



Personal, Social, Health and Economic Education (PSHE) and Relationships and Sex Education (RSE) Policy

Lytham St Annes (LSA) High School is committed to safeguarding and promoting the welfare of young people and expects all staff and volunteers to share this commitment.

Academic Year	• 2024-2025
Policy Reviewed	• March 2025
Staff Consultation	• February 2025
Policy Version	• Version 4
The PSHE and RSE Policy will be reviewed annually, or more regularly in the light of any significant new developments or curriculum changes. The next planned review date will be:	• March 2026
Policy Authorisation Date	• June 2023
PSHE/RSE Subject Lead	• Rachael Hoyle
Chair of Governors	• Beverley Harrison
Headteacher	• Ben Corbett
Designated Safeguarding Lead (DSL)	• Nigel Cross
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Policy Context and Rationale

PSHE and RSE are seen as vital to ensuring a rounded education and to helping students prepare for a healthy adult life and to their ability to make a positive contribution to society. This policy sets out the school's approach to Personal, Social, Health and Economic Education (PSHE) and Relationships and Sex Education (RSE) delivery.

LSA High School is committed to safeguarding and promoting the welfare of young people and all staff and volunteers.

Personal, Social and Health Education (PSHE) endeavours to help students to lead confident, healthy and responsible lives as individuals and members of society. PSHE provides a significant contribution to the school's responsibility to:

- Promote children and young people's wellbeing
- Achieve the whole curriculum aims
- Promote community cohesion
- Provide careers education
- Provide relationship and sex education

The policy is informed and underpinned by LSA's values of Aspiration, Endeavour, Integrity, and Respect.

The PSHE and RSE programme aims to develop:

- Successful learners who enjoy learning, making progress and achieving
- Confident individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society

Students are also taught about British Values that are defined as:

- Democracy & the rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs.

These values are taught through Personal, Social Health and Emotional Education (PSHE) as well as through LSA's broad and balanced curriculum.

The policy will be made available through the school website.

Legislation (Statutory Regulations and Guidelines)	Under the Education Act 2002, all schools must provide a balanced broadly-based curriculum which: - Promotes the spiritual, moral, cultural, mental and physical development of students at the school and of society. - Prepares students at the school for opportunities, responsibilities and experiences of later life. The 2006 Education and Inspections Act placed a duty on Governing Bodies to promote the wellbeing of students at the school. This policy has due regard to all relevant legislation and statutory guidance including the following: DfE (2022) 'Keeping children safe in education 2024'. DfE (2021) Secondary 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' This policy operates in conjunction with the following school policies:
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	Safeguarding and Child Protection Policy Complaints Policy School Visitor Policy
Roles and Responsibilities	PSHE and RSE at LSA will be monitored by the PSHE Lead. The PSHE lead will ensure contextual and appropriate delivery at each key stage. The governing board is responsible for: • Ensuring effective implementation of the School's PSHE/RSE Policy. • Ensuring that the PSHE/RSE policy, as written, does not discriminate on any grounds or protected characteristics. The headteacher is responsible for: • Checking policy reviews have taken place biannually. • Handling complaints regarding this policy, as outlined in the School's Complaints Policy. • Facilitating the day-day implementation and management of the PSHE/RSE policy. The PSHE lead is responsible for: • Reviewing the PSHE/RSE policy biannually. • Ensuring effective implementation of the curriculum. • Ensure CPD for teaching staff is relevant/timely/purposeful. • Liaising with other staff and professional agencies to devise a suitable scheme of work ensuring comprehensive PSHE education.
Intended Outcomes	As a result of our PSHE and RSE programme, students will: - Develop the knowledge, skills and attributes they need to manage their lives now and, in the future, - Learn to make responsible decisions e.g. about alcohol, drugs, relationships and future careers - Learn to recognise and manage risk and take increasing responsibility for themselves and their actions - Understand the importance of wellbeing and how to tackle issues that can affect their ability to learn - Focus on the importance of building healthy and positive relationships - Develop skills such as teamwork, communication and resilience - Be encouraged to make positive contributions to their families, schools and communities - Explore differences and learn to value diversity in all its forms - Reflect on their own individual values and attitudes - Identify and articulate feelings and emotions and manage difficult situations positively - Learn about the world of work - Learn to manage their money and finances effectively.

Curriculum Design	The school will use direct teaching via timetabled Personal Development lessons to teach PSHE/RSE. Students will be taught PSHE and RSE through a range of teaching and learning styles, including active techniques such as discussion and group work. Students' opinions and questions, unless inappropriate, will be responded to respectfully by teachers. The curriculum is designed around active engagement in learning, rather than passively receiving information. Students will be given opportunities to consider and clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills. The school will deliver RSHE as part of its timetabled PSHE (Personal Development) programme. Key Stage 3 – - Curriculum time delivered by class teachers known as Personal Development. - PSHE/RSE is further enhanced across taught other subjects/curriculum areas e.g. RS and science. - Responsive PSHE/RSE will occasionally be delivered by Form Tutors and in assemblies. - Focused awareness weeks/days throughout the year - Sessions delivered by outside agencies. - Through involvement in the life of the school and wider community - Pastoral care and guidance Key Stage 4 – - PSHE/RSE is further enhanced across taught other subjects/curriculum areas e.g. RS and science. - Responsive PSHE/RSE will occasionally be delivered by Form Tutors and in assemblies. - Focused awareness weeks/days throughout the year - Personal development days and sessions - delivered by outside agencies. - Through involvement in the life of the school and wider community - Pastoral care and guidance
Programme of study	The PSHE/RSE programme of study will cover the following statutory using materials recommended by the nationally approved body for PSHE (PSHE Association). Further resources to enhance the curriculum are carefully chosen and appropriately adapted for students by teaching staff. <u>KS3 and 4- Health and wellbeing</u> • Self-concept. • Mental health and emotional wellbeing. • Healthy lifestyles and health-related decisions. • Drugs, alcohol, and tobacco. • Managing risk and personal safety. • Puberty, sexual health, and fertility

	<u>KS3 and 4- Relationships</u> • Positive relationships. • Relationship values. • Forming and maintaining respectful relationships. • Consent. • Contraception and parenthood. • Bullying, abuse and discrimination. • Social influences. <u>KS3 and 4- Living in the wider world</u> • Learning skills. • Choices and pathways. • Work and career. • Employment rights and responsibilities. • Financial choices. • Media literacy and digital resilience.
Best Practice in PSHE Education	Any new topic in PSHE/RSE will be introduced considering students' prior knowledge. Research shows that attempts to scare or shock young people into making healthy choices rarely works and often backfires. At LSA we take steps to ensure that education remains factual and does not shock, shame or scare our students, but rather leaves them feeling further prepared for their future lives in modern Britain. Students will be reassured that most young people make positive healthy lifestyle choices. Students are helped to make connections between PSHE education and their 'real life' experiences.
Safeguarding and Effective Practice	PSHE and RSE often draw on students' real-life experiences. A safe and supportive learning environment will be created by establishing ground rules in each context for the delivery of subject material. Due to the nature of the matters discussed in PSHE, there may be a higher likelihood for safeguarding concerns to arise or be disclosed by students. In line with the schools Safeguarding and Child Protection Policy, all staff will be aware of the indicators and risks of a range of safeguarding issues, including child-on-child abuse, and will follow the appropriate procedures should a safeguarding concern be disclosed. Where sensitive content is being delivered, steps are taken to ensure relevant stakeholders have prior knowledge of upcoming topics and this is communicated in a timely fashion. There is an element of PSHE in pastoral care, so the school will ensure that PSHE and pastoral care teams work together to help students feel comfortable indicating that they may be vulnerable and at risk. Staff delivering PSHE and RSE will ensure the students, who indicate they may be at risk, get appropriate support by liaising with

	the appropriate pastoral team and adhering to the School's Safeguarding and Child Protection Policy. PSHE lessons will encourage students to discuss the issues raised in the lesson with a member of staff they wish to do so. Students will also be made aware of how to raise concerns or make reports about potential safeguarding issues, and how reports will be handled. This also includes concerns and reports about a friend or peer. Where beneficial, the DSL or deputy DSL will be involved in the development of safeguarding-related elements of the PSHE curriculum.
Equality of Opportunity	Classroom practice and pedagogy will take into account consider a range of factors and learning will be adapted accordingly. By taking steps to appropriately adjust learning, where all students will be able to access the learning. To aid PSHE adaptation, the PSHE teacher will use discussions and other activities to ascertain students' current knowledge and understanding of the subject matter/content being covered. The teaching programme will then be adjusted to reflect the composition of the class. LSA will use PSHE and RSE education as a way to address diversity issues and to ensure equality for all by addressing contextual issues identified through our pastoral system, knowledge of students and student voice activities. PSHE and RSE delivery is designed to comply with the Equality Act 2010.
Definition of Relationships and Sex Education (RSE)	Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being. RSE is an entitlement for all children and young people and is designed to: - Be accurate and factual, covering a comprehensive range of information about sex, relationships, the law and sexual health, in order to make informed choices. In schools, this should be part of compulsory curriculum provision. - Be inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experience particularly HIV status and pregnancy. - Include the development of skills to support healthy and safe relationships and ensure good communication about these issues. - Promote a critical awareness of the different attitudes and views on sex and relationships within society such as peer norms and those portrayed in the media.

	- Provide opportunities for reflection in order to nurture personal values based on mutual respect and care. - Be part of lifelong learning, starting early in childhood and continuing throughout life. It should reflect the age and level of the learner. - Ensure children and young people are clearly informed of their rights such as how they can access confidential advice and health services within the boundaries of safeguarding. - Be relevant and meet the needs of children and young people, and actively involve them as participants, advocates and evaluators in developing good quality provision. - Be delivered by competent and confident educators. - Be provided within a learning environment that is safe for the children, young people and adults involved and based on the principle that prejudice, discrimination and bullying are harmful and unacceptable.
Responsibilities and Delivery Overview of RSE	RSE delivery across all of the school will be monitored by the PSHE Lead. The PSHE lead to ensure contextual and appropriate delivery at each key stage. The aim of RSE at LSA is to give students the information they need to help them develop healthy, nurturing relationships of all kinds; not just intimate relationships. It should enable students to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. RSE should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. Students will understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed. RSE is also supported through science lessons. In particular, reproduction in humans (e.g. the structure and function of the male and female reproductive systems, menstrual cycles, gametes, fertilisation, gestation, birth and HIV/AIDS). Other sexual health related initiatives are delivered to students in line with national programmes e.g. HPV vaccinations.
Parents' right to withdraw their child	Parents will not be able to withdraw their child from statutory relationships or health education at LSA. Parents will be able to withdraw their child from sex education (other than the sex education which sits in the curriculum as part of science). However, a student will also have a right to opt into sex education from their 15th birthday (specifically three academic terms before they turn 16) even if it is against his/her parents' wishes. - Before granting such a request, a senior leader will meet with parents and, as appropriate, with the student to ensure their wishes are understood and to clarify the nature and purpose

	of the curriculum. - The School will respect the parents' request to withdraw the student up to and until 3 terms before the student turns 16. After that point, rather than be withdrawn, if the student wishes to receive sex education, the school will make the provision to do so. - If a student is withdrawn from sex education, the school will ensure the student receives purposeful education during the period of withdrawal. - Any such request to withdraw from sex education must be produced in writing addressed to the head teacher. - The School will keep a record of all such decisions.
Monitoring and Assessing	This policy will be reviewed by the PSHE lead on a biannual basis as a departmental review plan. Should there be any significant changes to the curriculum content or delivery, the policy will be reviewed accordingly ahead of this schedule. Stakeholders will be consulted on the significant changes. The monitoring of PSHE is comprised of lesson observations, student voice and the production of a departmental report. Any changes to this policy will be communicated to all staff and other relevant parties. Monitoring is carried out by the PSHE lead and is quality assured by link SLT member. Additionally monitoring takes place with the PSHE lead alongside local authority PSHE advisor to identify future subject development. Lessons will be planned to ensure students of differing abilities are suitably challenged. Teaching will be assessed to identify where students need extra support or intervention. Students' knowledge and understanding will be assessed through classroom discussion and formative assessment activities. Also, assessment will include application of knowledge and skills in wider school participation, resolving conflict, making decisions and forming positive relationships. Engagement in PSHE and RSE will be monitored and recorded by the teacher and will be included in the whole school report- attitude judgments for personal development. This is split into two sections Respect and Integrity (engagement, attitude and behaviour) and Aspiration and Endeavour (quality of work submitted) and the students will be awarded either excellent, good or inconsistent. Student voice will be influential in adapting and amending the material for PSHE and RSE to ensure it is up to date and relevant.
Confidentiality	Students will be made aware that some information cannot be held confidentially and will be informed that, if certain disclosures are made, the information shared will be reported to parents/carers a/or the Safeguarding Team in line with the schools safeguarding protocols.
Consultation	As part of the planning and delivering of PSHE and RSE lessons at LSA, teachers, parents/carers, and students will be consulted annually. This will give relevant parties a chance to discuss what is being taught and address any concerns.

Pastoral and Further Support	Students will be given information of key members of staff, such as the Pastoral Team, who can offer support. Students will be signposted, where appropriate, to information services and agencies both in and out of school.
Outside Agencies/Speakers	Please refer to the Safeguarding and Child Protection Policy, School Visitor Policy and Other Adults on Site Policy. If an outside agency/speaker is delivering content, this will be agreed prior to the session. If the content being delivered is of a sensitive nature, steps will be taken to inform necessary stakeholders ahead of time.