



Congleton High School

Together in the Pursuit of Excellence

PSHE Policy:

Policy Lead:	Lucy Darling
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Department for Education

Secretary of State Foreword

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 the Government have made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools.

Our guiding principles have been that all of the compulsory subject content must be age appropriate and developmentally appropriate. It must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law.

We are clear that parents and carers are the prime educators for children on many of these matters. Schools complement and reinforce this role and have told us that they see building on what pupils learn at home as an important part of delivering a good education. We agree with this principle and congratulate the many schools delivering outstanding provision to support the personal development and pastoral needs of their pupils.

At secondary, teaching will build on the knowledge acquired at primary and develop further pupils' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex. Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is their children's happiness. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The new subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise.

All of this content should support the wider work of schools in helping to foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society. Central to this is pupils' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives. This should be complemented by development of personal attributes including kindness, integrity, generosity, and honesty.

We know that many schools will choose to teach the compulsory content within a wider programme of Personal, Social, Health and Economic Education or similar. Schools are encouraged to continue to do so, if this is right for them, and build on established, high quality programmes. These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others', wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.

1. Aims

At Congleton High School, we understand the importance of educating students about relationships, sex, their mental and physical health and economic wellbeing. This in turn will help her all children to make responsible

and well-informed decisions in their lives. The teaching of PSHE and RSE can help to prepare students for the opportunities, responsibilities and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental and physical development of students at school and in the wider society. We have an obligation to provide students with high-quality, evidence based and age-appropriate teaching of these subjects.

2. Statutory requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

- › We must teach relationships and sex education (RSE) under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
- › We must teach health education under the same statutory guidance

This policy also complies with the terms of our funding agreement.

3. Content and delivery

3.1 What we teach

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

Refer to our relationships and sex education policy for details about what we teach, and how we decide on what to teach, in this subject.

For other aspects of PSHE, including health education, see the enclosed curriculum map for more details about what we teach in each year/Key Stage.

All of our mapping and content is based on guidance and resources provided by the PSHE Association which is endorsed by the DfE.

3.2 How we teach it

- › PSHE/RSE is delivered as part of the timetabled curriculum with each student receiving one 60-minute lesson each fortnight with an additional 30 mins each week being delivered during morning registration.
- › Many areas of the PSHE curriculum are folded into other parts of our curriculum (see mapping document), or covered as part of our wider school offer, such as in assemblies or whole-school events
- › CHS staff will deliver the PSHE/RSE curriculum with support from visiting speakers where more specialist knowledge is appropriate
- › The expectations for planning and delivery of PSHE/RSE are the same as for all other curriculum areas. Adjustments to make lessons inclusive and accessible to all are a basic expectation and a Lean lesson approach is followed.
- › Staff are trained to understand that they cannot allow their own personal beliefs and attitudes to affect their teaching. In addition, staff are supported in fielding challenging questions from students, being able to signpost to more suitable support from key staff such as the safeguarding or pastoral teams.
- › All staff are actively encouraged to raise any concerns about the teaching of specific topics and reasonable adjustments are made to accommodate preferences or areas of perceived weakness.
- › Teaching and Learning of PSHE/RSE follows the same conventions as for all other curriculum areas within the school. Please refer to our T&L, SEND and RBFL policies.
- › All students are assessed twice each year in line with our assessment policy. ATL grades are shared with families as part of the learning record.

4. Roles and responsibilities

4.1 The governing board

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

4.2 The headteacher

The headteacher is responsible for ensuring that PSHE is taught consistently across the school.

4.3 Staff

Staff are responsible for:

- › Delivering PSHE in a sensitive way
- › Modelling positive attitudes to PSHE
- › Monitoring progress
- › Responding to the needs of individual pupils

The Deputy Headteacher, Pastoral is responsible for the planning and implementation of the PSHE curriculum

4.4 Pupils

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

5. Monitoring arrangements

The delivery of PSHE is monitored by The Deputy Headteachers, Pastoral and Curriculum and through Year Team Leaders via the calendared Quality Assurance process and will involve learning walks, work scrutinies and student and staff voice.

This policy will be reviewed by the Deputy Headteacher, Pastoral annually. At every review, the policy will be approved by the governing body.

6. Links with other policies

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- DfE (2024) 'Keeping Children Safe in Education'
- DfE (2020) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2015) 'National curriculum in England: science programmes of study'
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 [To be implemented from September 2020]
- Children and Social Work Act 2017

This policy operates in conjunction with the following school policies:

- Behaviour Policy
- SEN Policy
- E-safety Policy
- Anti-Bullying Policy
- Child Protection and Safeguarding Policy
- T&L Policy
- Assessment Policy

12. Mapping documents and Curriculum Content

Health and wellbeing

Year group	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
7	Introduction to mental health	Mental health: positive and negative coping mechanisms	Diet and what influences our choice	Personal hygiene: dental and sun safety	Personal safety including online i.e. sexting	Basic first aid
8	Mental health recap with a self harm focus on eating disorders	Puberty and mental wellbeing. Emotions focus	Vaccines (specifically link to HPV)	Legal highs: energy drinks (caffeine), vapes, tobacco	Exercise and sleep	Self esteem
9	Alcohol and drugs, what influences us	The laws on supplying drugs	Gambling	Contraceptive access, and risks of unwanted pregnancy	STIs and prevention	Testicles, breasts, and cervical screening

Relationships and sex

Year group	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
7	Building positive relationships	Online relationships and bullying	Sexual and gender identity	Grief and loss	Harmful sexual behaviour/inappropriate touch 1	Consent & Online safety
8	Being an upstander and the role of peers	Online safety	Families	Marriage and forced marriage	Sexual consent and the law	Harmful sexual behaviour/inappropriate touch 2
9	Values in relationships, focusing on trust	Gender rules, intimacy and choice to delay in sexual relationships	Media, relationships and online safety (sharing content in relationship including porn)	Abuse	Weapons and gangs	Harmful sexual behaviour/inappropriate touch 3

Living in the wider world

Year group	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
7	Challenging stereotypes in education/careers part 1	Routes into work	Behaviours in the work place – link to our core values	Informed decisions online	SAS preparation and support	Benefits of being online
8	Social media profiles linked to careers	Fake news	Finance part 1	SAS preparation and support	Communication	Emotional literacy
9	Employment rights and responsibilities – link to school values	Challenging stereotypes in education/careers part 2	Routes into work – link to options	Finance part 2	Finance part 3	SAS preparation and support

Health and wellbeing

Year group	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
10	Mental health	Self harm and seeking help	Substance abuse and its impact	Diet, sleep and exercise – link to mental health	Grooming online and online safety	Cancer screening
11	Sexual health	Healthy pregnancy and risks	Body modifications	Personal safety	CPR	

Relationships and sex

Year group	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
10	Online relationships and online safety	Drugs, alcohol and online behaviour	Abuse and coercive relationships	Managing strong emotions in relationships e.g. jealousy, control	Porn	Peer on peer relationships linked to county lines
11	Healthy Vs unhealthy relationships	Sexuality, partnerships and legal status	How to be a parent	Harassment and stalking	Extremism	

Living in the wider world

Year group	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
10	Interests linked to careers and opportunities	Employment opportunities and The Equality Act 2010	Your online profile linked to careers	Challenging stereotypes	Mock preparation 1	Mock preparation 2
11	Next steps (post-16 pathway)	Data gathering	Finance	GCSE preparation 1	GCSE preparation 2	



the importance of and ways to pre-empt common triggers and respond to warning signs of unhealthy coping strategies, such as self-harm and eating disorders in themselves and others [NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/ inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change).]

how to recognise when they or others need help with their mental health and wellbeing; to explore and analyse ethical issues when peers need help; strategies and skills to provide basic support and identify and access the most appropriate sources of help to make informed lifestyle choices regarding sleep, diet and exercise

the benefits of having a balanced approach to spending time online

to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical and mental health

about the health services available to people; strategies to become a confident user of the NHS and other health services; to overcome potential concerns or barriers to seeking help

the purpose of blood, organ and stem cell donation for individuals and society

H9

H10

H11

H12

H13

H14

H15

H16	how to take increased personal responsibility for maintaining and monitoring health including cancer prevention, screening and self-examination
H17	to assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings and the use of sunbeds
H18	the ways in which industries and advertising can influence health and harmful behaviours
H19	the consequences of substance use and misuse for the mental and physical health and wellbeing of individuals and their families, and the wider consequences for communities
H20	wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle
H21	to identify, manage and seek help for unhealthy behaviours, habits and addictions including smoking cessation
H22	ways to identify risk and manage personal safety in new social settings, workplaces, and environments, including online
H23	strategies for identifying risky and emergency situations, including online; ways to manage these and get appropriate help, including where there may be legal consequences (e.g. drugs and alcohol, violent crime and gangs)
H24	to increase confidence in performing emergency first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators
H25	to understand and build resilience to thinking errors associated with gambling (e.g. 'gambler's fallacy') the range of gambling-related harms, and how to access support for themselves or others



H26	the different types of intimacy—including online—and their potential emotional and physical consequences (both positive and negative)					
H27	about specific STIs, their treatment and how to reduce the risk of transmission					
H28	how to respond if someone has, or may have, an STI (including ways to access sexual health services)					
H29	to overcome barriers, (including embarrassment and misconceptions) about sexual health and the use of sexual health services					
H30	about healthy pregnancy and how lifestyle choices affect a developing foetus					
H31	that fertility can vary in all people, changes over time (including menopause) and can be affected by STIs and other lifestyle factors					
H32	about the possibility of miscarriage and support available to people who are not able to conceive or maintain a pregnancy					
H33	about choices and support available in the event of an unplanned pregnancy, and how to access appropriate help and advice					
R1	the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality					
R2	the role of pleasure in intimate relationships, including orgasms					
R3	to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary					
R4	the importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships					
R5	the legal rights, responsibilities and protections provided by the Equality Act 2010					

- R6 about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them
- R7 strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed
- R8 to understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours
- R9 to recognise, clarify and if necessary challenge their own values and understand how their values influence their decisions, goals and behaviours
- R10 to understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these might play in relationship values
- R11 strategies to manage the strong emotions associated with the different stages of relationships
- R12 to safely and responsibly manage changes in personal relationships including the ending of relationships
- R13 ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them
- R14 the opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks
- R15 the legal and ethical responsibilities people have in relation to online aspects of relationships
- R16 to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help
- R17 ways to access information and support for relationships including those experiencing difficulties



- R18 about the concept of consent in maturing relationships
- R19 about the impact of attitudes towards sexual assault and to challenge victimblaming, including when abuse occurs online
- R20 to recognise the impact of drugs and alcohol on choices and sexual behaviour
- R21 the skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple
- R22 to evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences
- R23 how to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner
- R24 the physical and emotional responses people may have to unintended pregnancy; the different options available; whom to talk to for accurate, impartial advice and support
- R25 the importance of parenting skills and qualities for family life, the implications of young parenthood and services that offer support for new parents and families
- R26 the reasons why people choose to adopt/foster children
- R27 about the current legal position on abortion and the range of beliefs and opinions about it
- R28 to recognise when others are using manipulation, persuasion or coercion and how to respond
- R29 the law relating to abuse in relationships, including coercive control and online harassment
- R30 to recognise when a relationship is abusive and strategies to manage this
- R31 the skills and strategies to respond to exploitation, bullying, harassment and control in relationships

R32	about the challenges associated with getting help in domestic abuse situations of all kinds; the importance of doing so; sources of appropriate advice and support, and how to access them						
R33	The law relating to 'honour'-based violence and forced marriage; the consequences for individuals and wider society and ways to access support						
R34	strategies to challenge all forms of prejudice and discrimination						
R35	to evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs						
R36	skills to support younger peers when in positions of influence						
R37	to recognise situations where they are being adversely influenced, or are at risk, due to being part of a particular group or gang; strategies to access appropriate help						
R38	factors which contribute to young people becoming involved in serious organised crime, including cybercrime						
L1	to evaluate and further develop their study and employability skills						
L2	to evaluate their own personal strengths and areas for development and use this to inform goal setting						
L3	how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability						
L4	about the range of opportunities available to them for career progression, including in education, training and employment						
L5	about the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities						

- L6 about the information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunities
- L7 about the labour market, local, national and international employment opportunities
- L8 about employment sectors and types, and changing patterns of employment
- L9 to research, secure and take full advantage of any opportunities for work experience that are available
- L10 to develop their career identity, including values in relation to work, and how to maximise their chances when applying for education or employment opportunities
- L11 the benefits and challenges of cultivating career opportunities online
- L12 strategies to manage their online presence and its impact on career opportunities
- L13 the skills and attributes to manage rights and responsibilities at work including health and safety procedures
- L14 about confidentiality in the workplace, when it should be kept and when it might need to be broken
- L15 about the unacceptability and illegality of discrimination and harassment in the workplace, and how to challenge it
- L16 how to effectively budget, including the benefits of saving
- L17 how to effectively make financial decisions, including recognising the opportunities and challenges involved in taking financial risks
- L18 to recognise and manage the range of influences on their financial decisions to access appropriate support for financial decision-making and for concerns relating to money, gambling, and consumer rights
- L19



- L20 the skills to challenge or seek support for financial exploitation in different contexts including online
- L21 to evaluate the financial advantages, disadvantages and risks of different models of contractual terms, including self-employment full-time, part-time and zero-hours contracts
- L22 that there are positive and safe ways to create and share content online and the opportunities this offers
- L23 strategies for protecting and enhancing their personal and professional reputation online
- L24 that social media may disproportionately feature exaggerated or inaccurate information about situations, or extreme viewpoints; to recognise why and how this may influence opinions and perceptions of people and events
- L25 how personal data is generated, collected and shared, including by individuals, and the consequences of this
- L26 how data may be used with the aim of influencing decisions, including targeted advertising and other forms of personalisation online; strategies to manage this
- L27 strategies to critically assess bias, reliability and accuracy in digital content
- L28 to assess the causes and personal consequences of extremism and intolerance in all their forms
- L29 to recognise the shared responsibility to challenge extreme viewpoints that incite violence or hate and ways to respond to anything that causes anxiety or concern



