futures Ground Rules (Appendix 5)

All teaching staff are required to deliver RSHE and PSHE. Staff who have concerns about delivering the RSHE or PSHE content are encouraged to discuss this with the Headteacher.

Pupils: Pupils are expected to engage fully in RSHE and PSHE and, when discussing issues related to RSHE or PSHE, treat others with respect and sensitivity, adhering to the Fearnhill Futures ground rules.

8. Curriculum

The Fearnhill Futures curriculum incorporates PSHE, RHSE and careers education.

In accordance with the Department for Education Statutory Guidance, the RSHE curriculum falls under five themes, known as 'RSHE objectives':

- 1) Families
- 2) Respectful relationships, including friendships
- 3) The law
- 4) Online and media
- 5) Being safe

These RSHE objectives (see appendix 1) are met through integration into the wider Fearnhill Futures curriculum, which is outlined in appendix 4.

Fearnhill School knows that working in partnership with home and the wider community is vital in contextualising the Fearnhill Futures curriculum, and within this, the RSHE curriculum. The curriculum has been developed around the above themes and in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils, and guidance from outside agencies such as the police.

The policy has also been informed by the 2022 RSHE audit completed by Herts for Learning Education Well Being team, commissioned by Hertfordshire County Council, and ongoing consultation with Tracey Harper - Wellbeing Adviser and RSHE/PSHE Lead at HfL Education, most recently including a school commissioned 2 day intensive review with feedback.

The content of the Fearnhill Futures curriculum within which RSHE is taught, is based upon the statutory and non-statutory guidance outlined in appendix 3, which includes Keeping Children Safe in Education, the Prevent strategy and the National Curriculum for Citizenship, Gatsby benchmarks and CDI Careers Development framework, alongside the PSHE association's suggested programmes of study. Fearnhill also gives due regard for local/national data (e.g. Child and Maternal Health reports), and responds to the school's wider community need. For example, links with preventative curriculum adaptations in response to CPOMS data, and regular discussions with the safeguarding and pastoral team.

Fearnhill School's curriculum aims to help tackle issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated. Please note that as part of a dynamic curriculum that meets the needs of all pupils, this maybe adapted as necessary. These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances [families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures] along with reflecting sensitively that some children may have a different structure of support around them, such as looked after children or young carers.

9. Inclusive RSHE and PSHE at Fearnhill School

Young people may have varying needs regarding RSHE and PSHE depending on their circumstances and background. The school strongly believes that all pupils should have access to RSHE and PSHE that is relevant to their particular needs. To achieve this, the school has due regard for the Equalities Act (2010) and will take account of all protected characteristics including but not limited to:

- **Ethnic and cultural diversity:** Different ethnic and cultural groups may have different attitudes to RSHE and PSHE. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.
- **Religious diversity:** Different religions may have different attitudes to RSHE and PSHE. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different religious groups.
- **Sexuality identity and sexual orientation:** Fearnhill School recognises that sexual orientation and gender reassignment are protected characteristics under the Equality Act 2010. The Office for National Statistics, using data from the Annual Population Survey has identified that in 2022 3.3% of the above 16 population identified as Lesbian, Gay or Bisexual and a separate survey established that 0.5% of the UK population identify with a gender other than that registered at birth. Pupils may also have LGBTQ+ parents/carers, family members and/or friends. It is likely that our student population will reflect this. All our pupils will meet and work with LGBTQ+ people. Our approach to RSHE and PSHE will include sensitive, honest and balanced consideration of sexuality. LGBTQ+ matters are integrated throughout the RSHE and PSHE curriculum. Furthermore, our pastoral support will take account of the needs of LGBTQ+ pupils. We will also actively tackle homophobic, biphobic and transphobic language and behaviour by increasing awareness and through on-going training and education within our culture of the Fearnhill Student: Kind, Confident, Self-Aware, Resilient.
- **Mental health and wellbeing:** Fearnhill School recognises that an effectively taught RSHE/PSHE programme positively impacts student mental health and wellbeing. To this end, students at Key Stage 3 also participate in our iThrive programme, led by Cate Brown, who is our Mental Health Lead and SENDCO. The importance of healthy relationships and their impact on positive mental health and wellbeing cannot be underestimated. RSHE and PSHE equip students with the understanding and skills to recognise healthy and unhealthy relationships in all forms and how healthy relationships can be maintained. PSHE lessons support students to promote and maintain positive mental health and wellbeing. Students will be regularly signposted to trusted adults, and pre-approved professional organisations where they can find further information, advice and support.
- **Special Educational Needs:** The Head of PSHE and teaching staff, in consultation with the safeguarding and pastoral teams within school, will ensure that lessons are age appropriate and meet the needs of all students. Some pupils may have learning, emotional or behavioural needs or physical disabilities that require certain strategies or adaptations in order to access the curriculum. Teachers will engage with support and advice on adaptive teaching for individuals in their class to ensure that the curriculum is accessible to everyone, whilst maintaining high expectations for outcomes.

10. Delivery of the RSHE and PSHE curriculum

RSHE and PSHE is delivered through the wider Fearnhill Futures curriculum, which is taught as a discrete curriculum subject through one dedicated 60-minute timetabled lesson per fortnight. The RSHE and PSHE delivered for each year group is age appropriate and carefully designed and sequenced to build students' understanding of the key themes over time (see Appendix 1). RSHE and

PSHE is taught by a designated teacher, predominantly, but not exclusively, Lesley Balchin - Head of RSHE/PSHE, who knows the students well and can establish a relationship of trust to support conversations in the classroom. Lessons may be complemented by additional sessions with pre-approved specialist organisations, which may include assemblies or additional curriculum enhancement days within the academic year. These will enhance and build on prior learning and not be 'stand alone'. Elements of RSHE/PSHE are also taught through the 'statutory Science curriculum and other relatable National Curriculum subjects, such as IT and Religion, Philosophy and Ethics. These areas of curriculum are carefully mapped to ensure a consistent approach to RSHE/PSHE that meets the needs of our pupils and wider community.

Lessons will include a range of teaching strategies and materials designed to support students in their knowledge and understanding of the curriculum topics. Topics will be handled sensitively and within a framework of equality in the classroom. Staff are aware that views around RSHE and PSHE related issues are varied. While personal views are respected, all RSHE and PSHE issues are taught 'without bias and with factual accuracy, informed by age appropriate evidence and data. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others who may have a different opinion. Teachers will establish clear parameters of appropriate discussion using ground rules (appendix 5), including the use of detachment tools that remove any requirement to think/speak personally through using scenarios, encouraging phrases like "Someone might think that...", 'What if...?' questions, and anonymous question boxes/post-its. Students will have the opportunity to reflect upon and review their learning during sessions. Teachers will assess and monitor the learning in RSHE and PSHE through a range of assessment for learning techniques.

11. Responding to sensitive questions

Fearnhill School believes it is important that pupils should have opportunities to have their genuine questions answered in a sensitive and informative way. Pupils will not be directed to find out answers online unless through a carefully selected and pre-approved organisation or resource. Due to the nature of the topics, questions posed by students do not have to be answered by the teacher immediately. Teachers will use their professional judgement in deciding whether it is appropriate to answer a question, and whether it best answered immediately or at a later time. Teachers are required to refer to the Designated Safeguarding Team if a question or comment gives rise to a concern about a child's welfare. As with all aspects of delivery and response, answers will be delivered in a non-judgemental, factual way, as per DfE guidance (paras 71, 76, 101).

Staff are also aware that some topics may trigger an emotional response in some students and they may present with expressive behaviours. Teachers will use their judgement to respond appropriately. The pastoral teams will audit the topic coverage and give guidance to teachers where students may need to be sensitively given the option to learn about the topic in another setting or at another time. Through Fearnhill Futures lessons students will regularly be signposted to specialist organisations, helplines, trained school staff and trusted adults.

The Senior Leadership Team, Head of PSHE/RSHE and the Pastoral Team will regularly monitor and review the implementation of the RSHE and PSHE.

It is understood that it is important to distinguish between the school's function of providing factual education generally about relationships and sexual matters, and other PSHE content, and the giving of advice to individual pupils on these issues. Teachers have a responsibility for the welfare and wellbeing of their pupils. It is also understood that this function should never trespass on the proper exercise of parental rights and responsibilities. It is understood that particular care must be

exercised in relation to giving contraceptive advice to pupils under the age of sixteen, for whom sexual intercourse is unlawful.

12. Safeguarding

Teachers at Fearnhill School are aware that effective RSHE and PSHE, which brings an understanding of what is and is not appropriate in a relationship, lifestyle or community, can lead to the disclosure of a child protection issue.

All staff read the Keeping Children Safe in Education (KCSIE) document annually, attend regular Tier 2 safeguarding training and know to adhere to the schools safeguarding policy if a disclosure is made: not offering complete confidentiality and ensuring that the Designated Safeguarding Team (DSL) is informed of any safeguarding concerns. Teachers delivering the RSHE curriculum will ensure a safe learning environment is created through ensuring positive learning behaviours and referring to Fearnhill Futures ground rules regularly.

Organisations delivering sessions around RSHE or PSHE will be pre-approved and will be made aware of our safeguarding procedures.

13. Parental Right to Withdraw

Sex Education forms part of the RSHE curriculum. Fearnhill School defines Sex Education as learning about the physical and social aspects of human sexual behaviour. This includes contraception, pregnancy options and Sexually Transmitted Infections. As matters of sex and sexuality often arise in the context of relationships, Sex Education is approached in an integrated way in RSHE.

In accordance with the Department for Education Statutory Guidance on RSHE, there is no right to withdraw from Relationships Education or Health Education, including that content which forms part of the Science national curriculum. However, parents have the right to request that their child be withdrawn from some or all of Sex Education delivered as part of statutory RSHE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, this will be granted. If the pupil also requests to access prior missed sex education, at this time, the school has a statutory obligation to provide this education.

If a parent wishes to withdraw their child from any element of sex education, delivered as part of statutory RSHE, they should write to the Headteacher, Tim Spencer, who will discuss their request with the parent. The aspects of the RSHE curriculum that are included under the above definition of sex education are identified in Appendix 1 and 4, marked with an asterisk (*).

14. Monitoring

The senior leadership monitor the following aspects of PSHE/RHSE through learning walks, drop-ins, discussions with students and parents and through other methods available:

- Leadership management & organisation
- Curriculum
- Teaching and Learning

This is undertaken as part of PSHE/RSHE Review and Action Plan, a live document that is shared and scrutinised by the governing body.

This policy is updated annually and will also be updated in line with any statutory updates from the DfE, community needs and edits to curriculum. Ongoing consultation with parents/carers and wider stakeholders informs any changes made.

Appendix 1

RSHE Objectives These objectives are detailed in the Department for Education statutory guidance on RSHE,

In accordance with this document, RSHE will fall under five themes:

1. Families
2. Respectful Relationships, including Friendships
3. Online and Media
4. Safety
5. Intimate and Sexual Relationship

Within each theme, students will learn:

1. Families

- 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.

2. Respectful relationships, including friendships

- 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.

3. Online and media

- 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.

4. Being safe

- 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.

5. Intimate and sexual relationships, including sexual health

- 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.

The Law

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.

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.)
- pornography
- abortion
- sexuality
- gender identity

- substance misuse
- violence and exploitation by gangs

extremism and radicalisation

- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)

- hate crime

- female genital mutilation (FGM)

Objectives set out in the Department for Education Statutory guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education

APPENDIX 2

Physical Health and Mental Wellbeing (Secondary) Summary of Requirements

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 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.

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, alcohol and tobacco

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 (Cardio-pulmonary resuscitation)
- 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.

Objectives set out in the Department for Education Statutory guidance on Relationships and Sex Education (2021) Relationships and Sex Education (RSHE) (Secondary) - GOV.UK (www.gov.uk)









APPENDIX 3

The policy has been developed with due regard to the following statutory guidance and advice for schools

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- Character Education Framework (non-statutory guidance to schools on character education and development)
- National Curriculum in England: Citizenship Programme of Study (statutory programme of study and attainment for citizenship at Key Stages 3 and 4)
- SHEU (Schools Health and Education Unit)
- PSHE Association



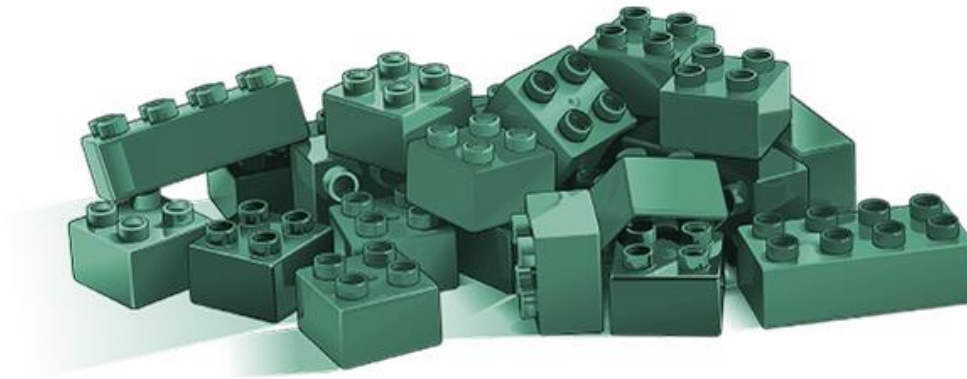
FEARNHILL FUTURES GROUND RULES

Openness 	Keep it in the room 	Non-judgemental 
Right to pass 	SAFE LEARNING ENVIRONMENT	Make no assumptions 
Use appropriate language 	Ask questions 	Seek help or advice 

GROWING EXCELLENCE EVERY DAY

KEY STAGES 3-4

Personal, Social, Health and Economic Education (PSHE), including statutory Relationships, Sex, Health Education (RSHE)



This Programme of Study sets out learning opportunities for each key stage, in three core themes: Health and Wellbeing, Relationships, and Living in the Wider World. Fearnhill School uses a thematic approach to curriculum planning for PSHE/RSHE, incorporating

- **a long term plan** for the year across all year groups
- **A medium term Lesson by lesson learning topics** for each year group

Our programme of study builds in developmental progression by revisiting themes year on year, building on and extending prior learning and has been built in consultation with students, parents, staff and local data to ensure a curriculum that meets the developmental needs of our community.

COVERING THE STATUTORY CONTENT

Although our Programme of Study organises content under different headings from those used in the content grids of the Department for Education's statutory guidance on [Relationships Education, RSE and Health education](#), it covers all of the statutory requirements and learning opportunities for within a comprehensive PSHE education programme.

Lessons highlighted in yellow refer to lessons parents may request to withdraw their children from in reference to Section 13 of the policy

Appendix 5 - SECONDARY PSHE EDUCATION: LONG-TERM OVERVIEW — THEMATIC MODEL

	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
7	Transition and safety Transition to secondary school and personal safety in and outside school, including first aid	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations	Diversity Diversity, prejudice, and bullying	Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM	Building relationships Self-worth, romance and friendships (including online) and relationship boundaries	Financial decision making Saving, borrowing, budgeting and making financial choices
8	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use	Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies	Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks
9	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	Setting goals Learning strengths, career options and goal setting as part of the GCSE options process	Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes	Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid	Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	Employability skills Employability and online presence
10	Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	Healthy relationships Relationships and sex expectations, pleasure and challenges, including the impact of the media and pornography	Exploring influence The influence and impact of drugs, gangs, role models and the media	Addressing extremism and radicalisation Communities, belonging and challenging extremism	Work experience Preparation for and evaluation of work experience and readiness for work

11	Building for the future Self-efficacy, stress Management, and future opportunities	Next steps Application processes, and skills for further education, employment and career progression	Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	Independence Responsible health choices, and safety in independent contexts	Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	
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YEAR 7 — MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn...
Autumn 1 Health & wellbeing	Transition and safety Transition to secondary school and personal safety in and outside school, including first aid PoS refs: H1, H2, H30, H33, R13, L1, L2	<ul style="list-style-type: none"> • how to identify, express and manage their emotions in a constructive way • how to manage the challenges of moving to a new school • how to establish and manage friendships • how to improve study skills • how to identify personal strengths and areas for development • personal safety strategies and travel safety, e.g. road, rail, water, halloween • how to respond in an emergency situation • basic first aid
Autumn 2 Living in the wider world	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations PoS refs: R15, R39, L1, L4, L5, L9, L10, L12	<ul style="list-style-type: none"> • how to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity • about a broad range of careers and the abilities and qualities required for different careers • about equality of opportunity • how to challenge stereotypes, broaden their horizons and how to identify future career aspirations • about the link between values and career choices
Spring 1	Diversity Diversity, prejudice and bullying PoS refs: R3, R38, R39, R40, R41	<ul style="list-style-type: none"> • about identity, rights and responsibilities • how to challenge prejudice, stereotypes and discrimination • the signs and effects of all types of bullying, including online • how to respond to bullying of any kind, including online • how to support others
Spring 2	Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM	<ul style="list-style-type: none"> • how to make healthy lifestyle choices including diet, dental health, physical activity and sleep • how to manage influences relating to caffeine, smoking and alcohol • how to manage physical and emotional changes during puberty

Health & wellbeing	PoS refs: H5, H13, H14, H15, H16, H17, H18, H20, H22, H34	<ul style="list-style-type: none"> • about personal hygiene • how to recognise and respond to inappropriate and unwanted contact • about FGM and how to access help and support (No graphic material is shown here; simply raising awareness of what it is, the warning signs and advice on what to do if they or a friend are victim to it)
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Summer 1 Relationships	Building relationships Self-worth, romance and friendships (including online) and relationship boundaries PoS refs: H1, R2, R9, R11, R13, R14, R16, R24	<ul style="list-style-type: none"> • how to develop self-worth and self-efficacy • about qualities and behaviours relating to different types of positive relationships • how to recognise unhealthy relationships • how to recognise and challenge media stereotypes • how to evaluate expectations for romantic relationships • about consent, and how to seek and assertively communicate Consent
Summer 2 Living in the wider world	Financial decision making Saving, borrowing, budgeting and making financial choices PoS refs: H32, L15, L16, L17, L18	<ul style="list-style-type: none"> • how to make safe financial choices • about ethical and unethical business practices and consumerism • about saving, spending and budgeting

YEAR 8 — MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn...
Autumn 1 Health & wellbeing	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use PoS refs: H23, H24, H25, H26, H27, H29, H31, H5, R42, R44	<ul style="list-style-type: none"> • about medicinal and recreational drugs • about the over-consumption of energy drinks • about the relationship between habit and dependence • how to use over the counter and prescription medications safely • how to assess the risks of alcohol, tobacco, nicotine and e-cigarettes • how to manage influences in relation to substance use • how to recognise and promote positive social norms and attitudes
Autumn 2 Living in the wider world	Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work PoS refs: R39, R41, L3, L8, L9, L10, L11, L12	<ul style="list-style-type: none"> • about equality of opportunity in life and work • how to challenge stereotypes and discrimination in relation to work and pay • about employment, self-employment and voluntary work • how to set aspirational goals for future careers and challenge expectations that limit choices
Spring 1 Relationships	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia PoS refs: R39, R40, R41, R3, R4, R42, R43	<ul style="list-style-type: none"> • how to manage influences on beliefs and decisions • about group-think and persuasion • how to develop self-worth and confidence • about gender identity, transphobia and gender-based discrimination • how to recognise and challenge homophobia and biphobia • how to recognise and challenge racism and religious discrimination
Spring 2 Health & wellbeing	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies PoS refs: H3, H4, H6, H7, H8, H9, H10, H11, H12, L24	<ul style="list-style-type: none"> • about attitudes towards mental health • how to challenge misconceptions stigma • about daily wellbeing • how to manage emotions • how to develop digital resilience • about unhealthy coping strategies (e.g. self harm and eating disorders) • about healthy coping strategies
Summer 1	Identity and relationships	<ul style="list-style-type: none"> • the qualities of positive, healthy relationships • how to demonstrate positive behaviours in healthy relationships

<p>Relationships</p>	<p>Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception</p> <p>PoS refs: H35, H36, R4, R5, R10, R16, R18, R24, R25, R26, R27, R29, R30, R32</p>	<ul style="list-style-type: none"> • about gender identity and sexual orientation • about forming new partnerships and developing relationships • about the law in relation to consent • that the legal and moral duty is with the seeker of consent • how to effectively communicate about consent in relationships • about the risks of 'sexting' and how to manage requests or pressure to send an image • about basic forms of contraception, e.g. condom and pill
<p>Summer 2</p> <p>Living in the wider world</p>	<p>Digital literacy</p> <p>Online safety, digital literacy, media reliability, and gambling hooks</p> <p>PoS refs: H3, H30, H32, R17, L19, L20, L21, L22, L23, L24, L25, L26, L27</p>	<ul style="list-style-type: none"> • about online communication • how to use social networking sites safely • how to recognise online grooming in different forms, e.g. in relation to sexual or financial exploitation, extremism and radicalisation • how to respond and seek support in cases of online grooming • how to recognise biased or misleading information online • how to critically assess different media sources • how to distinguish between content which is publicly and privately shared about age restrictions when accessing different forms of media and how to make responsible decisions • how to protect financial security online • how to assess and manage risks in relation to gambling and chance-based transactions •

YEAR 9 — MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn...
Autumn 1 Health & wellbeing	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation PoS refs: H24, H25, H27, H28, H29, R1, R20, R37, R42, R44, R45, R46, R47	<ul style="list-style-type: none"> • how to distinguish between healthy and unhealthy friendships • how to assess risk and manage influences, including online • about 'group think' and how it affects behaviour • how to recognise passive, aggressive and assertive behaviour, and how to communicate assertively • to manage risk in relation to gangs • about the legal and physical risks of carrying a knife • about positive social norms in relation to drug and alcohol use • about legal and health risks in relation to drug and alcohol use, including addiction and dependence
Autumn 2 Living in the wider world	Setting goals Learning strengths, career options and goal setting as part of the GCSE options process PoS refs: L2, L3, L6, L7, L8, L9, L11, L12, L13, L14	<ul style="list-style-type: none"> • about transferable skills, abilities and interests • how to demonstrate strengths • about different types of employment and career pathways • how to manage feelings relating to future employment • how to work towards aspirations and set meaningful, realistic goals for the future • about GCSE and post-16 options • skills for decision making
Spring 1 Relationships	Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes PoS refs: H2, , R6, R19, R21, R22, R23, R35, R36	<ul style="list-style-type: none"> • about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering • about positive relationships in the home and ways to reduce homelessness amongst young people • about conflict and its causes in different contexts, e.g. with family and friends • conflict resolution strategies • how to manage relationship and family changes, including relationship breakdown, separation and divorce • how to access support services

<p>Spring 2</p> <p>Health & wellbeing</p>	<p>Healthy lifestyle</p> <p>Diet, exercise, lifestyle balance and healthy choices, and first aid</p> <p>PoS refs: H3, H14, H15, H16, H17, H18, H19, H21</p>	<ul style="list-style-type: none"> • about the relationship between physical and mental health • about balancing work, leisure, exercise and sleep • how to make informed healthy eating choices • how to manage influences on body image • to make independent health choice • to take increased responsibility for physical health, including testicular and breast self-examination
<p>Summer 1</p> <p>Relationships</p>	<p>Intimate relationships</p> <p>Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography</p> <p>PoS refs: R7, R8, R11, R12, R18, R24, R26, R27, R28, R29, R30, R31, R32, R33, R34, L21</p>	<ul style="list-style-type: none"> • about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex • about facts and misconceptions relating to consent • about the continuous right to withdraw consent and capacity to Consent • about STIs, effective use of condoms and negotiating safer sex • about the consequences of unprotected sex, including pregnancy • how the portrayal of relationships in the media and pornography might affect expectations • how to assess and manage risks of sending, sharing or passing on sexual images • how to secure personal information online
<p>Summer 2</p> <p>Living in the wider world</p>	<p>Employability skills</p> <p>Employability and online presence</p> <p>PoS refs: R13, R14, L2, L4, L5, L8, L9, L14, L21, L24, L27</p>	<ul style="list-style-type: none"> • about young people's employment rights and responsibilities • skills for enterprise and employability • how to give and act upon constructive feedback • how to manage their 'personal brand' online • habits and strategies to support progress • how to identify and access support for concerns relating to life online

YEAR 10 — MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn...
Autumn 1 Health & wellbeing	Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change PoS refs: H2, H5, H6, H7, H8, H9, H10	<ul style="list-style-type: none"> • how to manage challenges during adolescence • how to reframe negative thinking • strategies to promote mental health and emotional wellbeing • about the signs of emotional or mental ill-health • how to access support and treatment • about the portrayal of mental health in the media • how to challenge stigma, stereotypes and misinformation
Autumn 2 Living in the wider world	Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices PoS refs: H25, R38, L16, L17, L18, L19, L20, L25	<ul style="list-style-type: none"> • how to effectively budget and evaluate savings options • how to prevent and manage debt, including understanding credit rating and pay day lending • how data is generated, collected and shared, and the influence of targeted advertising • how thinking errors, e.g. gambler's fallacy, can increase susceptibility to gambling • strategies for managing influences related to gambling, including online • about the relationship between gambling and debt • about the law and illegal financial activities, including fraud and cybercrime • how to manage risk in relation to financial activities
Spring 1 Relationships	Healthy relationships Relationships and sex expectations, pleasure and challenges, including the impact of the media and pornography PoS refs: R1, R2, R3, R6, R7, R8, R14, R15, R18, R19, R22, R28, R29, R30, R31	<ul style="list-style-type: none"> • Values of a healthy relationship incl. Marriage. E.g. healthy values vs coercive control • Pleasure and the the role of intimacy in relationships, including sexual intimacy • about assumptions, misconceptions and social norms about sex, gender and relationships • about the opportunities and risks of forming and conducting relationships online • how to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours • about the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent • how to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support • how to recognise and challenge victim blaming • about asexuality, abstinence and celibacy

<p>Spring 2</p> <p>Health & wellbeing</p>	<p>Exploring influence</p> <p>The influence and impact of drugs, gangs, role models and the media</p> <p>PoS refs: H19, H20, H21, R20, R35, R36, R37</p>	<ul style="list-style-type: none"> • about positive and negative role models • how to evaluate the influence of role models and become a positive role model for peers • about the media's impact on perceptions of gang culture about the impact of drugs and alcohol on individuals, personal safety, families and wider communities • how drugs and alcohol affect decision making • how to keep self and others safe in situations that involve substance use • how to manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime • exit strategies for pressurised or dangerous situations • how to seek help for substance use and addiction
<p>Summer 1</p> <p>Relationships</p>	<p>Addressing extremism and radicalisation</p> <p>Community cohesion and challenging extremism</p> <p>PoS refs: R5, R6, R9, R10, R14, R28, R29, R30, R31, R34, L24, L26, L27, L28, L29</p>	<ul style="list-style-type: none"> • about communities, inclusion, respect and belonging • about the Equality Act, diversity and values • about how social media may distort, mis-represent or target information in order to influence beliefs and opinions • how to manage conflicting views and misleading information • how to safely challenge discrimination, including online • how to recognise and respond to extremism and radicalisation
<p>Summer 2</p> <p>Living in the wider world</p>	<p>Preparation for work</p> <p>Preparation for and evaluation of work experience and readiness for work</p> <p>PoS refs: H1, L1, L2, L3, L5, L7, L8, L9, L10, L11, L12, L13, L14, L15, L23</p>	<ul style="list-style-type: none"> • how to evaluate strengths and interests in relation to career development • about opportunities in learning and work • strategies for overcoming challenges or adversity • about responsibilities in the workplace • how to manage practical problems and health and safety • how to maintain a positive personal presence online • how to evaluate and build on the learning from work experience

YEAR 11 — MEDIUM-TERM OVERVIEW

Halfterm	Topic	In this unit of work, students learn...
Autumn 1 Health & wellbeing	Building for the future Self-efficacy, stress management, and future opportunities PoS refs: H2, H3, H4, H8, H12, L22	<ul style="list-style-type: none"> • how to manage the judgement of others and challenge stereotyping • how to balance ambition and unrealistic expectations • how to develop self-efficacy, including motivation, perseverance and resilience • how to maintain a healthy self-concept • about the nature, causes and effects of stress • stress management strategies, including maintaining healthy sleep habits • about positive and safe ways to create content online and the opportunities this offers • how to balance time online
Autumn 2 Living in the wider world	Next steps Application processes, and skills for further education, employment and career progression PoS refs: L1, L2, L3, L4, L6, L7, L8, L11, L12, L21	<ul style="list-style-type: none"> • how to use feedback constructively when planning for the future • how to set and achieve SMART targets • effective revision techniques and strategies • about options post-16 and career pathways • about application processes, including writing CVs, personal statements and interview technique • how to maximise employability, including managing online presence and taking opportunities to broaden experience • about rights, responsibilities and challenges in relation to working part time whilst studying • how to manage work/life balance
Spring 1 Relationships	Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse PoS refs: H26, H27, H28, H29, R16, R17, R21, R23, R32	<ul style="list-style-type: none"> • about core values and emotions • about gender identity, gender expression and sexual orientation • how to communicate assertively • how to communicate wants and needs • how to handle unwanted attention, including online • how to challenge harassment and stalking, including online • about various forms of relationship abuse • about unhealthy, exploitative and abusive relationships • how to access support in abusive relationships and how to overcome challenges in seeking support

<p>Spring 2</p> <p>Health & wellbeing</p>	<p>Independence</p> <p>Responsible health choices, and safety in independent contexts</p> <p>PoS refs: H3, H4, H11, H13, H14, H15, H16, H17, H18, H22, H23, H24</p>	<ul style="list-style-type: none"> • how to assess and manage risk and safety in new independent situations (e.g. personal safety in social situations and on the roads) • emergency first aid skills • how to assess emergency and non-emergency situations and contact appropriate services • about the links between lifestyle and some cancers • about the importance of screening and how to perform self-examination • about vaccinations and immunisations • about registering with and accessing doctors, sexual health clinics, opticians and other health services • how to manage influences and risks relating to cosmetic and aesthetic body alterations • about blood, organ and stem cell donation
<p>Summer 1</p> <p>Relationships</p>	<p>Families</p> <p>Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships</p> <p>PoS refs: H30, H31, H32, H33, R4, R11, R12, R13, R24, R25, R26, R27, R33</p>	<ul style="list-style-type: none"> • about different types of families and changing family structures • how to evaluate readiness for parenthood and positive parenting qualities • about fertility, including how it varies and changes • about pregnancy, birth and miscarriage • about unplanned pregnancy options, including abortion • about adoption and fostering • how to manage change, loss, grief and bereavement • about 'honour based' violence and forced marriage and how to safely access support

