

Marland School

PSHE (Personal, Social, Health Education) Policy

**(including Relationships and Sex Education (RSE) and Health Education,
statutory from September 2020)**

**This policy was adopted by the Governing Body
of**

Marland School on 23rd September 2024

Review Date: 10th Sept 2024

To be reviewed: September '26

Context

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

PSHE

At Marland School, we teach Personal, Social, Health Education as a whole-school approach to underpin students' development as people and because we believe that this also supports their learning capacity.

SWEET provides a structured programme of study offering a comprehensive, carefully thought-through scheme of work bringing consistency and progression to our students' learning in this vital curriculum area. The Sweet programme is delivered to each student in one timetabled 50 minute lesson per week.

Alongside Sweet is a Whole-School programme inspired by the PSHE Association, which is delivered by both tutors in weekly tutor sessions and residential care workers in afterschool activities and sessions. This is a more thematic approach where the focus is announced in morning assembly, then continued in less formal sessions in Education and Care time throughout each week

This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties.

Statutory RSE and Health Education

"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 and Sex Education 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." DfE Guidance p.8.

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."

"This is why we have made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools."

"In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. At secondary, teaching will build on the knowledge acquired at primary and develop further pupils' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex."

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

Secretary of State Foreword, DfE Guidance 2019 p.4-5.

“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.”

DfE Guidance p.8

“All schools must have in place a written policy for Relationships and Sex Education.”

DfE Guidance p.11.

At Marland School we value PSHE supporting students’ development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships, Sex and Health Education within our whole-school PSHE Programme.

To ensure progression and a spiral curriculum, we use SWEET as our chosen teaching and learning programme and tailor it to our students’ needs. The mapping document on www.sweet.education shows exactly how SWEET and, therefore, our schools, meet the statutory RSE and Health Education requirements.

This programme’s complimentary update policy ensures we are always using the most up-to-date teaching materials and that our teachers are well-supported.

Our PSHE policy is informed by existing DfE guidance:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on cyberbullying)
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)

- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

What do we teach? Whole-school approach

The PSHE Association & Sweet programmes cover all areas of PSHE, including statutory RSE and Health Education. The table below gives the overview of unit topics taught across the school.

Term	Unit	Overview
Autumn 1 PSHE Association: Sweet:	Health Living. Fitter, Healthier, Happier	Physical health, nutrition, body shaming and body positivity, the importance of sleep, alcohol, drugs and dealing with medical emergencies.
Autumn 2 PSHE Association: Sweet:	Healthy Relationships. Future roles and setting goals.	Progression plans, careers, short and long-term goals, SWOT analysis, job applications, CVs, personal statements and interviews.
Spring 1 PSHE Association: Sweet:	Mental Health & Well Being. This is me.	How our personal identity is shaped and influenced, what makes us unique, how to increase self-esteem, attitudes, beliefs, values and learning how to empathise with others.
Spring 2 PSHE Association: Sweet:	Online Safety. I've got a feeling.	Mental health, wellbeing, and the impact of social media (including discussions around photo editing and apps such as Instagram, Snapchat and TikTok).
Summer 1 PSHE Association: Sweet:	Life after School Let's talk about...	Sexual health, consent, exploitation, victim blaming, contraception, STIs, pregnancy, LGBT+ issues and violence against women (including an in-depth look into the Sarah Everard case and the 2021 Ofsted review of sexual harassment in schools).
Summer 2 PSHE Association: Sweet:	Healthy Living / review learning. Making money work for me.	Financial education, saving money, paying bills, managing a budget, reading payslips, understanding deductions and the dangers of gambling.

At Marland School we allocate a minimum of 2 x 50-minute lessons of PSHE each week teaching the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in other aspects of learning including:

- assemblies
- praise and reward system
- through relationships for example: student to student, adult to student and adult to adult across the school.
- We aim to 'live' what is learnt and apply it to everyday situations in the school community.
- A range of extra-curricular activities in Care time including 'drop-in clinics'.
- A dedicated PSHE team & tutors deliver additional weekly tutor lessons.

Relationships and Sex Education

"The aim of RSE is to give young people 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...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..."

Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

RSE should provide clear progression from what is taught in primary school in Relationships Education.

Pupils should understand the benefits of healthy relationships to their mental wellbeing and self-respect."

DfE Guidance page 25

"In teaching Relationships Education and RSE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of The Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics..."

We expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum."

DfE Guidance page 15

The Sex Education Forum offers the following definitions:

"Sex education is 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."

"Relationships education is learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life. Relationships education supports children to be safe, happy and healthy in their interactions with others now and in the future."

Sex Education Forum, 2020

What does the DfE statutory guidance on Relationships Education expect young people to know by the time they leave secondary school?

RSE in secondary schools will cover 'Relationships', 'Online safety', 'Being safe' and 'Sexual Health'.

The expected outcomes for each of these can be found further on in this policy. The way the SWEET Program covers these in the units and is explained in the schemes or work resources
www.sweet.education

Health Education

"It is important that the starting point for health and wellbeing education should be a focus on enabling pupils to make well-informed, positive choices for themselves."

DfE Guidance page 35.

What does the DfE statutory guidance on Health Education expect young people to know by the time they leave secondary school?

Health Education in secondary schools will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the schemes of work resources
www.sweet.education

It is important to explain that whilst the Fitter, healthier, Happier unit in SWEET covers most of the statutory Health Education, some of the outcomes are taught elsewhere in SWEET, e.g. This is me unit on emotional and mental health being nurtured in every lesson through mindfulness practice.

Sex Education

The DfE Guidance 2019 integrates Relationships and Sex Education at secondary school level.

Most of the DfE outcomes relating to Sex Education sit within the 'Intimate and sexual relationships, including sexual health' section of the guidance and include aspects like:

- the facts about reproductive health...
- the facts about the full range of contraceptive choices ...
- how the different sexually transmitted infections (STIs), including HIV/AIDS, are transmitted...
- how to get further advice...
- consent and the law

DfE Guidance page 29.

At Marland School we agree with the Sex Education Forum definition of Sex Education (as above).

The SWEET PSHE Programme also reflects this, making it possible for us to identify which lessons specifically address these aspects of learning, thereby making it straightforward for us to communicate this to parents/carers in relation to their right to request to withdraw their children from Sex Education.

The grid below shows which lessons and wider areas of the school cover which aspects of the DfE outcome:

RSE: theme of content	Education day	Wider school (Residential)
Relationships	PSHE Assemblies Drop in clinics	Youth club and other offsite clubs 1-1 key worker supervisions
Online safety	PSHE ICT	
Being safe	PSHE	1-1 key worker supervisions
Sexual Health	PSHE Science Drop in clinics	Care time drop in clinics 1-1 key worker supervisions

Parents' right to request their child be withdrawn from Sex Education

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE...

... except in exceptional circumstances, the school should 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 should make arrangements to provide the child with sex education during one of those Terms".

DfE Guidance pages 17/18.

Should parents wish to discuss withdrawing their child from Sex Education, they are advised to raise their concern during interview or during their child's annual review. Parents can also contact the Headteacher on m.bithell@marland.devon.sch.uk

Monitoring and Review

The Curriculum Committee of the governing body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the PSHE (RSHE) programme, and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

Inclusion and SEND

At Marland School we pride ourselves on our inclusive policy and on how we make provision for all students' needs.

PSHE is differentiated and personalised by the individual teacher and tutor. Students have targeted 1-1 supervision and sessions on a particular topic as requested or as deemed appropriate by key staff.

Equality

This policy will inform the school's Equalities Policy

The DfE Guidance 2019 (p.15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools

must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics...

At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum”.

At Marland School we promote respect for all and value every individual student. We also respect the right of our students, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of RSE and Health Education.