



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

Personal, Social, Health and Economic Education (PSHE) at Hereford Cathedral School is education in a wide range of issues, enabling each pupil to make sense of and communicate with the world around them in order to become a responsible, healthy member of the community.

At Hereford Cathedral School our PSHE curriculum and lesson incorporates Relationships and Sex Education (RSE).

Relationships & Sex Education (RSE) is lifelong learning about physical, sexual, moral and emotional development. It includes teaching about sex, sexuality and sexual health in a way that gives pupils the confidence to make sound decisions when facing risks and other challenges. It includes teaching about friendship, the importance of caring, stable and mutually supportive relationships with another person, and how to control and understand feelings that come with being in a relationship.

Our Aims

- to provide stimulating, high quality learning experiences within a safe and happy environment
- for all to be active participants in their own learning, developing skills and knowledge for today and tomorrow
- to encourage our pupils to play a positive role in contributing to the life of the School and the wider community, thus developing self-worth
- that pupils be prepared for the onset of puberty, give them an understanding of sexual development and the importance of health and hygiene, create a positive culture in relation to sexuality and relationships and to ensure pupils know how and when to ask for help and where to access support
- that pupils will develop resilience and feelings of self-respect, confidence and empathy in preparation for the responsibilities and experiences of adult life.

Roles and Responsibilities

Staff (including the School Nurse)

Teachers of PSHE and RSE must ensure that they are up to date with school policy and curriculum requirements regarding sex education and will attend and engage in professional development training. Teachers will encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously.

Parents

The School expects parents to share the responsibility of sex education and support their children's personal, social and emotional development. We encourage parents to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school PSHE. Parents are also encouraged to seek additional support in this from the School where they feel it is needed.

Pupils

Pupils attend PSHE and RSE lessons within the school timetable and are expected to approach them in the same way as any other curriculum lessons.. Although they are not assessed through examination, these classes are still a very important part of the curriculum and a tool to aid personal development and the School expects pupils to recognise this.

Pupils should support one another with issues that arise through PSHE and RSE. They should listen in class, and be considerate of other people's feelings and beliefs. Pupils are expected to comply with confidentiality rules that are set in class with regard to personal disclosures made by their peers.

Curriculum

Our PSHE curriculum, which incorporates RSE, is laid out in our PSHE schemes of work.

In Relationships and Sex Education (RSE) and Health Education: *Statutory Guidance for Governing Bodies, Proprietors, Head Teachers, Principals, Senior Leadership Teams, Teachers*, a list of content is set out which should be covered by the end of secondary school. This content is set out in Appendix A of this policy, showing the Year Group in which it is covered in PSHE lessons although much is also covered additionally in other parts of the curriculum (e.g. Biology and ICT), through our Chapel programme, the HCS Diploma and through weekly form time.

A Safe Learning Environment

In order for PSHE and RSE to be conducted safely the following will be in place:

- Group agreements or ground rules are negotiated, explained, displayed and referred to wherever appropriate. (When receiving external visitors, they will have sight of and understanding of the ground rules/group agreement.)
- Inclusive language will be used by staff and encouraged to be used by students
- No one in the classroom will be expected to answer a personal question
- Distancing techniques such as the use of scenarios, will be used to help to keep pupils safe
- There will be no need for anyone to discuss their own personal issues
- Confidentiality will be clearly explained; pupils will understand how disclosures will be handled
- Pupils will be expected to engage and listen during lessons; however, it is accepted that sometimes it is inappropriate for them to be expected to take part in the discussion

In most cases, the correct names for body parts will be used

- The meanings of words will be explained in a sensible and factual way.
- Care will be taken not to use materials or approaches that may trigger trauma or distress; pupils at risk will be identified and arrangements made for them to access the learning in an alternative way
- Signposting to sources of support when dealing with sensitive issues.

Dealing with difficult questions

There may be times when staff are faced with a difficult question in class that they feel uncomfortable or ill equipped to answer. In this case, they may wish to put the question to one side and seek advice from one of the Heads of PSHE or one of the Senior Leadership Team.

Teachers will apply the following principles when dealing with pupil questions:

- Clear guidance will be established about what is appropriate and inappropriate in a whole class setting; group agreement/ground rules will help to achieve this
- If a pupil's question is inappropriate to address to the whole class, the teacher will acknowledge the question and attend to it later on an individual basis
- Personal questions should be referred to the ground rules/group agreement
- Teachers will set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way which encourages thoughtful participation
- If a teacher is concerned that a pupil is at risk in any way, including sexual abuse or exploitation, the School's safeguarding procedures will be followed.

Withdrawal from RSE

The School hopes that parents will feel comfortable with, and understand the importance of, the education provided to their children as described in this policy.

Parents of children in the Senior School have the right to request that their child be withdrawn from some or all of the sex education aspects of RSE, though parents are not permitted to withdraw their child from Relationships or Health Education or the elements on human growth and reproduction which fall under the science element of the National Curriculum.

Before withdrawing or making a request, the School strongly urges parents to carefully consider their decision as sex education is a vital part of the school curriculum and supports child development.

Any parent wishing to withdraw their Senior School child from sex education should put their request in writing and send it to the appropriate Head of PSHE who will arrange a meeting to discuss their concerns.

Once those discussions have taken place, except in exceptional circumstances, the School will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the School will make arrangements to provide the child with sex education.

If a pupil is excused from sex education the School will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Safeguarding and confidentiality

We hope to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training around confidentiality will be provided to all teachers. It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, the School's safeguarding procedures will be followed.

Pupils with special educational needs (SEN)

Pupils with special educational needs (SEN) may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from the Designated Safeguarding Lead and Head of Learning Skills to decide what is in the best interest of the child.

Different resources and activities are provided in lessons depending on the needs of the children, including able children, those identified as being Gifted and Talented and those children who need additional support with EAL.

Equal Opportunities

The School has duties under the Equalities Act 2010 to ensure that pupils are not discriminated against because of their sex, race, disabilities, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity. RSE and Health Education lessons provide a good background for talking openly and freely about the diversity of personal, social and sexual preferences. Prejudiced views will be challenged, and equality promoted.

Teaching materials reflect the cultural and ethnic diversity of society. Stereotyping, in terms of ethnicity, race, gender and ability must be avoided ensuring that no child is disadvantaged. Children's religious beliefs and cultural differences are always respected.

Political Impartiality

During the discussion of political issues in school, pupils should not be actively encouraged to support particular political viewpoints. So, whilst staff should feel able to facilitate discussion around political issues and views with the pupils, they should ensure a balanced presentation of opposing views.

Assessment and Reporting in PSHE and RSE

At HCS, there is the same high expectations of the quality of pupils work in PSHE and RSE as we do in for other curriculum areas.

Tutors assess the pupils in PSHE and RSE through a variety of means such as:

- Informal judgements as they observe them during lessons
- Informal tests and written work
- Self-evaluations
- Pupil surveys

Teachers note the achievements of the pupils in PSHE and RSE and these are periodically reported to parents by the Form Tutor in progress reports.

Special achievements and instances of good citizenship are celebrated and rewarded via the awarding of merits. Students are given opportunities for self-reflection through the use of forms and they are given the chance to reflect and feedback on their PSHE and RSE provision.

Provision for Staff Development

Staff delivering PSHE and RSE are regularly provided with opportunities of ongoing training. All staff were last trained in the delivery of PSHE and RSE on INSET Day, February 2023. All staff delivering PSHE and RSE also receive refresher training before the onset of PSHE and RSE lessons each academic school year. The Heads of PSHE and RSE access regular training, including through the platform Tes Develop Educare online programmes.

The Monmouth Group (a group of schools located in the south-west of the UK) holds an annual workshop to facilitate the sharing of ideas, resources and best practice.

Using Visiting Speakers and Other Agencies

Visiting Speakers and other agencies from the community deliver some aspects of PSHE. These include the Police, local judiciary, road safety teams, drug education experts, sex and relationships experts and charities.

Teachers using visiting speakers must always make sure that:

- the Senior Deputy Head is informed for the purposes of the Speakers' Log so that the School's Safeguarding processes are followed
- pupils are involved through discussion about who would be an appropriate visiting speaker to support the work
- any visitor is briefed as to the nature and involvement of their visit
- there is sufficient time to prepare questions that pupils may like to ask
- the visitor is thoroughly briefed in advance of their visit and understands their involvement
- the visitor knows how many pupils are involved, their age and ability, the equipment available
- the visitor is always accompanied and never left alone whilst on the school site
- steps are taken to offer pupils a fair and dispassionate opportunity to learn about alternative viewpoints, should the visitor express partisan views,

A visitor can enrich, but not replace, the PSHE/RSE curriculum. Care is taken to ensure that the visitor's contribution fits with our planned programme of work and policy, and that the content is age appropriate and accessible for the pupils. It is particularly useful when visitors have expertise and/or provide a service to pupils as detailed above.

Monitoring and Review of PSHE and RSE

This policy has been developed, and is reviewed, in consultation with parents. It is approved in the first instance by the Headmaster, and it is shared with Governors regularly.

The Heads of PSHE and RSE are responsible for monitoring the quality of the Scheme of Work and associated resources. They support colleagues in the teaching and planning of PSHE and RSE by providing them with information about current developments in the subject.

Pupils are periodically required to complete a questionnaire or self-evaluation which is used to audit the quality and effectiveness of the programme. The coordinators are also responsible for giving the Senior Deputy Head an annual summary evaluating strengths and weaknesses and indicating areas for future development. Heads of Year are released from class teaching in order to fulfil their roles and conduct PSHE and RSE lesson observations.

Decisions relating to PSHE and RSE policy and its delivery via tutors are made at the regular Heads of Year meetings when necessary.

BGB (January 2023)

Date for review: January 2024

APPENDIX A

In Relationships Education, Relationships and Sex Education (RSE) and Health Education: *Statutory Guidance for Governing Bodies, Proprietors, Head Teachers, Principals, Senior Leadership Teams, Teachers*, a list of content is set out which should be covered by the end of secondary school. This content is set out below showing the Year Group in which it is covered in PSHE and RSE lessons although much is also covered additionally in other parts of the curriculum (e.g. Biology and ICT), through our Chapel programme, the HCS Diploma and through weekly form time.

Topic Area	What pupils should know by the end of secondary school	Year in which this is specifically covered
Families	that there are different types of committed, stable relationships.	All
	how these relationships might contribute to human happiness and their importance for bringing up children.	7,12
	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.	7,8,9,12
	why marriage is an important relationship choice for many couples and why it must be freely entered into.	10,12
	the characteristics and legal status of other types of long-term relationships.	7,8,9
	the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.	12
	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.	All
Respectful relationship, 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	All 12/13 (Diploma)

	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	All 12/13 (Diploma)
	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).	All
	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	All
	about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.	7,8
	that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.	9,12
	what constitutes sexual harassment and sexual violence and why these are always unacceptable.	10,12
	when 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.	All
Online and media	their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.	7,8,12, 12/13 (Diploma)
	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.	7,8,10,12, 12/13 (Diploma)
	not to provide material to others that they would not want shared further and not to share personal material which is sent to them.	7,8,10,12, 12/13 (Diploma)
	what to do and where to get support to report material or manage issues online.	All
	the impact of viewing harmful content.	10,12
	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	10,12

	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.	8,10,12
	how information and data is generated, collected, shared and used online.	7,8 12/13 (Diploma)
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.	8,9,10,12
	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).	All
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.	8,9,10,12
	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.	8,9,10,12
	the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.	10,11 (Biology),12
	that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.	8,9,10,12
	that they have a choice to delay sex or to enjoy intimacy without sex.	10,12
	the facts about the full range of contraceptive choices, efficacy and options available.	10,11 (Biology),12
	the facts around pregnancy including miscarriage.	12
	that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all	12

	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.	10,11 (Biology),12
	about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.	10,11 (Biology),12
	how the use of alcohol and drugs can lead to risky sexual behaviour.	10,11 (Biology),12
	how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.	9,10,11 (Biology),12

Physical health and mental wellbeing

Mental wellbeing	how to talk about their emotions accurately and sensitively, using appropriate vocabulary.	All
	that happiness is linked to being connected to others.	All
	how to recognise the early signs of mental wellbeing concerns.	All 12/13 (Diploma)
	common types of mental ill health (e.g. anxiety and depression).	All 12/13 (Diploma)
	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.	All
	the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.	All
Internet safety and harms	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),	All 12/13 (Diploma)

	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.	8,12
Physical health and fitness	the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.	7
	the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive life style and ill health, including cancer and cardiovascular ill-health.	7,11 (Biology), 12
	about the science relating to blood, organ and stem cell donation.	10, 11 (Biology),12
Healthy eating	how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.	7 (Biology), 8,11 12/13 (Diploma)
Drugs, alcohol and tobacco	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.	9,10
	the law relating to the supply and possession of illegal substances.	9,10,12
	the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.	8
	the physical and psychological consequences of addiction, including alcohol dependency.	8,9,12
	awareness of the dangers of drugs which are prescribed but still present serious health risks.	9
	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.	8

Health and prevention	about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.	All
	about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist	7 (Biology)
	(late secondary) the benefits of regular self-examination and screening.	10,12
	the facts and science relating to immunisation and vaccination.	8,10/11 (Biology)
	the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.	7,12
Basic first aid	basic treatment for common injuries.	9 (CCF)
	life-saving skills, including how to administer CPR.	9 (CCF)
	the purpose of defibrillators and when one might be needed.	9 (CCF)
Changing adolescent body	key facts about puberty, the changing adolescent body and menstrual wellbeing.	7,10/11 (Biology)
	the main changes which take place in males and females, and the implications for emotional and physical health.	7/8/9/10/11 (Biology),12