

PERSONAL SOCIAL HEALTH AND ECONOMIC EDUCATION and RELATIONSHIPS AND SEX EDUCATION

Personal, Social, Health and Economic Education at King Edward's School is designed to help boys' personal and social development in line with the School's objectives. It aims to identify issues and problems that individuals and society in general might face and, through a structured programme, aims to enable boys to make considered choices when faced with problems and dilemmas, thus developing their self-confidence and enabling them to grow into responsible adults.

Relationships and Sex Education specifically is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip boys 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. It 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 the context of the diverse needs, opinions and beliefs of the school community;
- Be positively inclusive in terms of gender and gender reassignment, 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, while reflecting 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 delivered by competent and confident educators.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools. In addition, PSHE must at all times be taught in an inclusive and sensitive manner, meeting the needs of all pupils with their diverse experiences - including those with special educational needs and disabilities. This is in line with the Equalities Act (2010) and PSED.

The developing programme of PSHE covers a wide variety of topics from such practical help as to how to settle into school to issues of deep principle such as attitudes to human rights. Relationships and Sex Education, Drugs Education, Health Education and education against bullying are integral parts of the programme.

In the first three years, PSHE is delivered in Form Meetings and as part of the Friday Afternoon Programme. Thereafter, there are timetabled PSHE lessons for the Fourth and Fifth Years.

As a general principle, the more sensitive issues of PSHE are covered in the timetable lessons by staff who are trained and confident in dealing with such matters. The topics covered by Form Tutors are normally more practical, for example, time-management and study skills. There is an annual PSHE training morning for all staff who take part in PSHE or who wish to do so.

The Head of the PSHE Department is Rebecca Leaver, who teaches the subject every academic year. There are no other subject specialists and staffing changes each year, drawing from a team of suitable volunteers.

This policy, including the list of topics to be taught and the [right to withdraw from RSE](#) is promulgated to parents via the school website.

Topics Covered in PSE lessons for Shells (Year 7) through to Fifths (Year 11)

SHELLS PSHE (Year 7)

- a) Getting to know others and the School
- b) Interviewing each other and feedback
- c) Introduction to the Library
- d) Safety whilst travelling to and from School
- e) Homework help
- f) Anti -bullying

REMOVES PSHE (Year 8)

Session 1

- a) Production of effective ground rules
- b) Discussions on life in the Removes
- c) Puberty quiz
- d) Anonymous questions on puberty, sex or sexuality, growing up etc.

Session 2

- e) The concept of fake news, why it exists and what it is for
- f) How to identify fake news
- g) Critical thinking, and how to 'keep safe' from misleading information

Session 3

- h) Body image
- i) Social media and self esteem
- j) Applying critical thinking skills to social media.

UPPER MIDDLES PSHE (Year 9)

Session 1

- a) Production of effective ground rules
- b) Discussion about life in the UMs
- c) Factors affecting health
- d) Anonymous question time (sex, growing up, general worries)

Session 2

- e) Male health – exploring issues relating to both the physical and mental health specific to young men

Session 3

- f) Use of pornography and potential harmful effects

FOURTH YEAR PSHE (Year 10)

- a) Group building
- b) Self confidence
- c) Self awareness
- d) Relationships – including family, friendships, love
- e) Sexual and loving relationships and issues around Consent
- f) Homosexuality and Gender Identity
- g) Family planning and contraception
- h) Values in relationships
- i) Sexually transmitted infections
- j) Emotional and Mental Health
- k) Stress and depression
- l) Drugs “hard” and “soft”

- m) Discrimination – types and effects
- n) The law as it pertains to sixteen year olds

FIFTH YEAR PSHE (Year 11)

- a) Economics – how the Bank of England works, interest rates, inflation
- b) Economics – personal financial management
- c) The macro effects of our decisions
- d) A mop- up of any unanswered questions, unresolved issues from the previous years

Throughout all stages of the delivery of PHSE, baseline assessment is used to ensure that material is both accessible and appropriate for the group. Progress and understanding are monitored through careful use of questioning during sessions, and recall of information questions later in the course.

The PSHE curriculum is annually reviewed by the Head of Department, the staff delivering the programme and SLT. This policy will be similarly reviewed annually by the Head of Department and SLT.

Rebecca Leaver

May 2019