



**Date Reviewed:** September 2025

**Review Cycle:** Annually

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

This Policy is to be read in conjunction with the Sex and Relationships Education, Sexual Health, Equality and Safeguarding, Child Protection and E-safety Policies.

This PSHE Policy underpins the school's statutory requirement to provide a broad and balanced curriculum that promotes the physical, moral, social, spiritual and cultural development of students, and to prepare students for the opportunities and responsibilities of adult life. The policy also reflects the school's statutory requirement to deliver (RSE) Relationship and Sex Education.

Since September 2020, the law requires that all pupils in secondary education be taught RSE. Recent statutory guidance sets out the required RSE content while giving schools the freedom to deliver that content within a broad and balanced curriculum. RSE forms an important part of the PSHE programme. The lessons reflect upon previous knowledge delivered through Key Stage 2 and 3. Educating, informing and enabling students to make informed decisions in the future. The RSE policy details the school's approach. It is informed by statutory guidance and also by PSHE association guidance as well as statutory guidance such as the Equality act and Keeping Children Safe in Education.

### **Rationale for Personal, Social and Health Education and RSE**

Personal wellbeing helps young people embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives. Through active learning opportunities, students recognise and manage risk, take increasing responsibility for themselves, their choices and behaviours, and make positive contributions to their families, schools and communities. As students learn to recognise, develop and communicate their qualities, skills and attitudes, they build knowledge, confidence and self-esteem and make the most of their abilities. As they explore similarities and differences between people and discuss social and moral dilemmas, they learn to deal with challenges and accommodate diversity in all its forms.

Education for economic wellbeing and financial capability aims to equip students with the knowledge, skills and attributes to make the most of changing opportunities in learning and work. Through their learning and experiences inside and outside school, students begin to understand the nature of the world of work, the diversity and function of business and its contribution to national prosperity.

Education for economic wellbeing and financial capability improves motivation and progression by helping students see the relevance of what they learn in school to their future lives. It expands their horizons for action by challenging stereotyping, discrimination and other cultural and social barriers to choose. It helps students to aim high. Students build a positive and realistic view of their needs and capabilities so that they can make effective learning plans, decisions and transitions. They become aware of changing career opportunities and develop the knowledge and skills to make informed decisions about which learning programmes to take.

Students learn to be enterprising. They develop the ability to handle uncertainty, respond positively to change and create and implement new ideas and ways of doing things. They learn how to make and act on reasonable risk/reward assessments and develop a 'can-do' attitude and the drive to make ideas happen.

## Provision

PSHE is generally delivered in specified curriculum time. Some aspects of PSHE are delivered through the pastoral tutor programme and are the focus on scheduled assemblies. In addition, other extended timetable activities are organised.

## Teaching Methods and Learning Approaches

Good teaching relies on using appropriate methods for the aim of the lesson or unit of work. Effective teaching and learning approaches used at King's Academy Easthampstead Park include:

- effective starters and plenary activities
- high order questioning skills
- agreed discussion guidelines
- working together
- problem solving
- understanding another point of view
- working with feelings and imagination
- WWW and EBI reviews
- drama and role-play
- use of theatre in education
- discussion and debate

## Use of Community Based Agencies

Outside agencies and speakers are involved in supporting the delivery of PSHE and are frequently used to introduce new concepts, showcase information in a live or theatrical way and as models to share with student's real-life stories.

## Assessment, Recording and Reporting

Whilst a statutory requirement of study, it is not an exam-based study for formal assessment.

## Programme of Study

In Year 7, students focus on the concept of Kindness and how important it is to show kindness in all situations to all types of people. Students will cover a range of scenarios where kindness prevails with the overarching theme of 'if you have the choice to be right or to be kind, choose kind' as their mantra. Students are introduced to a number of inspirational people who dedicated their lives to helping others and discuss the idea of whether anyone can be truly selfless. Students are given many opportunities to debate and share their opinions whilst also researching the effects of kind behaviours when developing friendships and feeling a sense of belonging.

In Year 8, students focus on the concept of Respect and how respect is essential for any well functioning society. They debate whether respect has to be earned or whether it can be expected. Again, students cover a wide range of possibilities where they consider individual actions and weigh up the consequences in each scenario. Respectful behaviours are considered in terms of showing respect in school, at home and in the wider community.

In Year 9, students follow the programme for Living Without Harm. After considering the definition of harm and how harm might impact a person, students watch the Channel 4 documentary 'One Killer Punch' followed by a number of activities surrounding the consequences of choice. Students consider the ricochet effects of harm on families and friends and create their own timeline of harmful events following only one episode of harmful behaviour, including the impact of harm on nameless platforms such as social media. As students' progress throughout the year, they move towards a sexual health related programme of study and a unit on wellbeing, considering both physical and mental health concerns.

The programme of study for Key Stage 4 is more tightly focused around careers and money matters,

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providing students with the opportunity to consider their options post 16 carefully. All students have to apply for a job, create their CV and cover letter before going through a mock-interview process. This enables all students to gain feedback on their interview skills and to be better prepared for interviews at sixth form or college in Year 11.

With multiple opportunities for students to consider their careers, through attending Career Fairs and through organised presentations from speakers such as Further Education colleges, National Citizenship service and The British Army, students are guided through many pathways options post 16 in order to ensure they make an informed choice about their future. This is supported by a one to one interview with our careers support team.

### **Teaching Sensitive and Controversial Issues**

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to students' attention, they are offered a balanced presentation or opposing views. Teachers will adopt strategies which seek to avoid bias on their part and will teach students how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all students are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Sometimes an individual student will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed later. This school believes that individual teachers must use their skill and discretion in these situations.

Where students are engaging with the media, we adhere to BBFC classifications and will write to parents where necessary to inform them of sensitive material being shared. We always give students the ability to opt out of sessions that they may find particularly uncomfortable.

### **Confidentiality**

School staff cannot promise absolute confidentiality if approached by a student for help. Staff must make this clear to students. Safeguarding and Child Protection Policies and Procedures must be followed when any disclosures are made.

It is very rare for a student to request absolute confidentiality. If they do, in situations other than those involving child protection issues, staff must make a careful judgement whether or not a third party needs to be informed. This judgement will be based upon the seriousness of the situation and the degree of harm that the student may be experiencing, the student's age, maturity and competence to make their own decisions.

Where it is clear that a student would benefit from the involvement of a third party, staff should seek consent of the student to do so. If appropriate, staff might inform the third party together with the student. Unless clearly inappropriate, students will always be encouraged to talk to their parent/carer.

Although the school cannot guarantee confidentiality students will be informed of national and local helplines, if appropriate, where confidentiality can be maintained.

