



Penistone Grammar School

Policy Statement:
**Personal, Social, Health, Careers
Education & Relationships and Sex
Education (PSHCE & RSE) Policy**
Policy Version: 2023-24

Never Stop Flying



This policy encompasses our approach to delivering the most effective provision of PSHCE and RSE for all students at Penistone Grammar School. This This policy is fully in accordance with the DfE statutory legislation required from September 2020. It is our vision to ensure all students at Penistone Grammar School develop into confident, resilient and independent citizens who are equipped to improve themselves and others by:

- Improving their health and wellbeing
- Increasing their understanding in how to build positive relationships
- Equipping them with the knowledge and skills to live in the wider world

This policy was produced by the Curriculum Area Leader for Religious and Citizenship Studies (RCS) in consultation with the Strategic Leadership Team, SEND Coordinator and Governing body. All stakeholders ensured that this document is consistent with policy and practice at Penistone Grammar School and have all played an active part in its production.

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This policy has been written in consultation with staff, students, parents and Governors. It has been approved for implementation by the full Governing Body.





1. Legal Framework and Guidance

This document is informed by existing DFE guidance on:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education (February 2019)
- Fundamental British Values as part of SMSC in schools (meeting the requirements of section 5 of the Education Act 2011, in the provision of SMSC).
- The PSHE Association Programme of Study for key stages 1-5 (DfE recommended).
- National curriculum in England: Citizenship programmes of study for key stages 3 and 4. (Non-statutory)
- Careers strategy: making the most of everyone's skills and talents.
- Equality Act 2010: Advice for schools (Revised June 2014)
- DfE (2019) 'Keeping children safe in education' (KCSIE)
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)

2. Roles and Responsibilities

- The governing board has overall responsibility for the implementation of the school's PSHE Policy and an overall responsibility for ensuring that the RSHE Policy, as written, does not discriminate on any grounds, including but not limited to age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex, or sexual orientation.
- The headteacher has overall responsibility for reviewing the RSHE Policy annually.
- The headteacher has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- The headteacher will be responsible for the day-to-day implementation and management of the PSHCE & RSE Policy.
- The RCS Curriculum Area Leader is responsible for liaising with other staff and professional agencies to devise a suitable scheme of work to ensure a comprehensive PSHE education that achieves the aims laid out in this policy.
- The school will consult with parents to ensure that the RSE and relationships education elements of the PSHCE curriculum reflect the needs and sensibilities of the wider school community.
- The school will work with parents throughout the year and will ensure that parents are routinely kept informed about their right to withdraw their children from sex education (but not relationships or health education).
- The school ensures that pupils are also involved in the creation and developments of the curriculum.

3. Availability

- Parents and carers will be informed about the policy through the school Parent Mail system.
- This policy is available to parents and carers through the school website: <https://penistone-gs.uk>
- To receive this policy in paper format, or for any information on translation and accessibility requirements, please contact our school reception team: enquiries@penistone-gs.uk





4. Aims and Objectives

- 4.1. Our school's ethos is embedded in the objectives for our students at Penistone Grammar School and is underpinned by the school values of:
- **Aim High** – Students are consistently met with challenge in both academic outcomes and aims for the future. We work closely with the Careers team to embed these core values and give our students the best life chances. Students are encouraged to understand the challenges of living in the wider world financially, socially, academically and in employment.
 - **Be Determined** – Students are encouraged to work to develop their mind-sets to be resilient and determined. We encourage a safe environment where all students listen to one and other, and whereby failure is seen as an opportunity to grow. Students are encouraged to share their opinions and are provided with a platform to share what they are passionate about. The PHSCE curriculum ensures that all students, regardless of economic circumstance, will be inspired and have equal opportunities.
 - **Be Brave** – Students are provided with opportunities to share their own opinions and values. We aim to provide students with the knowledge, skills and understanding to discern and value, truth and goodness, strengthening their capacity for making moral judgements and gain a holistic understanding of diversity and equality.
 - **Be Supportive** – Students develop their moral capacity in the subject to care about themselves, others in school and the wider community. Students are encouraged to be active in their learning; to support those who are struggling socially, emotionally or physically. Students understand the imperative nature of relationships and can identify those which may have a negative impact on their health and self-esteem.
 - **Be Proud** – We encourage our students to be proud of their own achievements and those of others. We ensure all students take pride in their personal identity, community and wider society through our core commitment to British Values. We work to ensure our students show tolerance to and to be proud of their own and others' protected characteristics.
- 4.2. Throughout the subject we ensure students grow to be tolerant and well-rounded individuals who treat others with respect and equality. The Equality Act 2010 is embedded in our core aims for PHSCE, whereby students are encouraged to challenge stereotypes and treat all people equally irrespective of race, ethnicity, religion, nationality, cultural background, gender, sexuality, disability, domestic circumstances, age, illness, employment status, or political beliefs. Students are taught the importance of overcoming such social injustices and how to recognise and respond to discrimination.

5. Creating a safe learning environment

- 5.1. Whilst we promote a safe environment, whereby students are encouraged to share their beliefs, values and experiences, all teaching staff are aware that sometimes disclosures may be made during lessons. In such cases, safeguarding procedures are followed immediately. Students are made aware during lessons such as RSE that personal names should not be used, and that any concerns can be discussed with the teacher with the view that this may be shared with other professionals. We will ensure that where students indicate that they may be vulnerable and at risk, they will get appropriate support through our safeguarding process.





- 5.2. If disclosures occur, the school's disclosure and/or confidentiality policy is followed: <https://penistone-gs.uk/wp-content/uploads/2018/03/Safeguarding-Child-Protection-Policy.compressed.pdf>
- 5.3. We ensure our teaching is sensitive and age appropriate in both our pedagogy and content. We ensure suitable ground rules are in place and allow additional time for students to discuss their thoughts and feelings, using suitably distanced language. We understand that learning on neglect can be particularly sensitive for young people and discuss any planned lessons with the inclusion team to check for vulnerabilities and to think carefully about how to approach this topic in lessons. We also ensure appropriate signposting before, during and after the lesson and prepare strategies to deal with any disclosures which may follow. We take pride in ensuring our teaching integrates LGBTQ and ensure this content is fully integrated into our programmes of study.
- 5.4. We further ensure that our RSE policy takes consideration of the range of religious and cultural views about sexual behaviour, whilst ensuring that students have access to the learning, they need to stay safe, healthy and understand their rights as individuals.

6. Entitlement and Equality

- 6.1. We promote the needs and interests of all students, irrespective of gender, culture, ability or personal circumstance by ensuring all students are represented, listened to and supported. Our curriculum map carefully takes into consideration the age, ability, readiness, and cultural backgrounds of children and those with English as a second language to ensure that all can fully access PSHCE provision. We promote diversity and inclusion and strive to consider all students' needs by stretching and challenging, as well as making reasonable adjustments. We expect our students to consider others' needs by learning to develop the moral capacity to listen, reason, tolerate those with different views. Great care and consideration are taken to ensure all subject content is sensitive and age appropriate. Our curriculum includes LGBTQ education at both key stages in order to ensure our school promotes an inclusive environment in accordance with the PHSCE Association which is promoted by the DfE.
- 6.2. We recognise the right for all students to have access to PSHCE learning which meets their needs and competencies. We ensure that students with SEND receive access to PSHCE in lessons with resources which are appropriate. We ensure all our students feel safe in lessons and are provided with opportunities to allow staff to know when they feel uncomfortable. We do not exclude access to PSHCE for any students, including those who are in alternative provision. Special arrangements are made with SEND coordinators to ensure our most vulnerable students, who are often not in mainstream lessons, have access to high quality teaching and learning. Both resources and provision take into consideration the emotional and intellectual competencies of these students and aim to remove barriers, whilst enabling students grow and develop.





7. Intended outcomes

7.1 Our department Curriculum Intent Statement outlines our vision for PHSCE and RSE. Here we confirm that it is our shared vision to ensure that all students have access to high quality education in line with National Standards. Students will develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work. We ensure our students' social, moral, spiritual and cultural development is central to our curriculum and is developed through our holistic curriculum of both Citizenship (PHSCE) and Religious Studies education.

7.2 Through active learning opportunities, students will develop core communication skills, learn to manage risk and take responsibility for themselves, their choices and behaviours. Students will develop an understanding of healthy relationships and how to manage new or difficult situations positively. Through this, we believe we can positively impact on both academic and non-academic outcomes for students, particularly the most vulnerable and disadvantaged.

7.3 We continue to develop our core experiences for our young people throughout KS4, by ensuring students are financially literate, well supported in their choice of careers and prepared for the world of further education and work. It is our vision at Penistone Grammar School to put equality at the heart of everything we do and ensuring our values of respect, diplomacy and inclusion are embedded within our curriculum.

8. Curriculum, teaching, learning and assessment

8.1. Methodology:

Our teaching methodology utilises a range of pedagogical techniques to encourage student-led learning and independence. Our department places high emphasis on retrieval activities and low stakes quizzing to develop our students' knowledge, skills and understanding.

We will ensure that sessions, including those on risky behaviours, remain positive in tone by setting ground rules for all students and ensuring we instil an environment of respect and maturity. We also encourage all students to share their own ideas in the view that each classroom is a 'safe-place' whereby students foster confidence and develop knowledge in a respectful and knowledgeable manner. We will help students make connections between their learning and 'real life' behaviours by encouraging students to respond to case studies, sharing appropriate real-life accounts and informing students about the law and society. We will make links to other areas of the curriculum by ensuring students are provided with accurate and up to date scientific, legal, geographical and statistical information, whilst ensuring we develop students' literacy and oracy.

9. Our core Religious and Citizenship programme is allocated two hours fortnightly at both key-stages 3 and 4 with the exception of Y7 who have three hours per fortnight. Students who are not enrolled in Y11 RCS partake in the online personal development programme with access to the RSHE unit and assessment. Students also have access to RSHE provision at A-Level.

9.1. Curriculum map and provision

The PHSCE Curriculum is mapped into three core themes:

- Health and Wellbeing
- Relationships
- Living in the wider world





9.2. Planning

Through our curriculum, we ensure the compulsory elements of RSHE are integrated within a broader education programme which includes coverage of economic wellbeing, careers and enterprise education, as well as education for personal safety, including assessing and managing both negative and positive risk. We ensure our school is represented in the local PSHCE meetings run by Barnsley Council and relevant training courses to ensure our curriculum is enhanced by new developments and accurately reflects our local area. Our provision is further enriched by working closely alongside our school Careers team to develop students' financial literacy and understanding of employment and further education.

Our Relationships, Sex and Health curriculum is further developed through sessions delivered by Spectrum Sexual Health. Students also have the opportunity to develop careers and financial literacy through the external agencies Money Charity and GamCare. We firmly believe that working with external organisations can enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with young people. All content delivered by external agencies is thoroughly checked before any lesson delivery to ensure it is appropriate and meets the full range of students' needs, including those with special educational needs.

| | Curriculum Area | Unit | Explored topics/themes | Developed knowledge |
|----|---------------------------|---------------------------|--|--|
| Y7 | Health and Wellbeing | My Body and Me | <ol style="list-style-type: none"> 1. My Body, My Choice 2. My Body, My choice 3. Puberty 4. Sleep and Screen time 5. Hydration and Sugary Drinks 6. Personal Health and Hygiene 7. Anger and Conflict Management Unit 2 <ol style="list-style-type: none"> 1. Mental Health and Self-esteem 2. Bereavement 3. Disability and Equality 4. Young Carers 5. Poverty 6. Racial Equality 7. The Family: LGBTQ 8. LGBTQ Rights 9. Trans Awareness 10. Islamophobia | Students will develop their knowledge, skills and understanding of how to make healthy choices which encourage growth and development. Students will also consider some of the challenges young people face and how to develop empathy and support. Students will be introduced to the initial concept of social justice. |
| Y7 | What makes Britain Great? | Living in the Wider World | <ol style="list-style-type: none"> 1. What are the British Values? 2. What is democracy? 3. Why should we vote? 4. What is the rule of law? 5. What is individual liberty? (Human Rights) 6. How do we show respect and tolerance? 7. What makes Britain great for me? | Students will develop their social, moral and cultural understanding of our community and beyond. Students will critically analyse the ways British Values are upheld within the UK and our legal rights and responsibilities. Students will evaluate current political processes whilst understanding the democratic values which underpin Britain and make |





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| | | | | core links to their own personal values and traditions. |
| Y8 | Respect and Relationships | RSE | <ol style="list-style-type: none"> 1. What is a Healthy Relationship? 2. Internet Safety and Grooming 3. Online consent 4. Bullying – Physical and Online abuse 5. Media and Body Image 6. Taking Responsibility Online | Students will develop their skills and knowledge about how healthy relationships contribute to positive self-esteem. Students will also begin to analyse the risks associated with relationships, including those online. Students will consider the importance of consent across all platforms and the ways in which online presence and linked to future life beyond school. |
| Y8 | Rights and Responsibilities | RSE | <ol style="list-style-type: none"> 1. Non-Democratic Countries 2. Crime in the Wider World 3. Crime and County Lines 4. Healthy Relationships VS Gangs 5. Drugs 6. Drugs box 7. Smoking and vaping 8. Young Offenders 9. Police, Courts and the CPS 10. How Offenders are Punished. 11. The Death Penalty. | Students will analyse context of the UK and the wider world in terms of the rule of law. They will evaluate existing legal and criminal systems and their usefulness in keeping the community safe. Students will also make comparisons locally, nationally and globally. Students will develop their enquiry and communication skills by debating and considering others' viewpoints and their own. Students will also continue to consider risk, particularly with regards to criminal or risky behaviour particularly relating to legal and illegal substances. |
| Y9 | Health Education | RSHE | <ol style="list-style-type: none"> 1. Taking risks: Alcohol 2. Taking risks: Peer pressure 3. Short term risks: Drugs 4. Taking risks: Prescription drugs 5. Normal Ranges of Stress 6. Managing mental Health. | Students will develop core skills relating to keeping themselves healthy and safe. Students will develop their confidence to deal with challenging situations whilst understanding the importance of protecting their physical and mental health. Students will also develop their learning on the legal aspects of substances misuse and the challenges faced by the National Health Service. Students will develop their skills of self- |





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| | | | | awareness and resilience surrounding mental health, including self-help strategies, school support and government services. |
| Y9 | Relationships, Sex and Health Education | Health and Wellbeing | <p>The initial five topics within this unit will be delivered by the Spectrum Sexual Health Team who will cover the following topic areas:</p> <ul style="list-style-type: none"> ○ Healthy Relationships, including those which are intimate ○ How self-esteem and self-worth are linked to healthy relationships. ○ Consent in relationships including the law surrounding sex and young people. ○ Factual health information on contraception and STI's, pregnancy and prevention. <p>Students will then cover the following topics with their class teacher:</p> <ul style="list-style-type: none"> ○ Sharing sexually explicit content ○ Pornography ○ Forced and arranged marriage ○ Honour Based Violence | Students will continue to develop their capacity to foster healthy relationships, including those built on trust. Students will revisit and build upon content relating to consent and consensual behaviour. Students will also develop their understanding of STI's and pregnancy, including where to seek support. This topic also makes strong links with the law and criminal activity related to relationships and sex on sexual activity. |
| Y9 | Science VS Religion | Religious Studies (With core links to RSHE) | <ol style="list-style-type: none"> 1. Moral Dilemmas 2. Value of Life 3. Abortion 4. Genetic Engineering 5. Blood and organ donation 6. Euthanasia 7. Environmental Ethics 8. Animal Testing | Students will develop their moral capacity to understand issues ethical issues. Students will develop an understanding of the legal and moral issues raised in relation to these issues, how to form opinions and respect those of others. |
| Y10 | Social Justice | Living in the Wider World Relationships Education | <ol style="list-style-type: none"> 1. Human Rights, Prejudice and Discrimination 2. Gender and Sexim 3. Freedom of Religious Expression 4. LGBTQ Rights: Pride 5. Transphobic Bullying 6. Racism in Sport | Students will focus on key areas of equality in this unit and develop the core value of tolerance and respect. Students will consider the ways in which prejudice causes divisions in society and how to respond to incidents of discrimination and hate crime. |
| Y10 | Careers | Living in the | 1. Exploring Careers | Students will explore the |





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| | | Wider World | <ul style="list-style-type: none"> 2. Course options and Transferrable Skills 4. Employability 5. Employability: Writing job applications 5. Jobs for the future 6. Working Hours, pay and safe working practice 7. Equality and stereotypes | <p>opportunities available to them beyond school, including different career pathways. Students will also further explore diversity and equality in the workplace and the ways this is protected by law. Students will begin to understand the importance of professionalism in the workplace and further education, including college/job applications. Students will also develop an understanding of their rights in employment and education and issues surrounding the gender pay gap.</p> |
| Y10 | Money Matters | Living in the Wider World | <ul style="list-style-type: none"> 1. Saving 2. Budgeting 3. Debt 4. Pay Day loans 5. Financial Risks 6. Gambling 7. University Funding 8. Banking 9. Your Responsibilities | <p>This unit helps to prepare students for life beyond education and make healthy financial choices, manage risk and understand the ways in which financial stability is explicitly linked to positive wellbeing. Here we aim to improve students' knowledge, skills and attitudes in relation to money, saving and finance.</p> |
| Y11 | RSHE | Relationships, Sex and Health Education | <ul style="list-style-type: none"> 1. A-Z of consent 2. Sexual abuse and harassment 3. Domestic violence 4. Fertility 5. What are the options? Pregnancy 6. Miscarriage and bereavement 7. Substance misuse and peer pressure. <p>Unit two:</p> <ul style="list-style-type: none"> 8. Eating disorders 9. Aesthetic dangers 10. Body Image 11. Self-harm and suicide 12. Self-examination and screening | <p>Students will develop their core knowledge and skills of how to keep safe within relationships and develop confidence in their ability to avoid risks. Here students will explore more mature issues and how to respond to these responsibly and appropriate areas of support. Students will consider the ways in which body image and low self-esteem can lead them to make unhealthy choices about their bodies and the ways this may impact the future.</p> |
| Y11 | Preparing for Life Beyond School | Living in the Wider World | <ul style="list-style-type: none"> 1. Roadmap: Researching Careers | <p>Students will continue to develop their communication</p> |





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| | | | <ol style="list-style-type: none"> 2. Personal Statements 3. Personal Statements 4. Interview Skills 5. Exploring Careers and Degrees 6. Plan ahead – your future | <p>and employability knowledge, skills and understanding. We will also support our students to complete their personal statements and any post-16 application forms. Students will also closely consider how the skills they have developed through their experiences at school and through extra curricular activities can benefit them in terms of employability. Students will acknowledge transferable skills they have and how this can help them develop in their future career.</p> |
| Y11 | Change Your Mindset | Health and Wellbeing | <ol style="list-style-type: none"> 1. Healthy Mindsets 2. Dealing with exam stress. 3. Boost your brain 4. Revision and Retrieval | <p>Students will develop core knowledge and skills relating to managing stress and anxiety during the examination period. For example, how to care for their mental health and self-esteem, the importance of diet, exercise, sleep and organisation. Students will also consider self-help strategies for dealing with stress and anxiety as well as abnormal ranges including issues relating to self-harm. Students will know how to seek help if they are worried about their own or others' mental health.</p> |
| P16 | <p>As part of the Post 16 tutorial programme, we build upon the RSHE topics introduced in lower school. These topics include wellbeing, alcohol, consent and money matters. We follow a specific learner pathway for all our students across Y12 and Y13 and take into consideration student voice when planning students' core experiences. For example, the implementation of the external company Diversify which delivers sessions to all Y12 and Y13 students.</p> | | | |





8.5 Assessment

Our curriculum is broad and reflects both statutory and non-statutory content which provides our students with a holistic education and prepares them for the challenges faced in school and beyond. We ensure our students are assessed appropriately to ensure their understanding of these core topics is clear and they are developing key knowledge and skills relative to academic success:

Whilst we maintain that our Citizenship programme of study is academically rigorous, we also recognise the difficulty in assessing students' confidence in these areas using a traditional academic process. We therefore use methods which aim to measure students' knowledge of key concepts and confidence when applying these to real life scenarios.

- Students are not provided with a grade or score in this area and are instead assessed by effort and resilience.
- Students complete a baseline assessment to gauge prior knowledge and understanding.
- Formative assessment is completed throughout the series of unit lessons using a variety of retrieval techniques.
- Students use 'I can' statements to holistically self-assess their ability to identify, link and explain key concepts to real life scenarios.
- Feedback (Green for Growth) lessons identify common misconceptions and make use of modelling and tailored support which are designed to aid student development.

Students who access the KS4 Personal Development Programme online are assessed online on each topic.

8.6 Responsibility and Staff Training

The programme will be led by Curriculum Area Leader for Religious and Citizenship Studies (RCS). Details on teaching staff can be found on the school website and the virtual learning platform (FROG). Teachers responsible for PSHCE including RSE will be provided with resources validated and checked by staff. Prior and continued training, support and guidance is available to all staff. We encourage participation in external CPD sessions to ensure we keep up to date with new developments in the curriculum, particularly concerning issues surrounding Relationships, Sex and Health education. For aspects of the curriculum we feel require specialist knowledge, we use external agencies to ensure staff and students receive the best teaching and learning experience. For example, the use of Spectrum Sexual Health and Barnsley Road Safety Officers.

10. Involving Parents and Carers

We are committed to working with parents and carers in order to share the responsibility of effective sex, relationships and health education. We will encourage discussion of topics at home by providing opportunities for student to develop learning outside the classroom through home-learning tasks. We also encourage parents to be vigilant and responsive to concerns relating to behaviour, either individually or online, and any concerns relating to sexual behaviours health and wellbeing. Planned coordination with Parent Voice enables parents and carers to be represented in their child's RSHE education. We also ensure questions relating to our curriculum are included in regular parent feedback surveys and will consider all reasonable recommendations in our forthcoming provision.

11. The right to withdraw

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. This right does not extend to relationships or health education. We





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believe that all students should partake in all areas of the curriculum and welcome any concerns to be discussed with the curriculum area leader and the Principal to clarify the nature and purpose of the curriculum. Any such process will be documented to ensure a record is kept. The right to withdraw extends to three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, we will aim to provide the child with sex education during one of those terms. This process extends to those with SEND, whereby a student's specific needs arising from their individual profile will be considered when making this decision.

12. Monitoring and Review

This policy will be reviewed in September 2023 by the Curriculum area leader for RCS and the Senior Leadership Team. We are committed to the consistent delivery of high-quality provision to all our students and work to reflectively and collaboratively with staff, parents and students.