



### 3.5 PSHE Policy

PSHE education helps pupils to develop the knowledge, skills and attributes they need to manage many of the critical opportunities, challenges and responsibilities they will face as they grow up and in adulthood.

We aim to teach pupils in a manner that enables them to stay safe and healthy, and by building self-esteem, resilience and empathy. Key areas of study include physical and emotional health, relationships, and encountering risk.

#### **PSHE teaching**

In the main PSHE teachers will be asked to contribute to the programme, but only as responsible adults rather than as specialists in this field. Additional training and guidance will be provided for those who seek it, and the Head of PSHE will make resources available. Outside specialists will be used when it is felt that it would be beneficial to the students.

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

From their entry into The King's senior school, students consider the nature of different relationships and in age appropriate contexts are introduced to the ideas of positive and negative relationships, consent, and understanding their own body.

Lessons will:

- a) be tailored to the age and SEND characteristics of the pupil
- b) establish ground rules for discussion in lessons which cover as a minimum respect for others' opinions, personal disclosures and discussion of confidentiality.
- c) provide information about the legal framework relating to sexual activity.
- d) provide information about the biological facts of human growth and development, including reproduction, contraception and sexually transmitted diseases.
- e) give opportunities for pupils to examine their own and others values. We will explore a range of values and moral issues, including:
  - i. the value of family life in its different contexts
  - ii. religious and cultural values. Discussions will include forced marriage, honour based violence, FGM
  - iii. gender roles and identity
  - iv. stereotyping.
- f) make pupils aware of the pressures on them to behave in certain ways. We aim to foster a range of personal skills and qualities such as communication, decision-making, negotiation, self-esteem, assertiveness and confidence to enable them to deal with such pressures.
- g) enable pupils to identify and use the sources of help and advice available to them within the family, school and local community.

- h) aim to equip pupils to understand the nature of sexuality, the processes of human reproduction and help pupils to come to terms with and handle the feelings and emotions they experience such that they can make informed decisions about their sexual behaviour.
- i) enable pupils to recognise and understand the physical and emotional consequences, and the moral implications, of certain types of behaviour
- j) help develop attitudes and understandings which will help them establish responsible relationships.
- k) help pupils to be supportive of and understanding towards those of different sexual and gender orientation from themselves. They will be delivered in a way that avoids heteronormativity
- l) promote safety within sexual relationships. Students will be encouraged to recognise characteristics of healthy relationships and conversely abusive relationships. Awareness will be raised of peer on peer abuse, sexual violence and harassment.

### **Ethos**

The school's ethos and values mean that we attach importance to discussion of moral and social issues. Sex and relationship education is part of that value system.

We act on the premises that:

- a) parents are key figures in helping children cope with the emotional and physical experience of growing up. Sex education is therefore complementary to and supportive of the parents' role. Parents have the right to withdraw their children from SRE lessons.
- b) SRE is part of the solution to concerns about the sexualisation of children.
- c) sexual relationships are mutual. They involve commitment and trust and are non-exploitative.
- d) we are seeking to promote the positive values of stable family life, marriage and the shared responsibilities of parenthood.
- e) central to a proper understanding of the issues involved in personal relationships is an acknowledgement of the importance of self-restraint, self-respect and respect for others, sensitivity towards the needs and views of others, loyalty, fidelity and the need to behave responsibly in sexual matters.
- f) we aim to help pupils understand a range of views and beliefs about relationships and sex in society including some of the mixed messages about gender, sex and sexuality from different sources including the media.

### **Child protection**

- a) Children cannot learn effectively if they are concerned or frightened about being abused or being the victims of violence. They have a right to expect schools to provide a safe and secure environment. Any fears or worries they bring into the classroom should not go unnoticed by staff. Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, can lead to disclosure of a child protection issue
- b) If a member of staff suspects that a child is a victim of abuse or they have reason to believe that he/she is at risk of abuse they must report concerns to the DSL. Staff must be aware that some students are particularly vulnerable to abuse due to SEND or other concerns.
- c) When personal disclosures occur it may be more appropriate to deal with these outside the classroom. Teachers are advised to discuss their approach to dealing with such issues with the Head of PSHE, the school nurse or the Deputy Head Pastoral before tackling such questions

- d) It is only in the most exceptional circumstances that we will handle information without parental knowledge. Where younger pupils are involved this will be grounds for serious concern and child protection issues should be addressed.  
(see Policy 3.1 Child Protection)

### **Confidentiality**

Lessons must ensure that pupils are aware of the school's confidentiality policy and how it works in practice students are to be:

- a) reassured that their best interests will be maintained;
- b) encouraged to talk to their parents or carers and giving them support to do so;
- c) told that teachers cannot offer unconditional confidentiality and that if confidentiality has to be broken, they will be informed first and then supported as appropriate;
- d) informed of sources of confidential help, for example, the school nurse, counsellor, GP or local young person's advice service.  
(see Policy 3.1 Child Protection: Staff Code of Conduct)

### **Personal disclosures**

Disclosures from pupils may take place at an inappropriate place or time. If this happens, the teacher should talk again individually to the pupil before the end of the school day. The teacher may be able to discuss the issue with an appropriate colleague without giving the name of the pupil. If not, the teacher should follow the school's confidentiality policy.

Effective sex and relationship education should enable and encourage young people to talk to a trusted adult if they are having sex or contemplating doing so. It is desirable, although not always possible, that that person should be their parent or carer. The law allows health professionals to see and in some circumstances to treat young people confidentially, and part of this process includes counselling and discussion about talking to parents. In order to be able to take responsibility for their actions, young people need to be more generally aware of the law in relation to sexual activity and local confidential services.

There may be rare occasions when a child under 13 is directly approached by a primary age child who is sexually active or is contemplating sexual activity. This should be viewed as a child protection issue and raised with DSL.

There may be cases where a teacher learns from an under 16 year old that they are having, or contemplating having, sexual intercourse. In these circumstances we will take steps to ensure that:

- a) wherever possible, the young person is persuaded to talk to their parent or carer;
- b) any child protection issues are addressed
- c) the child has been adequately counselled and informed about contraception, including precise information about where young people can access contraception and advice services.

In the most exceptional we may be in the position of having to handle information without parental knowledge, and where younger pupils were involved this would be grounds for serious concern.

Outside the teaching situation, health professionals such as the school nurses can:

- a) give one-to-one advice or information to a pupil on a health-related matter including contraception

- b) exercise their own professional judgement as to whether a young person has the maturity to consent to medical treatment including contraceptive treatment.

### **Drugs Education Policy**

The school acknowledges the importance of its pastoral role in the welfare of its pupils, and is committed to the health and safety of its members.

The school believes that its pupils want to receive information about drugs, and that pupils' preferred source of information is the school curriculum.

The school acknowledges its responsibility to provide information and education about drugs and other substances.

The responsibility for the education of young people is shared with parents.

The school condemns the misuse of drugs, solvents and alcohol by its members, and the illegal supply of these substances.

The school aims to:

- a) provide accurate information about substances
- b) develop understanding about related health and social issues, e.g. crime, HIV and AIDS
- c) increase understanding about the implications and possible consequences of use and misuse of drugs
- d) help pupils to develop the personal and social skills, and the strategies needed to deal with situations involving drugs
- e) enable pupils to identify sources of appropriate personal support

These aims will be achieved by:

- a) providing pupils with honest and accurate information about the effects of drugs on the mind and body.
- b) providing opportunities for pupils to acquire knowledge and understanding about the dangers of drug misuse.
- c) enabling pupils who have concerns about the misuse of drugs to raise these concerns in a supportive and helpful environment.
- d) explaining the legal situation about the use and misuse of drugs.
- e) providing information about help agencies.

Drugs education is delivered at regular intervals throughout the school, and takes account of the age and experience of the pupils.

Drugs education is primarily delivered through the PSHE curriculum in years 7 – 11, but aspects may also be covered in other lessons such as science, English and PT.

The curriculum will be delivered in a clear and honest manner and pupils will be encouraged to participate actively and will be given opportunities to raise their own issues.

The content of the drugs education programme will be backed up with access to further advice and support for pupils beyond the classroom.

Training for staff will be provided as necessary.

The School actively co-operates with other agencies such as community police, health and drug agencies to deliver its commitment to drugs education and to deal with incidents of substance use and misuse.