



## **Personal, Social, Health & Economic Education (PSHE) and Relationship and Sex Education (RSE) Policy**

**Our Aims:** We aim to provide stimulating, high quality learning experience within a safe and happy environment where all are active participants in their own learning, developing skills and knowledge for today and tomorrow.

**Our Vision:** To create a rich and balanced learning culture where all have access to a high quality education which develops the individual academically, morally, spiritually and culturally. To provide opportunities to enable children to develop skills to investigate, make sense of and communicate with the world around them in order to become responsible, healthy members of the community.

### **Aims & objectives of PSHE**

Personal, social, health and economic education (PSHE) enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the School and the wider community. In this way we help develop their sense of self worth. The diversity of cultures at Hereford Cathedral School is limited yet every person is valued regardless of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership and sexual orientation. We teach children what it means to be a positive member of a diverse multicultural society, how society is organised and governed, ensuring that they experience the process of democracy in school through the school council.

The aims of personal, social, health and economic education are to enable the children to:

- respect themselves as individuals, whilst developing an understanding, tolerance and respect for others and their differences, treating all people as equal
- develop a clear set of values and attitudes, including honesty and kindness and establishing a strong moral code and keeping to it
- value themselves as unique human beings, capable of spiritual, moral, intellectual and physical growth and development

- develop their varied abilities and talents fully setting achievable goals, learning to work and try hard, and understanding both success and failure
- learn to live and enjoy a healthy lifestyle
- develop an active role as a member of a family and of the community
- understand the principles of our society and democracy, and British values
- value their role as a contributing member of a democratic society
- respect the letter of the law and encourage others to do so
- to understand and value the Fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Personal, social, health and economic education (PSHE) is central to our school's ethos, supporting children in their development and underpinning learning in the classroom, in school, and in the wider community.

### **Relationships and Sex Education (RSE)**

Hereford Cathedral School takes very seriously its responsibility to provide relevant, effective and responsible Relationships & Sex Education (RSE) and Health Education to all its pupils as part of the school's personal, social, health and economic education (PSHE) curriculum. The School wants parents and pupils to feel assured that sex education will be delivered at a level appropriate to both the age and development of pupils, and that it is safe to voice opinions and concerns relating to the sex education provision.

This school policy is in line with Statutory Guidance Physical health and mental wellbeing (Primary and secondary) (Sept. 21) and current regulations from the Department of Education (DfE) on Relationships Education, Relationships and Sex Education (RSE) and Health Education (July 2019).

This policy is available on the School website and is regularly reviewed and approved by the governing body.

### **Our RSE Aims**

Through the delivery of high quality, evidence-based and age-appropriate RSE and Health Education, the School aims to help prepare pupils 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. By the end of their education, the School hopes pupils will have developed resilience and feelings of self-respect, confidence and empathy in preparation for the responsibilities and experiences of adult life.

## **Definitions**

Relationships & Sex Education (as taught in the Senior School)

RSE is lifelong learning about physical, sexual, moral and emotional development. It includes teaching 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.

RSE does not encourage early sexual experimentation. It teaches children and young people to understand human sexuality and to respect themselves and others, to build self-esteem and understand the reasons for delaying sexual activity so that they can develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

RSE will outline that there are different types of committed stable relationships; the importance of marriage as a relationship choice and why it must be freely entered into; the characteristics and legal status of other types of long-term relationships; how relationships might contribute to human happiness and their importance for raising children, as well as highlighting the roles and responsibilities of parents with respect to raising children; characteristics of successful parenting and how to judge when relationships have become unsafe as well as how to seek help or advice and report concerns about others.

## **Roles and Responsibilities**

Governors

Governors will monitor and evaluate the impact of the policy by reviewing pupils' progress in achieving the expected educational outcomes. They will hold the Head to account for the implementation of the policy.

Head

The Head will ensure that RSE and Health Education is taught consistently across the School. He will ensure that senior staff receive regular professional development training in how to deliver RSE and that staff are supported and up to date with policy changes. He will ensure that RSE and Health Education is well led, effectively managed and well planned across various subjects (to avoid unnecessary duplication of topics) and that the quality of provision is subject to regular and effective self-evaluation. The Head will ensure that teaching is age-appropriate, delivered in ways that are accessible to all pupils with SEND and that the subjects are resourced, staffed and timetabled appropriately. He will ensure that teaching delivered by any external organisation is age-appropriate and accessible for

pupils and will liaise with parents regarding any concerns or opinions regarding RSE and Health Education provision and will manage parental requests for withdrawal of pupils from non-statutory, non-science components of RSE.

#### Staff

Teachers of RSE and Health Education will 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 are expected to attend RSE and Health classes that are in their school timetable and take them seriously. 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 RSE. They should listen in class, being 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. Pupils who regularly fail to follow these standards of behaviour will be dealt with under the school Behaviour and Sanctions Policy and Discipline and Exclusions Policy, both of which can be found on the appropriate page of the school website.

We also hope that pupils will feel comfortable to talk to a member of staff, in confidence, regarding any concerns they have in school related to relationships, sex education or otherwise.

### **Implementation and curriculum**

It is important that the School implements the RSE and Health Education Policy consistently throughout the School and provides effective provision throughout classrooms. We encourage teachers to provide classes that are specific to the needs of the pupils in that class, and responsive to their behaviour and development.

Through this aspect of our curriculum we aim to explore different attitudes, values and social labels, and develop skills that will enable our pupils to make informed decisions regarding RSE and Health Education. It is important that pupils know the difference between fact, opinion and belief.

The School wishes to promote pupils' health and well-being by encouraging self-control, their ability to self-regulate and strategies for doing so. This will enable pupils to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. The School believes that an integrated, whole-school approach to the teaching and promotion of health and wellbeing will have a positive impact on behaviour and attainment.

From Year 7 to Year 8 in PSHE/RSE lessons taught by the Form Tutor, children are taught about respecting and setting boundaries, consent, relationships, how to develop positive relationships with others and to ask for help and support where needed. Pupils receive biological sex education in their Science lessons taught by their science teacher during the Spring Term of Year 7. Year 7 are also taught about puberty and menstruation by Form Tutors.

In Year 9 Sex and Relationships Education is more direct, taught by the Form Tutor, and focuses on puberty, sex and pregnancy, contraception and the emotional aspects of teenage relationships this is taught by the F. There is a consistent focus on understanding consent and respecting boundaries. A major emphasis is put on declining peer pressure. In Year 10 RSE is taught by the Form Tutor, and focuses on lasting relationships, positive intimate relationships, sexual health including teenage pregnancy and contraception. There is a consistent theme of understanding consent and respecting boundaries.

Year 11 RSE is taught by form tutor and builds on the previous year's topics, looking more closely at relationships and how to navigate the more challenging conversations they may require, consent and potential consequences of sexual activity, including the more general concepts of being a responsible adult, as well keeping yourself safe online, including risks of sexting . The consistent theme is understanding of choices and consent being an overarching concept.

In Year 12, RSE is covered in a weekly large group setting, with regular anonymous feedback and questioning opportunity offered to students. This is led by the PSHE co-ordinator and features other speakers who are professionals in the field. Topics include

some more mature themes, such as sexual pleasure, sexual health, different types of sex and their risks, contraception including emergency contraception, love vs lust and sexual exploitation including FGM. The consistent focus is on being responsible, consent and taking responsibility for your sexual health.

### **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.

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. 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.

Any parent wishing to withdraw their Senior School child from sex education should put their request in writing and send it to the 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 during one of those terms. 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.

If a staff member is approached by a pupil under 16 who is having, or is contemplating having sexual intercourse, the teacher should liaise with the Designated Safeguarding Lead.

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 to decide what is in the best interest of the child.

### **Support**

We hope that pupils will feel safe in the school environment to talk to any member of staff in confidence about any areas of concern regarding their personal, social and emotional development, including matters raised by or relating to sex and relationships education. We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that pupils respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.

### **Differentiation and Pupils with special educational needs (SEN)**

Our children are at different levels of maturity throughout their school career with varied life experiences and a range of attitudes and feelings. We plan our lessons to allow their perceptions to be articulated with all contributions being valued and respected. 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.

Our teaching styles are broad and balanced and provide for children's different learning styles. We ensure that opportunities are planned to support children of all abilities.

### **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. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously. This is the case for bullying of any kind and the procedures regarding this are outlined in the school's Anti-Bullying Policy, Behaviour and Sanctions Policy and Discipline and Exclusions Policy.

We use teaching materials which reflect the cultural and ethnic diversity of society. We avoid stereotyping in terms of ethnicity, race, gender and ability 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 / RSE**

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

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

- Informal judgements as they observe them during lessons
- Informal tests and written work
- Self-evaluations
- In-class prepared debates
- Presentations
- Projects
- Surveys

Teachers note the achievements of the pupils in PSHE/RSE and these are reported to parents by the tutor in the end of year report and tutor comment.

Special achievements and instances of good citizenship are celebrated and rewarded via merit cards. 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/RSE provision which tutors and PSHE coordinators use to inform the curriculum and its delivery.

Annual year-end pupil surveys are conducted to assess which activities and resources are most useful and which need to be replaced.

### **Resources**

Text books for PSHE/RSE are kept in tutors classrooms and the Old Deanery. Other resources such as work sheets, handouts, DVDs and activities are held in a central resource in the Old Deanery. For RSE, Form Tutors are asked to make use of the key texts: "Great Relationships and Sex Education" (Hoyle and McGeeney 2020) and "SexEd: An inclusive teenage guide to sex and relationship" (School of Sexuality Education 2021). We have a subscription to the PSHE Association.

Opportunities are given for the use of ICT within PSHE/RSE lessons with various websites on on-line activities used.

Annual year-end pupil surveys are conducted to assess which activities are most useful and which need to be replaced. The resource bank is kept evergreen by updating around 20% of activities each year.

### **Provision for Staff Development**

The Monmouth Group holds an annual workshop to facilitate the sharing of ideas, resources and best practice. HCS hosted this event in 2016. The PSHE coordinators attend regular INSET training. Specialists in e-safety and bullying deliver training on staff INSET days.

### **Drugs, Alcohol and Tobacco**

At Hereford Cathedral School drugs, alcohol and tobacco education is incorporated into the curriculum Year 7 through to Sixth Form. Any incident is individually assessed and recorded, then reported to the Headmaster. The Headmaster will implement as necessary. The School is a no smoking area.

At HCS we provide drugs, alcohol and tobacco education as part of the PSHE/RSE lessons to inform and educate pupils on the consequences of drug, alcohol and tobacco use and misuse and our aim is to develop an understanding of related health and social issues.

### **A Safe Learning Environment**

In order for PSHE/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 a comfortable 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 the Head of PSHE or one of the Senior Leadership Team.

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

1. 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.
2. If a pupil's question is inappropriate to address the whole class, the teacher will acknowledge the question and attend to it later on an individual basis.
3. Personal questions should be referred to the ground rules/group agreement.
4. Teachers will set the tone by speaking in a matter-of-fact way and ensuring that pupil's discuss issues in a way which encourages thoughtful participation.
5. If a teacher is concerned that a pupil is at risk in any way, including sexual abuse or exploitation, the usual safeguarding procedures will be followed.

### **Using Visitors and Outside Agencies**

At HCS we use outside agencies and visitors from the community in order to deliver some aspects of PSHE. These include the police, local judiciary, school nurse, road safety teams, drug education experts, sex and relationships experts and charities.

Teachers using visitors always make sure that:

- the 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 visitor to support the work
- the 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/RSE**

The PSHE Coordinators are responsible for monitoring the quality of the Scheme of Work and associated resources. The coordinators support colleagues in the teaching and planning of PSHE by giving them information about current developments in the subject. Pupils are required to complete a year-end questionnaire which is used to audit the quality and effectiveness of the programme. The coordinators are also responsible for giving the Deputy Head an annual summary evaluating strengths and weaknesses and indicating areas for future development. Heads of House are released from class teaching in order to fulfil their roles and conduct PSHE/RSE lesson observations.

Decisions relating to PSHE and RSE policy and its delivery via tutors are made at the regular Head of House meetings when necessary, for which minutes are kept.

SJR (October 2022)

Date for review: October 2023