

PSHE (Personal, Social, Health and Education) Policy
(Including RSE (Relationships and Sex Education) and SMSC (Spiritual, Moral, Social and Cultural))

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription. Gov (2020)

At Tring Park School we fully recognise the importance of PSHE, both as a discrete subject and as an approach to learning and teaching. Indeed, we believe that PSHE underpins the broader curriculum and recognise it as a vehicle for promoting the spiritual, moral, social, and cultural values crucial to preparing students for life in modern Britain and for teaching and promoting British Values.

Mission Statement

PSHE lessons and tutor inputs offer a planned programme of learning through which our students acquire the skills, knowledge and understanding required to manage their lives now and in the future. The programme also aims to develop the qualities and attributes students need to lead confident, healthy, independent lives and to become informed, active, and responsible citizens. Through PSHE students are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school and communities. In doing so they learn to recognise their own self-worth, work well with others, and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially.

Citizenship and British Values

Our PSHE programme promotes British Values: democracy, tolerance, respect, liberty, and rule of law. As part of Citizenship element in this curriculum, students learn how society is organised and governed. Students are encouraged to consider their self-knowledge in the context of wider society, diversity, the workplace and independent living via lessons and activities. Our PSHE programme is reflective of prominent issues within British society. Added resources for tutors to use in tutor time reinforce student learning in their PSHE lessons. This gives us the opportunity to focus on key issues such as sexual harassment and abuse and provide a platform for a consistent whole school approach.

What is PSHE?

Spiritual, moral, social, and cultural education (SMSC) underpins PSHE and is a key vehicle for teaching and promoting British Values.

PSHE includes:

- Relationships and sex education (RSE)
- Physical and mental health and wellbeing
- Citizenship
- Keeping safe, personally, and on-line
- Work related learning
- Economic and financial literacy
- Drug education

Aims of PSHE

At Tring Park School we share the stated aims of the PSHE Association, namely to provide students with:

- Accurate, balanced, and relevant knowledge.
- Opportunities to turn that knowledge into personal understanding.
- Opportunities to explore, clarify and challenge their own and other's values, attitudes, beliefs, rights, and responsibilities.
- The skills, language, and strategies they need to live healthy, safe, fulfilling, responsible and balanced lives.
- Opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem, and empathy.

These aims link with the Equalities Act of 2010 and the Prevent Strategy.

In line with statutory requirements.

Knowledge and understanding

Through KS3 to KS5 students attending PSHE lessons will learn about:

- Physical development at appropriate stages.
- Human sexuality, sexual health, gender, emotions, and relationships.
- What sexual harassment and abuse are and how to respond appropriately to them.
- A safe and healthy lifestyle.
- Safeguarding, including on-line.
- How to seek appropriate help and advice.
- Environmental sustainability.
- Community and British society.
- Rule of law and democracy.
- Economic issues and the workplace.
- Multicultural society and how it has shaped modern Britain
- Understanding and celebrating diversity.
- Study effectively and prepare for exams.

RSE (Relationships and Sex Education)

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. Secretary of State (2020)

Mission Statement

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. Our lesson covers a wide range of topics to enable students to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship.

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health, and relationships and to build their self-efficacy (2020). PSHE can support young people to develop resilience, to know how and when to ask for help, and to know where to access support. High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities, and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental, and physical development of pupils, at school and in society. This is the aim of our RSE lessons. It is a safe place for students to think about different issues surrounding relations and the modern world.

Relationship and Sex Education

Our lessons at Tring cover developing intimate relationships and resisting pressure to have sex (and not applying pressure). We teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed. To be clear RSE does not encourage early sexual experimentation. Our role is to teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. Effective RSE also supports people, throughout life, to develop safe, fulfilling, and healthy sexual relationships, at the appropriate time. Knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed, and healthy choices as they progress through adult life. All lessons are delivered in a non-judgemental, factual way and allow scope for young people to ask questions in a safe environment. Many teachers use approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussion and using question boxes to allow pupils to raise issues anonymously.

All teachers are aware of the age appropriateness of content and delivering lessons that adhere to the age of their class. As well as our role as teachers not parents. When teaching about these topics, it must be recognised that young people may be discovering or understanding their sexual orientation or gender

identity. Within lesson we promote equal opportunity to explore the features of stable and healthy same-sex relationships and different gender orientation and religions.

Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, are addressed sensitively and clearly. The government state that schools should address the physical and emotional damage caused by female genital mutilation (FGM). They should also be taught where to find support and that it is a criminal offence to perform or assist in the performance of FGM or fail to protect a person for whom you are responsible from FGM. As well as addressing this in the context of the law, pupils may also need support to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence, including honour-based violence and forced marriage) and strategies to manage this or access support for oneself or others at risk. All our lessons promote key and important values of trust, respect, honesty, kindness, generosity, boundaries, privacy, and consent.

At Tring, our lessons point out to students what harmful, toxic and/or abusive relationship might look like. Students are given guidance on where to seek support in school and out school – NHS, Charities and Police.

Outcomes

Given the year of the students, at some level all students will know at the end of the content:

- What constitutes sexual harassment and sexual violence and why these are always unacceptable, the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.
- Their rights, responsibilities, and opportunities online, including that the same expectations of behaviour apply in all contexts, both online and offline. Awareness of online risks, including that any material someone provides to another has the potential to be shared online, and the difficulty of removing potentially compromising material placed online. To not to provide material to others that they would not want shared further and not to share personal material which is sent to them.
- What to do and where to get support to report material or manage issues online. The impact of viewing harmful content. That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others, and negatively affect how they behave towards sexual partners. That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. How information and data is generated, collected, shared, and used online.
- That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure, and not pressurising others.

- That they have a choice to delay sex or to enjoy intimacy without sex.
- The facts about the full range of contraceptive choices, efficacy, and options available. The facts around pregnancy, including miscarriage.
- That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options), including keeping the baby, adoption, abortion, and where to get further help.
- How different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted. How risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.
- About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
- How the use of alcohol and drugs can lead to risky sexual behaviour.
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

Right to withdraw

Parents will have a right to request to withdraw their child from sex education delivered as part of RSE in secondary schools which, unless there are exceptional circumstances, should be granted up to three terms before their child turns 16. At this point, if the child themselves wishes to receive sex education rather than be withdrawn, the school should plan for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent.

There is no right to withdraw from Relationships Education at primary or secondary. The matters covered in the syllabus – such as family, friendship, safety (including online safety) – are essential learning for all children.

How is PSHE covered

All students receive weekly, timetabled PSHE lessons through their PSHE teacher. On occasion, the community school nurse delivers content on the more sensitive topics. The programmes of study and medium-term plans for each year group contain clear objectives and differentiated learning outcomes.

Safeguarding in PSHE

At the heart of these subjects there is a focus on keeping children safe, and schools can play an important role in preventative education. Keeping Children Safe in Education (KCSIE) sets out that all schools and colleges should ensure children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum. Secretary of State (2020)

Everyone is responsible for making sure everyone at Tring is safe. There are whole school mechanisms in place to handle any concerns. PSHE is no different and adopts TPS' safeguarding procedure and policies.

Equal Opportunities

The school's programme of study for PSHE is designed to ensure that all students have full and equal access and accords with the Equalities Act of 2010. We promote the needs and interests of all students, irrespective of gender, culture,

ability. We will use PSHE education as a vehicle to address inclusion, diversity and equality for all.

Monitoring and Evaluation

The PSHE programme is regularly evaluated by the Head of Humanities and PSHE Coordinator's through the fortnightly meetings. PSHE coordinators will also conduct learning walks to assess how effective the lessons are progressing. Parents are surveyed once a year and get also get a letter about RSE. This is to ensure that they are fully informed about the delivery of the topics within the school and seek clarification if desired.

Spiritual, Moral, Social and Cultural Development (SMSC) Policy

Mission statement

The importance of pupils' SMSC development is widely recognised in law and plays an essential and significant part in a pupil's education. SMSC stands for Spiritual, Moral, Social, and Cultural development, and it's a key aspect of education in the UK. Essentially, SMSC is about helping students develop a range of personal and social skills that will enable them to become well-rounded, responsible, and engaged members of society

We believe that every person is equally important and that no-one has a right to harass, insult or cause offence to any other person for any reason. This is reflected in our PSHE curriculum.

Spiritual Development

Tring Park attempts to foster pupils' spirituality by encouraging the following:

- Giving pupils the opportunity to explore values and beliefs including religious beliefs and the way in which they affect people's lives
- Enabling pupils to develop a set of values, principles and beliefs
- Encouraging pupils to explore and develop what inspires themselves and others

Moral Development

Moral development is about pupils building a framework of moral values which regulates their personal behaviour, developing an understanding of society's shared and agreed values. Through our PSHE curriculum we allow students to:

- Think through the consequences of their own and others' actions;
- Express their views and allows others to express theirs on ethical issues and personal values;
- Evaluate dilemmas and explore different points of views.

Social Development

Social development ensures children can adjust appropriately to a range of social contexts and experiences. Our expectation for Tring Park pupils is that they are able to relate well to their peers and adults. We will foster pupils' social development by encouraging:

- Co-operation
- Pupils to be aware of their digital lives, use of social media and on-line reputations
- Pupils to recognise and respect differences and similarities
- Providing opportunities for pupils to exercise leadership and responsibility

- Providing positive and effective links with the world of work and the wider community

Cultural Development

Cultural development is about pupils understanding their own and other cultures. Promoting pupils' cultural development is linked with schools' attempts to value cultural diversity. Tring Park will encourage pupils' cultural development by:

- Providing opportunities for pupils to explore their own cultural values
- Help pupils explore other cultures and the points of views
- Providing opportunities for pupils to participate in cultural events

Implementing SMSC

We promote SMSC through range of ways; whether it is explicitly taught in PSHE lessons, assemblies, tutor time to more holistic ways i.e., charity days.

Outcomes

Within our PSHE programme it is expected that students will gain:

- An understanding of how citizens can influence decision-making through the democratic process
- An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence
- An understanding that the freedom to hold other faiths and beliefs is protected in law
- An acceptance that people with different faiths or beliefs to oneself (or with none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
- An understanding of the importance of identifying and combatting prejudice and discrimination.

Closing statement

PSHE education is a curriculum subject in England that helps children and young people stay healthy, safe, and prepared for life – and work – in modern Britain. PSHE Association (2023) We believe our PSHE programme fulfils these requirements and will help to aid our students navigate the modern world.