

BROCKWOOD PARK SCHOOL
PSHE and RSE POLICY

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1 Rationale and Ethos

This policy covers our school's approach to Personal, Social, Health and Economic (PSHE) Education, and specifically to Relationship and Sex Education (RSE).

It has been developed by the pastoral team (Pastoral Coordinator and Head of Boarding) in consultation with staff, students and parents.

The policy is informed and underpinned by **Brockwood's intentions** which are all closely linked to the aims and values of PSHE education.

- To educate the whole human being
- To explore what freedom and responsibility are in relationship with others and in modern society
- To see the possibility of being free from self-centred action and inner conflict
- To discover one's own talent and what right livelihood means
- To awaken a sense of excellence in academic studies and everyday conduct
- To learn the proper care, use and exercise of the body
- To appreciate the natural world, seeing our place in it and responsibility for it
- To find the clarity that may come from having a sense of order and valuing silence

Based on these intentions, aspects of PSHE education are integral parts of Brockwood's everyday life and curriculum. To learn about oneself (personal), about relationships with others (social), about a healthy relationship with one's own body and mind (health) and about talent and right livelihood (economic) are all crucial intentions of Brockwood Park School and are emphasised in both the daily living together as well as in specific activities such as Morning Silent Meetings, Inquiry Times, ATWAMs and Healthy Living classes as outlined in further detail in this policy.

Our education aims to develop:

- Self-motivated learners who have the skills to learn about themselves, the world and any subject with attention, confidence and critical thinking.
- Confident individuals who are able to live safe, healthy and fulfilling lives, with special consideration for their relationships with their own bodies, other people and nature.
- Responsible citizens of the world who are able to make a positive contribution to global society and/or their immediate environment.

Personal, social, health and economic education (PSHE) helps to give children and young people the knowledge, skills and understanding they need to lead confident, healthy and independent lives. It aims to help them understand how they are developing personally and socially, tackling many of the moral, social and cultural issues that are part of growing up. As explained above, at Brockwood much of this education is integrated into the wider curriculum and happens as part of the day-to-day living together in a vibrant international community. Specific lessons and activities such as the ones outlined in this policy support this learning process for our students.

2 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 [Education \(Independent School Standards\) Regulations 2014](#) (Schedule, Part 1, Paragraph 2(2)(d) and Part 8, Paragraph 34(1)(c)) requires independent schools to:

- ensure that personal, social, health and economic education which—
 - (i) reflects the school’s aim and ethos, and
 - (ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.
- actively promote the well-being of pupils

The information below complies with our statutory obligations to deliver RSE under sections 34 & 35 of the [Children and Social Work Act 2017](#). It will have due regard for the DfE’s statutory guidance on [‘Relationships Education, Relationships and Sex Education \(RSE\) and Health Education’](#) (last updated in 2021) and other relevant guidance.

The Department for Education’s statutory guidance mentioned above states that from September 2020 all schools must deliver Relationships and Sex Education (Secondary) and Relationships Education (Primary).

3 Roles and responsibilities

PSHE and RSE delivery at Brockwood is being monitored by the **Pastoral Team** (consisting of Pastoral Coordinator and Head of Boarding). We have one designated teacher for our Healthy Living course for students of compulsory school age who will also receive regular

training and updates on PSHE/RSE teaching and be in regular contact with the Pastoral Team. Other school staff and teachers may take leading roles in PSHE and RSE education in delivering ATWAMs or shorter presentations during school meetings. Any other staff delivering PSHE or RSE education are in continuous contact with the Pastoral Team and aware of the contents of this policy. They receive basic training on the principles of safe and effective practice as outlined below.

4 Curriculum Design

As a small school, many activities related to PSHE happen in mixed-age groups. Whenever this happens, we make sure to cover the content in a way that is appropriate for mixed-age groups. All our students of compulsory school age (under 16 at the beginning of the year) take part in a two-year course called Healthy Living that covers all statutory RSHE content, including basic sex education around the topics of contraception, consent, diversity and safer sex, as well as other aspects of PSHE and physical education. The details of our PSHE provision are outlined below.

4.1 Students of compulsory school age (under 16)

All young students joining the school at age 14 or 15 will attend a compulsory course called **Healthy Living** for the first one or two years of their stay at Brockwood. They also participate in the whole school activities described further below, such as Inquiry Time, ATWAM, floor meetings, Boys/Girls Nights, etc.

Healthy Living is a weekly, 1.5-hour course that integrates physical education with PSHE education. It covers a comprehensive range of topics including emotions and mental well-being, stress management, sleep, nutrition, sex and relationships, digital safety, addictions, and substance misuse. The course also emphasizes body awareness, injury prevention, movement fundamentals, and the development of coordination and agility, ensuring a holistic approach to health and well-being in an age-appropriate manner. It spans over two academic years, but students joining the school at age 15 might only attend the second year of the course.

Course topics (subject to change) from **Healthy Living**:

- **Relationships and Sex**
 - Healthy relationships, communication skills, consent, contraception, STIs
 - Understanding different types of relationships and family structures
 - Managing relationship challenges, recognizing and dealing with negative relationships (abuse, coercion, violence)
 - Digital aspects of relationships, online safety, impact of social media
 - Body image, self-esteem, dealing with social media influence

- Sexual orientation, gender identity, respect and tolerance
- **Emotions and Mental Well-being**
 - Understanding emotions
 - Mental health awareness and stigma
 - Common mental disorders and strategies to cope or seek/provide support
- **Stress and Stress Management**
 - Understanding the stress response, short and long-term health implications of stress, ways of managing stress
- **Health prevention**
 - Daily behaviours to maintain good health (personal hygiene, dental hygiene)
 - Making use of health services (GP visits, health checks, specialist services)
- **Sleep and nutrition**
 - Importance of sleep, sleep hygiene, impact on health
 - Balanced diet, reading food labels, guidance on vegetarian diet (Brockwood)
- **Digital Safety and media literacy**
 - Online safety, digital footprints, social media impact, managing screen time
 - Understanding media bias, recognising trustworthy information
- **Addictions and Substance Misuse**
 - Understanding addictions, effects of drugs and alcohol, prevention strategies
- **Financial Literacy**
 - Basics of budgeting, types of accounts, saving, financial decision making
- **Fundamental Human Values and Diversity**
 - Democracy, rule of law, individual liberty, mutual respect, and tolerance
 - Understanding and appreciating diversity, challenging stereotypes and prejudice
- **Fitness and Movement Fundamentals**
 - Running and sprinting, jumping and landing, balancing, throwing and catching, pulling and pushing, squats, lunges, hip hinge patterns
 - Strength and flexibility training, coordination exercises, agility drills, precision jumps, movement tools
- **Body Awareness**
 - Standing alignment, breathing practices, body awareness exercises (Nei Gong, Yoga, Feldenkrais), spinal awareness and control, tension-relaxation practices
- **Partner Work**
 - Coordination and trust-building exercises, partner exercises for strength, coordination, proprioception, agility
- **Movement and Sports Theory**
 - Injury prevention and safety (common injuries, prevention strategies, basic injury management, risk assessment, first aid)
 - Sports nutrition and hydration
 - Body casts (theory and practice on restrictive clothing, habits and movements)
 - Story of the human body (evolutionary biology basics)

4.2 Whole school activities

Brockwood has a number of whole-school activities built into the weekly timetable. As a small school of only about 60-75 students, some of our PSHE related activities happen in mixed-age groups (14-19 years old). We take extra care to make sure the activities are appropriate for all students, and sometimes divide the student body according to age groups to make sure the meets of each age group are being met. Below there is an overview of these whole school activities, including PSHE related contents.

School Meetings are used for shorter presentations. Every year, these include presentations on the following topics:

- internet safety and digital well-being
- hearing protection
- sun safety
- mental health and well-being
- global events and living in the wider world (through weekly *newsflash* presentations)

Inquiry Times are used to explore questions about relationships, freedom and responsibility and topics related to living in the wider world. Every week, there is a meeting over lunch to prepare for the next day's Inquiry Time. Students are usually invited to come to that meeting to suggest topics and questions, and prepare the Inquiry Time.

ATWAMs (Another Time We All Meet) are used for a range of PSHE topics, from sex and relationships, to drugs and addiction, to internet safety and social media, to mental well-being. These sessions occur two to three times a term (and sometimes more often) and usually last 1.5 hours.

Our curriculum for the PSHE ATWAMs is currently based on six wider topics as outlined below, all of which will usually be covered with at least one ATWAM a year. The subtopics will be rotated yearly.

1. Living in the wider world

- The place of money in our lives – personal finance and global economy
- World events and global society – what does it mean to live in today's world and be a global citizen?
- Documentaries and presentations about social issues
 - a. World history
 - b. Discrimination (racism, xenophobia, etc.)
 - c. Social movements

2. Mental Health

- Sociological and historical perspectives on mental health
 - a. How did it use to be looked at

- b. Why is it such a big issue nowadays
 - c. Medicalisation of emotions
- Feelings and emotions
 - a. Difference between feeling and emotions
 - b. How feelings affect our thinking / vice versa
 - c. How feelings affect behaviour
 - d. Are there good or bad feelings/emotions?
- Stress and anxiety
 - a. Coping mechanisms
- Depression and low mood
- Psychological first aid – getting help and helping others

3. Relationship with technology

- Connection and connectivity (the social media paradox)
 - a. The difference between online and offline meetings and interactions. How does that affect the quality of relationships?
 - b. Hyperconnectivity
 - c. Safety in the digital world and responsible use
 - d. Exposure
 - e. Solitude deprivation (*no time with your thoughts*)
- Media reliability
 - a. Polarisation
 - b. Fake news
 - c. Marketing manipulation; advertising
 - d. Behaviour manipulation
- Digital identity
 - a. Anonymity (*creating an online persona*)
 - b. Social media influence
 - c. Dark web
- Technology and Ethics
 - a. AI and its implications
 - i. Engaging with smart chatbots instead of human beings
 - ii. Outsourcing most work to intelligent machines
 - iii. Letting machines making their own decisions about life and death

4. Diet, nutrition, healthy lifestyle

- Exercise
 - a. Movement approach
 - b. Types of exercise and their importance for life-long health
 - c. Breathing
- Diet
 - a. Basics of a vegetarian diet

- b. What is a balanced diet (including different types of diets and diet myths)
 - c. Processed food and the effects on the body
 - d. Specific nutrients and their importance; signs of deficiencies
- Sleep
 - a. Importance of sleep for health and well-being
 - b. Sleep hygiene
 - c. Sleeping disorders
 - d. How sleep affects our levels of energy and our relationships
- Personal Hygiene
 - a. Microorganisms: Germs, bacteria, viruses, yeasts, fungi
 - b. What parts of our body tends to inhabit more microorganisms
 - c. Importance of hygiene

5. Relationships & Sexual Education

- Introduction to Relationships and Sex Education
 - a. Issues of living at Brockwood
 - b. LGBTQ+ awareness
- The role of culture, ideas, images and conditioning in sex and relationships
 - a. Consent
 - b. Friendship & Romance
 - c. Boundaries
 - d. Patterns in Relationship (*Cultural patterns; families & parenting; adolescence; behaviour changes, individuality, personality*)
 - e. Expectations, pressures, myths, virginity
 - f. Body image
- Sex and Relationships and the law
 - a. Law in the UK
 - b. Law regarding sex and relationships in other cultures and countries (e.g. polygamy, forced marriages, sharia law, etc.)
 - c. Consent
 - d. Abuse, assault and harassment and rights of victims
- Sexual health and contraception
 - a. Basic care of sexual organs
 - b. STIs (sexually transmitted infections)
 - c. Contraception
- Sex and relationships in the digital world
 - a. Pornography
 - b. Sexualised imagery in the media (e.g. instagram influencers, music videos, etc.)
 - c. Online dating and online grooming
 - d. Sexting and posting sensitive pictures online
- Gender, sex and sexual orientation

- a. Gender roles and identities
- b. LGBTQ+ movement
- c. Sexual orientations

6. Drugs & Substance abuse

- Addiction, consumption, consumerism
- Risks and influence
- Effects of drugs in our body
- Why do we consume drugs? / Decision making
- Information about specific drugs: alcohol, cannabis, cocaine, etc.
- Wider picture of drugs

We also have regular (around once a half term) **Boys and Girls Nights** which are evening activities in which all the female staff meet with the female students, and all male staff meet with the male students, to freely discuss topics related to relationships and sex, including gender issues and stereotypes and sexual health. These activities are usually relatively informal, using a dialogue format. For some topics, the female staff might meet with the male students and the male staff with the female students, if it is deemed helpful and appropriate for the topic.

4.3 Careers and Opportunities

Students at Brockwood also have the opportunity to make use of in-depth guidance regarding their *Life after Brockwood*. The school has a dedicated *Life after Brockwood* team that offers weekly 1-to-1 slots to students wishing to discuss their future careers and opportunities, including applications to universities, internships, apprenticeships, etc.

The *Life after Brockwood* team also regularly offers activities such as presentations on topics such as the ones listed below. These activities will sometimes be compulsory, whole school activities, and sometimes optional activities for particular year groups or students with particular interests.

Life After Brockwood activities (Careers and Opportunities)

- Discovering one's own talent.
 - What does right livelihood mean?
- Careers' Guidance
 - University presentations
 - Apprenticeships
 - Internships
 - Gap years
- Employability Skills
 - C.V.
 - Social Media

- Interviews
- Applying for a job
- Writing letters

4.4 Optional activities

Core group meetings (also called Forums) happen weekly and all students and staff are invited to participate. The core group is a forum in which different members of the school can highlight issues that have come up in the living together and propose solutions or offer different points of views so that the whole community can develop a wider understanding and improve its processes. This forum offers students a unique opportunity to voice their points of views and listen to others' concerns in a safe and open space, develop a deeper understanding of the school and participate in decision making processes. This enables them to contribute positively to the school and community, learn to work in a team as well as develop better communication skills, more empathy for others, and an ability to make informed, responsible decisions.

During our **workshop weeks**, which usually happen at least once per academic year, we regularly offer interested students the opportunity to learn about other PSHE related skills and topics. Examples include workshops on life skills, home economics, mending, bike repair, cooking, herbal medicine.

From time to time, we offer a 7-week-long **Peer Mentoring** course for interested students who want to learn how to support friends and peers who are going through a difficult time. This includes awareness of boundaries and when to seek professional help.

5 Best Practice in PSHE

The school aims to stay up-to-date with the principles of best practice related to PSHE Education. The school's pastoral staff and other key staff members regularly undergo training (with the PSHE Association and similar organisations) in order to make sure these principles are well understood and used in our PSHE activities. Below are some general principles we are adhering to, as well as a more detailed list of principles of safe and effective practice used at the school.

- Taking into account students' prior knowledge
 - Any new topic in PSHE will be introduced taking into account students' prior knowledge
- Avoiding shock, shame and scare
 - Research shows that attempts to scare, shame or shock young people into making healthy choices rarely works and often backfire. Students will be

reassured that the majority of young people make positive healthy lifestyle choices

- Making connections between real-life experiences and classroom learning
 - Students are helped to make connections between PSHE education and their ‘real life’ experiences, often using scenarios and other distancing techniques (see below).

5.1 Safe and Effective Practice

The school is committed to using safe and effective practice principles as outlined by the PSHE Association. This includes the following principles:

- Establishing **ground rules** with each group of students in a PSHE related activity, which can include the right to pass, a commitment to use appropriate language, keeping the conversation in the room, a non-judgmental approach, and others.
- Employment of **distancing techniques**: PSHE and RSE often draw on students’ real-life experiences. However, using real-life examples to discuss sensitive issues in the classroom can lead to tricky situations for the teacher and students, and it can even be re-traumatising for some students. Using distancing techniques such as scenarios, stories, clips from TV programmes or fictional characters can help students deal more objectively with the lesson content.
- **Handling tricky questions**: the nature of PSHE and RSE education sometimes leads to tricky questions being asked to the teacher. It is important that the teachers handle these questions well. It can be appropriate for the teacher not to answer a question in front of the whole class but ask to speak to the student who asked the question individually. It also helps to provide “ask-it baskets” or other ways of asking questions anonymously. The teacher can also feel free to consult with a colleague or the PSHE lead or pastoral coordinator before getting back to the student/class about a specific question.
- **Signposting support**: in each activity about sensitive topics such as sex and relationships, mental health, drugs and addiction, etc., information about different sources of help for young people should be provided—both within and beyond the school (i.e., point out Childline support as well as in-school or online counselling support). Teachers will provide opportunities for students to develop the skills to seek advice and articulate their concerns by explaining how to access help and what is likely to happen if they seek support from different services. 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 *Child Protection and Safeguarding Policy*.

6 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support students in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our students
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to students' experiences and won't provoke distress

7 Inclusivity

This section is to be read in conjunction with the school's *Equality and Diversity Policy*.

We will teach about these topics in a manner that:

- Considers how a diverse range of students will relate to them
- Is sensitive to all students' experiences
- During lessons, makes students feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that students learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

Classroom practice and pedagogy will take into account students' age, ability, readiness, cultural background and special educational needs or disabilities (SEND) and will be adjusted to enable all students to access the learning. We 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 management system. PSHE and RSE delivery is designed to

comply with the *Equality Act 2010*. Provisions within the *Equality Act* allow the school to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of protected characteristics.

8 Relationships and Sex Education (RSE)

8.1 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 aims to equip children and young people with the information, skills and positive values to develop safe, healthy, fulfilling relationships, to be in touch with their sexuality and to take responsibility for their sexual health and well-being.

We define relationships education as learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life. We define sex education as learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health. We take the approach that Relationships Education and Sex Education are best approached in an integrated way and making sure it is relevant and appropriate for all genders as well as students with SEND. Simultaneously, we will seek to nurture children's curiosity about the world around them, supporting their development and their respect for themselves and each other.

We believe that high quality, comprehensive RSE does not encourage early sexual experimentation but in fact builds young people's confidence and self-esteem and helps them understand the reasons for delaying sexual activity. Evidence shows that effective RSE plays a role in behaviour change, including reducing unprotected or unwanted sex and reducing harmful behaviour, including sexual harassment and sexual violence.

8.2 Responsibilities and Delivery Overview

Specific topics we cover in our school activities and lessons are outlined in the [section on curriculum design](#). For RSE, all important and statutory content will be covered through our Healthy Living course which all students under 16 participate in in their first one or two years at the school. Additionally, we offer ATWAM and Boys/Girls night activities throughout the year to sensitively talk about RSE related topics in whole-school settings appropriate for all ages.

We use advice and resources from the [UK government](#), [PSHE association](#), the [Sex Education Forum](#) and other organisations to help us to create effective well planned lessons in RSE.

RSE is an entitlement for all children and young people and must:

- 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 which is safe for the children, young people and adults involved and based on the principle that prejudice, discrimination and bullying are harmful and unacceptable.

The aim of our RSE at Brockwood (delivered through the daily living and interaction in the community, as well as specific lessons and activities) 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 them 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.
- It 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. This will help students 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.

- Special awareness it to be raised about the issues of sexual violence and peer-on-peer harassment and abuse.

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).

8.3 Parents' right to withdraw their child

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request the school will discuss the request with the parents and, as appropriate, with the student to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The school will document this process to ensure a record is kept.

- Parents will not be able to withdraw their child from relationships education.
- 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 child 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 member of the School Management Committee 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.
- If a student is withdrawn from sex education, the school will ensure the student receives purposeful education during the period of withdrawal.
- The school will keep a record of all such decisions.

9 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, sex and future careers

- Learn to recognise and manage risk and take increasing responsibility for themselves and their actions
- Understand the importance of well-being 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, communities and the wider society
- 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

10 Monitoring, Reporting and Evaluation

10.1 Monitoring

- Our PSHE provision is reviewed on a yearly basis as part of our pastoral review (done by the pastoral team, the designated PSHE (Healthy Living) teacher and the School Management Committee at the end of each academic year). The review consists of gathering feedback from staff and students on PSHE provision as well as student interviews.

10.2 Areas for assessment

- Students' knowledge and understanding through classroom discussion and formative assessment activities. Teachers should collect evidence of learning to make a judgement about students' progress. This may include: presentations, written evidence, group work, observations.
 - In our Healthy Living class, students receive formal assessment and feedback forms after most PSHE related sessions. These are meant to supplement the assessment done and feedback received naturally in the classroom setting. We also aim to make baseline assessments at the beginning of each block of activities that allow for progress to be visualised more easily.
- Application of knowledge and skills in wider school participation, resolving conflict, making decisions and forming positive relationships. Student voice will be influential

in adapting and amending the material for PSHE and RSE to ensure it is up to date and relevant.

11 Confidentiality

Students are made aware that some information disclosed during PSHE and RSE related activities cannot be held confidentially, and will be informed that, if certain disclosures are made, the information may be disclosed to the school's designated safeguarding lead/team. This is done at the beginning of the year as part of a safeguarding and mental health presentation, as well as in individual activities that might prompt students to disclose information.

12 Counselling Services

Students are made aware of counselling and information services both in and out of school and offered appropriate support.

This happens via a presentation at the beginning of the school year, in which the different ways to receive support are outlined to all students. This includes in-house pastoral support by teachers and pastoral coordinators, in-house and online services by external providers such as several coaches and qualified counsellors as well as external counselling services such as [Childline](#) and [Kooth](#), which can be accessed via phone or internet.

The information about these ways of support is also permanently available to students via the pastoral section of the school noticeboard.

13 Outside Speakers

The following is an excerpt of the school's *Guests & Visitors Policy* which includes details of procedures for Visiting Speakers.

The school has the following clear protocols to ensure that any visiting speakers are assessed, appropriately supervised and suitable. The school's responsibility to students is to ensure that they can critically assess the information that they receive as to its value to themselves, and that such information is aligned to the ethos and values of the school and universal human values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

All requests for outside speakers (be this from a student or school staff) must firstly be discussed with the School Management Committee. The school will undertake a risk

assessment before agreeing to a visiting speaker attending the school. This will take into account any vetting requirements considered appropriate in the circumstances, and may include a DBS check (if relevant). The school may also conduct research on the visiting speaker and/or their organisation, as appropriate. The school will not use a visiting speaker where any link is found to extremism, such as extremist groups and movements.

The school will obtain an outline of what the speaker intends to cover in advance of the visiting speaker's visit. The school will also request a copy of the visiting speaker's proposed presentation and/or audio-visual material in advance of the session to ensure it is appropriate to the age and maturity of the students to be in attendance and does not undermine human values or the ethos and values of the school.

Several members of school staff will be present during the visit/talk, who will monitor what is being said to ensure that it aligns with the values and ethos of the school and human values. In the unlikely event that the talk/presentation does not meet this requirement, visiting speakers will be informed that school staff have the right and responsibility to interrupt and/or stop a presentation. In such a case, the members of staff present will report this to a member of the School Management Committee as soon as reasonably practicable after the talk/visit.

Visiting speakers will be supervised by a school employee whilst on school site. At no point will a visiting speaker be left unsupervised on school site whilst students are present.

On arrival at the school, visiting speakers will be required to show an original valid identification document including a photograph such as a passport or photo card driving licence and will be asked to sign in to the visitors' book. The visiting speaker will be issued with a colour-code visitors' badge which they must wear at all times whilst on school site. Visiting speakers will also be sent a copy of the 'Code of Conduct' and 'Safeguarding & Child Protection Policy' in advance and asked to read it before coming to the school.

The school will keep a formal register of visiting speakers. Any information gathered will be kept in accordance with the school's 'Data Protection Policy'.