Birchwood High School
PSHCE and RSE Policy

Our values

Birchwood High School aims to provide a supportive environment where we are driven by the concept of continuous school improvement – aiming to do our best for our 1400 students and 170 members of staff in an ever-changing world and an evolving education landscape. This is delivered through a broad academic curriculum and a well-developed pastoral system. Our ethos strongly supports and promotes personal qualities such as respect, equality, loyalty, decency, and sensitivity.

The PSHCE and Relationships and Sex Education programme at Birchwood High School aims to be a sensible and responsible one which is set in a moral and social framework, whilst meeting all Government guidelines and statutory provision.

The programme reflects and supports the provision set out in other school policies, including the Equal Opportunities Policy, Spiritual, Moral, Social and Cultural Development Policy, Safeguarding Policy, Bullying Policy, Health & Safety Policy and SEND Policy.

Aims

The PSHCE and Relationships and Sex Education Policy is part of the overall development objectives of the School and its teaching is embedded into different parts of the curriculum as well as dedicated allocated lesson time. It aims to help students prepare for the range of life situations they will experience.

The School equips students to explore and understand their feelings, attitudes and values and those of others, and to address moral and social questions relevant to forming healthy, enjoyable and fulfilling relationships. The policy also aims to equip pupils with essential life skills so they can become effective members of the community.

We provide a broad and balanced curriculum, ensuring that it:

- Promotes the spiritual, moral, cultural, mental and physical development of our students and of society they are part of.

- Prepares students for the opportunities, responsibilities and experiences they already face and will in their adult life.

- Provides information about keeping healthy and safe mentally, emotionally and physically.

- Encourages our students to understand how all actions have consequences and how they can make informed choices to help themselves, others and the environment.

Statutory requirements

1. As secondary age school we must provide RSE to all pupils as per section 34 of the Children and Social Work Act 2017.
2. In teaching RSE, we are required by our funding agreement to have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996.
3. At Birchwood High School we teach PSHCE including RSE as set out in this policy.

Policy development

The School recognises the central role played by parents in the matter of PSHCE and RSE and its development. As the primary carers of their children, parents are uniquely placed to talk to them about citizenship, positive mental health, sex and relationships issues, answering their questions, helping them to cope with the emotional and physical aspects of growing up and maintaining the culture and ethos of their own family.

The School will seek to work in partnership with parents and they should feel confident that the School's PSHCE and RSE programme will complement and support their role as parents.

If parents wish to view the Jigsaw programme we follow at school, this can be found in Appendix 1. If parents wanted further details of materials it is within their rights and they should contact Mr Loveday PSHCE coordinator in the first instance.

This policy has been developed to review all relevant information including relevant national and local guidance has been collected and reviewed.

Defining PSHCE including RSE

The core aims of PSHCE fall into 3 core themes:

Health & Wellbeing, Relationships and Living in the Wider World.

Health & Wellbeing
- Know and understand what constitutes a healthy lifestyle.
- Know how to maintain physical, mental and emotional health and wellbeing.
- Be aware of safety issues, including how to respond in an emergency.
- Know how to manage change, including puberty, transition and loss.
- Know how to promote and maintain good mental health.

Relationships
- Develop and maintain a variety of healthy relationships within a range of social and cultural contexts.
- Know how to recognise and manage emotions within a range of relationships.
- Know how to recognise risky or negative relationships, including all forms of bullying and abuse, and ask for help.
- Know how to respect equality and diversity in relationships.

Living in the Wider World
- Know the importance of responsible behaviours and actions.
- Be responsible and independent members of the school community.
- Be positive and active members of a democratic society.
- Know about the importance of respecting and protecting the environment.
- Develop self-confidence and self-esteem and make informed choices regarding personal and social issues.
- Develop good relationships with other members of the school and the wider and global community.
- Know about where money comes from, keeping it safe and the importance of managing it effectively.
- Have a basic understanding of enterprise and underpin all career development prospects.

The PSHCE Curriculum

Whole-school approach

The Jigsaw Programme covers all areas of PSHE for the secondary phase including statutory RSE and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw

		Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding difference, Equality Act
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family, intimate relationships and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

Our curriculum is set out as per Appendix 1, but the School reserves the right to adapt it as and when necessary.

The School has developed the curriculum taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of the curriculum and this policy, members of staff will respond in an appropriate manner so they are fully informed and don't seek answers online

Delivery of PSHCE

PSHCE is delivered primarily through the following areas of the curriculum:

- Taught PSHCE Session (Form)
- Science syllabus (Biology)
- Religion Education

The School also takes opportunities to deliver the programme through other lessons and areas of the curriculum.

The School engages external speakers, including health professionals, police and youth workers, to enhance delivery of the programme, as appropriate to pupils' ages and needs.

The School's planned programme of teaching and learning is progressive in terms of language, concepts and content which increases in depth and complexity as pupil's progress through the School.

PSHCE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds, and is made up of five main elements:
- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

In order to deliver PSHCE effectively, it is important that staff are confident and comfortable with the subject matter. Therefore, staff involved in delivering the programme are supported by in-service training. Staff teach PSHCE within the regulatory framework and the School's value system and do not allow their personal beliefs and attitudes to influence their teaching.

No attempt is made to promote one particular viewpoint, but pupils are encouraged to evaluate the moral implications involved in the matters under discussion. Teaching methods ensure that coverage of potentially sensitive issues is constructive and maintains pupils' self-esteem. To aid effective learning, pupils may be placed into pairs or small groups. Emphasis is placed on the importance of respecting the views of others.

Clear ground rules are set so that the class knows what an appropriate and inappropriate manner of discussion is and pupils are encouraged to be mature and sensible.

Personal privacy is respected and no-one is invited to talk about their own personal experiences.
Pupils' questions are answered in a sensible and matter of fact manner, although teachers use their skill and discretion in deciding whether or not to answer a particularly difficult or explicit question in class.

Teaching is to the group as a whole and whilst all teachers take a pastoral interest in the wellbeing of their pupils, they do not act as counsellors to individual pupils. Pupils are reminded that confidentiality cannot be guaranteed in matters concerning safeguarding and child protection (this will be relevant where a pupil makes a relevant disclosure to a member of staff, or a member of staff surmises indirectly that child protection issues are involved).

Inclusion
The PSHCE programme is an entitlement of all pupils and therefore is presented in a way that is inclusive of difference, including disability, sexual orientation, ethnicity, culture, faith and other life experience.

In particular:
Different ethnic and cultural groups may have different attitudes to RSE. These differing views are taken into account with sensitivity and respect in as far as there is no inconsistency with the general values of the School and Government guidelines.

The School presents an honest, sensitive and balanced approach in the discussion of the range of sexual orientation, and tackles any homophobic bullying.

The School ensures that pupils with special educational needs and disabilities are properly included in RSE so that it is also relevant to them, and they are thereby helped to understand their physical and emotional development and to make positive decisions in their lives.

The School recognises that its pupils may come from a variety of family situations and home backgrounds, and care is therefore taken in the delivery of the programme to ensure that there is no stigmatisation of pupils based on their home background.

Roles and responsibilities

The Governing Body will approve the PSHCE Policy and will hold the Principal, Senior Colleagues and PSHCE Co-Ordinator to account for its implementation.

The PSHCE Co-Ordinator is responsible for ensuring that RSE is taught consistently across the School, and for managing requests to withdraw pupils from non-statutory components of PSHCE.

PSHCE that is taught through the PSHCE Form Session and will be delivered by the pupil's form tutor, with an overview of provision taken by the Head of Year.

Staff are responsible for:
- Delivering RSE in a sensitive way;
- Modelling positive attitudes to RSE;
- Monitoring progress;
- Responding to the needs of individual pupils;
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE.

Staff do not have the right to opt out of teaching PSHCE. Staff who have concerns about teaching PSHCE are encouraged to discuss this with the Principal.

Pupils are expected to engage fully in PSHCE and, when discussing issues related to PSHCE, treat others with respect and sensitivity.

Parents' right to withdraw

The School recognises that parents have the right to withdraw their child from some or all of the components of PSHCE not exclusive to Sex Education up to and until 3 terms before the child turns 16.
There is no right to withdraw from Relationships Education or Health Education.

In the event that a parent wishes to withdraw their child from all or part of the elements of the programme, they should write to the Principal stating their objections.

A copy of withdrawal requests will be placed in the pupil's educational record.

Parents wishing to exercise this right are invited to discuss their concerns further with their child's Head of Year so that any fears can be allayed, or possible alternative provision discussed. Parents considering the withdrawal of their child from the programme are asked to consider the possible harmful effect this could have by his remaining ignorant, or becoming misinformed from outside sources, about matters concerning sex. Alternative work will be given to pupils who are withdrawn from sex education.

LINKED POLICIES

Bullying Policy
Equal Opportunities Policy
Health and Safety Policy
Safeguarding Policy
SEND Policy

LEGISLATION & GUIDANCE

Children and Social Work Act 2017

Appendix 1

Snapshot by Puzzle and Piece Jigsaw PSHE 11-16
(September 2023)

Age 11-12	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
1	Who am I?, fitting in	Prejudice, discrimination, assertiveness, what's important to you?	My dreams and goals, achievement and failure	Stress, managing emotions, tips to combat stress and anxiety, mindfulness	Relationship with self, consent, change, healthy relationships	Reproduction facts, puberty, FGM, breast ironing, changes and how I feel about them
2	Influences and influencers, gateway emotions	Who influence you?, ethical issues, changing attitudes	Key skills needed for the future, what skills would I like to develop	Nutrition, exercise, mental health, using food and exercise to support mental health and wellbeing	Healthy relationships and support	Responsibilities of having a baby, pregnancy and birth, IVF
3	Peer pressure, belonging, peer-on-peer abuse	Stereotypes and examples	Learning from mistakes, setbacks	What is sleep? How sleep cycles work, sleep and mood, health, and memory, supporting good sleep	Emotions in relationships, scenarios	Effective parenting skills, pet care, is it ok to not want kids?, UN Children's' rights
4	Online identity, risks and tips to keep safe, peer-on-peer abuse	Challenging discrimination, protected characteristics and equality act	Influences, consequences of decisions, how could I positively affect my future?	Stress, effects of stress on the body, recovering from a state of stress, combatting stress with mindfulness and movement	Happy families, discernment, authenticity	Media and image, cosmetic surgery, avatars, self-esteem
5	Consequence of online comments, sexting, peer-on-peer abuse	Bullying, why be a bully?, Would you intervene?, peer-on-peer abuse	Child criminal exploitation, gangs, bystander, emergency aid	Health choices, physical illness and medicine, vaccination, substance misuse	Assertiveness, rights and responsibilities, sexting, peer-on-peer abuse consequences	Emotions and moods, factors affecting mood like food, exercise, sleep, hormones, the brain
6	Online safety	Inclusion or exclusion, importance of being included	Control over your life	Working together to improve well-being, mindful movement	Discernment, authenticity	Becoming an adult recap
		crime, examples		disease, diabetes		unhealthy relationships, peer-on-peer abuse
2	Family, definitions, community living	Social injustice, inequality, causes, benefits of multi culturalism	Money impact, positives and negatives, what can't be bought?	Perceived risk and actual risk, illegal substance use risks, legal substances use risks	Pressures of different relationships, freedom and control	What makes a good relationship?
3	Family expectations, active listening, roles within the family (i.e., firstborn etc)	Religion in decline?, positives, fundamentalism, stereotypes, celebrating diversity	Online safety – digital footprint, impact on career	Habits for a healthy lifestyle, dental health, how to see a dentist, skin health and sunscreen	Privacy, personal space, invasion of privacy, paparazzi and celebrity	Me and my relationships, attraction, love or crush?
4	First impressions, influences on our identity, self-image, be positive	Bullying, the law, types of bullying, LGBT+, emotional, peer-on-peer abuse consequences, get involved, golden rule	Money, wages and career goals, what affects your earning potential, budgeting	Vaccination, UK vaccination program Does vaccination work, herd immunity, Covid 19 vaccination and social responsibility	Good relationship, control, anti-bullying, power, coercion, peer-on-peer abuse	Pornography, art?, is it ok for adults to look at porn?, age limits, is porn real?, peer-on-peer abuse
5	Marriage and the law, beliefs and religions, protected characteristics, respect	Making a positive contribution, making a stand, Malala, what matters to you?	Weekly costs, debt, gambling, emotions linked to too much/little money	Peer pressure, the changing teenage brain, risks in social situations, social risk and substance misuse	Social media, safety tips, laws, trolling, peer-on-peer abuse, employer's rights to access	Alcohol, the law, effects of alcohol, scenarios
6	Being unique, expectations, managing them	Is it only the rich that can change the world?, Charles Drew, How can I make a difference? Issues and traits needed, organ/ blood donation	Gambling issues and support	Interactive play and well-being choices	Healthy relationships and control	Can a relationship be honest and real as well as exciting and fun?

Age 13-14	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
1	Groups, being me in a group, peer v friendship, conflict or celebration, child-on-child abuse	Prejudice, discrimination, protected characteristics and equality act, banter, peer-on-peer abuse, law and bullying, schools, hate crime	Personal strengths, health goals	Teenage brain development, three 'ways of thinking', changing social and physical environment during teenage years, physical health recap, the brain, learning and memory	Positive and negative impact of relationships	Mental health and well-being, anxiety, OCD, phobias, depression, being supportive, challenging stigma
2	Relationships, expectations and perceptions, love or abuse?, coercive control, child-on-child abuse	LGBT+ rights in the workplace, challenging negative attitudes, why do people judge?	Importance of planning, career options, world of work, choices	Protecting the brain from risks such as alcohol, smoking, vaping, illegal drugs. County lines REAL link (optional)	Top 10 tips for healthy relationships, power, peer-on-peer abuse	Change, reactions and responses to change, resilience
3	Peer approval, managing personal relationships, child-on-child abuse, damaging relationships, grooming, county lines, radicalisation	Power of positive and negative language, being understood, banter or verbal bullying, peer-on-peer abuse	Happiness pressure, being happy	Windows of development, decision making, physical and mental health decisions	Attraction (body), Pornography and the law, how real is pornography?	Sleep facts and needs, How to sleep better, benefits of relaxing
4	Self-identity, influences, social groups, social media, risks and experimentation	Types of bullying including online effects on mental health, self-awareness, anti-bullying strategy, peer-on-peer abuse	Mental health and ill-health, causes, support, stigma	Emergency situations, Life saving skills (link with Resuscitation Council UK interactive lesson)	Starting a family?, Sex and the law, Age of consent, contraceptive choices	Resilience, dealing with obstacles, tips on developing resilience
5	Positive and negative self-identity, fitting in (leading to crime?) risks, consent, perception, misperception	Diversity, discrimination, protected characteristics, EQ act, equality, prejudice and stereotyping, ageism, protecting against discrimination	Media manipulation & fake news, effects on mental health, self-esteem	Mental health first aid, self care, being a good listener, helping someone with mental health difficulties, where to find mental health support	Consequences of unprotected sex, physical and emotional	Changing and growing, impact on body and mind
6	Perception, misperception	Prejudice and stereotyping, ageism, protecting against discrimination	Mental well-being strategies	Role play conversation, fitting in and taking risks	Age of consent	Dealing with change

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Age 14-15	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
1	Freedom, human rights & act, safety, violations	Hidden disability, examples, challenges for those affected, protected characteristics, EQ act, equality	Important relationships, resilience & how to develop it	My health MOT, top tips for health, adopting healthy habits	My relationships, self, love?, lust?, attraction, attachment	Societal change, how will it affect me?, social media and social change, save the environment
2	Grief cycle, loss, responses to loss, support	Workplace expectations and disability, promoting equality, fair pay, rights and responsibilities	Physical and mental health, MH tips	Cardiovascular disease, diabetes, cancer, breast cancer and risk factors, breast checking, skin cancer and SPF, substance misuse and physical health	Pressures of different relationships, freedom and control	What makes a good relationship?
3	Family expectations, active listening, roles within the family (i.e., firstborn etc)	Religion in decline?, positives, fundamentalism, stereotypes, celebrating diversity	Online safety – digital footprint, impact on career	Habits for a healthy lifestyle, dental health, how to see a dentist, skin health and sunscreen	Privacy, personal space, invasion of privacy, paparazzi and celebrity	Me and my relationships, attraction, love or crush?
4	First impressions, influences on our identity, self-image, be positive	Bullying, the law, types of bullying, LGBT+, emotional, peer-on-peer abuse consequences, get involved, golden rule	Money, wages and career goals, what affects your earning potential, budgeting	Vaccination, UK vaccination program Does vaccination work, herd immunity, Covid 19 vaccination and social responsibility	Good relationship, control, anti-bullying, power, coercion, peer-on-peer abuse	Pornography, art?, is it ok for adults to look at porn?, age limits, is porn real?, peer-on-peer abuse
5	Marriage and the law, beliefs and religions, protected characteristics, respect	Making a positive contribution, making a stand, Malala, what matters to you?	Weekly costs, debt, gambling, emotions linked to too much/ little money	Peer pressure, the changing teenage brain, risks in social situations, social risk and substance misuse	Social media, safety tips, laws, trolling, peer-on-peer abuse, employer's rights to access	Alcohol, the law, effects of alcohol, scenarios
6	Being unique, expectations, managing them	Is it only the rich that can change the world?, Charles Drew, How can I make a difference? Issues and traits needed, organ/blood donation	Gambling issues and support	Interactive play and well-being choices	Healthy relationships and control	Can a relationship be honest and real as well as exciting and fun?
2	health, coercive control, domestic abuse, 'honour-based violence', peer-on-peer abuse, arranged/forced marriage		self-employed, employee, zero hours, financial goals, budgeting, credit cards	harassment, sexual violence		
3	Equality Act, coercive control, domestic abuse, violence in relationships, teen dating violence, peer-on-peer abuse	N/A	Jobs in the future, dream job, managing your skillset, employment opportunities	Hormonal health, puberty, hormones and fertility, female infertility, male infertility, protecting fertility, testicle checking, menstrual cycle, IVF	Perceptions of LGBT+, timeline, Do's and Don'ts of coming out	N/A
4	Self-review, online law and safety, including pornography and gambling, misuse of mobile phones, sexting, peer-on-peer abuse	N/A	Intimate relationships, parenting	Contraceptives and sexual health, emergency contraception	Balance of power in relationships, case studies, peer-on-peer abuse	N/A
5	Being an adult, keeping safe, emergency situations, advice and support, first aid, scenarios	N/A	Barriers to D&G, when things go wrong, resilience	Pregnancy and choice, what is a pregnancy?, Knowing if you are pregnant, keeping a baby, abortion, adoption.	My body my choice, breast ironing and FGM, 'honour-based violence', forced marriage, law, LGBT+ hate crime	N/A
6	Situations and consequences	N/A	Can technology help us reach our goals?	Mutual respect in intimate realtionships	Being you in a relationship	N/A