



PSHCE

Personal, Social, Health,
Citizenship Economic

What is PSHCE?

“PSHE education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain.”

“Evidence shows that well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.”



Why teach PSHCE?

<https://www.youtube.com/watch?v=qr3AqXVbgVg> (Why PSHE?)

<https://www.youtube.com/watch?v=EpOg2jHfpM> the case for PSHE (PSHE Association)



PSHCE at Sutton Community Academy

- At key stage 3, students build on the knowledge and understanding, skills, attributes and values they have acquired and developed during the primary phase. PSHCE education acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life. Students learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media.
- At key stage 4, students deepen knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during key stage 3. PSHCE education reflects the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.
- At key stage 5 students consider the topics that are affecting them in their lives as young adults. This extends knowledge covered at KS4.

Why is this so important?

Health

PSHE education forms a bridge between education and public health.

Chief Medical Officer

Safety

When pupils receive lessons on relationships and sex, disclosures about abuse and exploitation increase significantly.

International Cochrane study, 2015

Academic attainment

A virtuous cycle can be achieved, whereby pupils with better health and well-being achieve better academically

PSHE Education: A Review of Impact and Effective Practice, DfE, 2015

Flourishing

A curriculum for life?

UK Youth Parliament

What our students are facing:

Mental health is a big issue for young people...

- 1 in 8 children have a diagnosable mental health disorder – that's roughly 3 children in every classroom (i).
- 1 in 6 young people aged 16-24 has symptoms of a common mental disorder such as depression or an anxiety disorder (ii).
- Half of all mental health problems manifest by the age of 14, with 75% by age 24 (iii).
- In 2017, suicide was the most common cause of death for both boys (16.2% of all deaths) and girls (13.3%) aged between 5 and 19 (iv).
- Nearly half of 17-19 year olds with a diagnosable mental health disorder has self-harmed or attempted suicide at some point, rising to 52.7% for young women (v).

1 in 3 adult mental health conditions relate directly to adverse childhood experiences

<https://youngminds.org.uk/about-us/media-centre/mental-health-stats/>

Children who experience four or more adversities, are twice as likely to binge drink, and eleven times more likely to go on to use crack cocaine or heroin

<https://youngminds.org.uk/media/1547/ym-addaction-briefing.pdf>

41% of British 11-15 year-olds who smoke regularly have a mental disorder, as well as 24% of those who drink alcohol at least once a week, and 49% of those who use cannabis at least once a month.

(National Statistics Online, Mental Health: Mental Disorder More Common In Boys, at www.statistics.gov.uk, (2004))

Ninety six per cent of gay pupils hear homophobic remarks such as 'poof' or 'lezza' used in school. Almost all (99 per cent) hear phrases such as 'that's so gay' or 'you're so gay' in school

https://www.stonewall.org.uk/documents/school_report_2012%282%29.pdf

More than 16,000 young people are absent from school because of bullying.

http://redballoonlearner.co.uk/includes/files/resources/261298927_red-balloon-natcen-research-report.pdf

60% of 13 to 18 year olds have been asked for a sexual image of video of themselves

<http://www.nspcc.org.uk/globalassets/documents/annual-reports/childline-review-under-pressure.pdf>

7 in 10 young people aged between 13 and 22 have been a victim of cyberbullying

<http://www.ditchthelabel.org/downloads/the-annual-cyberbullying-survey-2013.pdf>

1 in 10 adults lived at some point during their childhood with someone who misused alcohol, and 1 in 25 with someone misusing, or dependent on drugs

More than one in seven surveyed children aged 11–18 (15 per cent) say they have been asked to send self-generated images and sexual messages.

NSPCC (2018) NetAware research on file with the NSPCC

Secondary school children in England are now more likely to have tried drugs than cigarettes,

<https://digital.nhs.uk/>

How does PSHCE help?

Pupil safety online and offline

An international study suggests that when pupils receive lessons on sex and relationships, disclosures about abuse and exploitation increase significantly.

<https://www.theguardian.com/education/2015/apr/16/sexual-abuse-education-helps-children-report-offenders>

Recent surveys involving 15,000 British adults suggest that those who cite school lessons as their main source of sex and relationships education were less likely to have had first intercourse before age 16 and say that both partners were consenting.

<http://www.natsal.ac.uk/home.aspx>

A series of international studies show that school lessons reduce unplanned pregnancy rates.

<https://unesdoc.unesco.org/ark:/48223/pf0000183281>

Academic success

PSHE education has been proven to remove barriers to learning and provide skills to aid success

- PSHE allows pupils to excel by removing barriers to learning, and developing skills and attributes - such as confidence and positive risk-taking - which support their progress.
- pupils with higher levels of emotional wellbeing have higher levels of academic success,
- Ofsted's finding that outstanding schools almost always have outstanding PSHE education.
- improved attitudes and behaviour in pupils and an 11% improvement in academic achievement.
- improvement in attainment rates, particularly amongst those eligible for free school meals and pupils who had been performing at below national average in maths and English.

Why do we teach PSHE?



Education Act 2002

The Education Act 2002 requires all schools to teach a curriculum that is "**broadly based, balanced and meets the needs of pupils**". Schools must "**promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life**" while having a duty to keep pupils safe.

Why do we teach PSHE?



The Equality Act 2010

The Equality Act 2010 places duties on schools not just to address prejudice-based bullying but also to help to prevent it happening, and in doing so to keep protected characteristic groups safe.

PSHE education, with its focus on identity and equality, can help schools to fulfil this duty.

Why do we teach PSHE?



The Ofsted inspection framework makes clear that ‘the responsibilities placed on governing bodies, registered providers, proprietors and management committees include: ‘making sure children and learners are taught how to keep themselves safe’, with Ofsted's PSHE Lead Janet Palmer HMI noting that ‘it is difficult to see how safeguarding can be good if PSHE education is poor’.

Why do we teach PSHE?



If PSHE lessons are observed as part of a whole school Section 5 inspection, inspectors will expect the same standards of teaching and learning as they would in any other subject. Poor PSHE education lessons can therefore impact on a school's overall judgment for quality of teaching, learning and assessment.

Why do we teach PSHE?



The 2015 Ofsted Common Inspections Framework places a greater emphasis on safeguarding, personal development, behaviour and welfare than the previous framework. It demonstrates a shift in focus within Ofsted, and brings the content covered within schools' PSHE programmes to the fore. This means that it will be significantly easier for schools to adequately evidence that they are meeting a range of inspection criteria if they have a planned, developmental PSHE programme in place.

What can you expect from students and staff?

What can you expect from students and staff?

- Discerning and mindful human beings willing to participate as positive citizens
- Solution-focused individuals – knowing how and when to solve their own problems, and when to seek help
- Resilient, caring people – caring for self and others
- Questioning and challenging minds that want to learn
- Self-knowledge to help them achieve what they want
- Emotionally literate individuals
- Exploration skills – looking for their own answers

Through this program, we can be confident that a focus on well-being and mental health not only enables us to provide a healthy and happy school environment for students and staff, and prepare the citizens of tomorrow with sound character and values, but also directly supports their more immediate mission: the promotion of effective learning.

The SCA PSHCE Team

Mrs M. Dymond - Teacher of PSHCE, Health & Social Care and Childcare

Mrs P. Runnalls - Teacher of PSHCE and Sociology

Mr R. Carlin - Head of Year 7 (transition), Teacher of Business and PSHCE

Mr J. Wale – Teacher of RE and Social Sciences

Mrs J. Durrant - Head of Year 10, Teacher of Health & Social Care and PE

Mrs C. Little - Head of Year 11, Teacher of PSHCE and Dance

Mrs A. Finn – Head of SCA 6th form, Teacher of English and PSHCE

Mr S. Lee – Assistant Principal for Personal Development

The Curriculum

To see what is taught in each Year Group, please see the schools “Relationships Education, Relationships and Sex Education and Health Education 22-23” Policy that can be found on the school website.

From September 2020 the Government is introducing new statutory requirements to the PSHE curriculum.

This will make some aspects of what we teach compulsory.



Relationships and Sex Education

Relationships and Sex Education (RSE) will build on the teaching at primary school. It aims to give young people the information they need to help them develop healthy, nurturing relationships of all kinds.

Our school will cover content on what healthy and unhealthy relationships look like and what makes a good friend, colleague and successful marriage or committed relationship. At the appropriate time, the focus will move to developing intimate relationships, to equip your child with knowledge they need to make safe, informed and healthy choices as they progress through adult life.

By the end of secondary school, pupils will have been taught content on:

- families
- respectful relationships, including friendships
- online media
- being safe
- intimate and sexual relationships, including sexual health



Department
for Education

Health Education

Health Education aims to give children the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

By the end of secondary school, pupils will have been taught content on:

- 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

You can find further details by searching 'relationships, sex and health education' on GOV.UK.



Department
for Education

Living in the wider world

This area of the curriculum gives students the opportunity to review their strengths, interests, skills, qualities and values and to set ambitious targets and goals. They will learn about opportunities available to them after GCSE's and A'levels, including apprenticeships, university life and employment. In addition they will build and develop the work started in key stage 3 on sex and relationships education.

**The three topics
overlap**

**Sex and
Relationships**

**Living in the
Wider World**

**Health and
Well Being**

Possible topics include:

1. Mental health
2. Cyberbullying
3. Pornography
4. FGM
5. Puberty
6. 'Sexting'
7. Consent
8. STIs
9. Pregnancy
10. Contraception
11. Same sex marriage
12. Drugs & Alcohol
13. LGBT

RSE Policy:

Teachers will establish clear parameters of what is appropriate and inappropriate in a whole class setting. It will be a matter of common practice that:

- no-one (teacher or student) will have to answer a personal question
- no-one will be forced to take part in a discussion
- the correct names for body parts will be used most of the time
- sensitivity will be shown towards those of particular faith backgrounds
- nothing should be said that could be construed as embarrassing or offensive to other pupils or students.

If a question is too personal, the student will be reminded of the ground rules. The student may then be referred to the appropriate health professional or outside agency via the Pastoral Leader for that student.

If a question is too explicit, seems too old for the student, is inappropriate for the whole class or raises concerns about sexual abuse, it will not be answered in front of the whole class. The member of staff will discuss their concerns with the Designated Safeguarding Lead as appropriate.

In cases of concern over sexual abuse, the Trust's Child Protection Procedures will be followed.

It is important to recognise the power and confusion of informal learning from, for example, television, magazines, newspapers, gossip, jokes and the wider community. Teachers can do much to dispel myths, reduce fear and anxiety, clarify understanding and counteract prejudice.

Right of withdrawal

Starting September 2020

- **Parents will not be able to withdraw their child from any aspect of Relationships Education or Health Education.**
- **Parents will be able to withdraw their child** (following discussion with the school) **from any or all aspects of Sex Education**, other than those which are part of the science curriculum, up to and until three terms before the age of 16.
- After that point, the guidance states that ‘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.’
- Where pupils are withdrawn from sex education, schools should document the process and will have to ‘ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.’



The Equality Act 2010

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PSHCE education, with its focus on identity and equality, can help schools to fulfil this duty.

How does the Equality Act impact on Relationships/Health Education?

Schools are required to have due regard to the need to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act; and
- advance equality of opportunity and foster good relations between persons who share a relevant protected characteristic and persons who do not share it

Relevant protected characteristics are age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation

SEXions

- **SEXions** is a confidential sexual health service for young people aged 13-19, and up to 24 for young people with disabilities.
- Although based at The Hub (Level 5, Tower 3 in King's Mill Hospital) and at Newark Hospital, SEXions works within the community to provide group sessions in educational settings, and offers community drop in centres that young people can access.
- They also give one-to-one support and advice surrounding all aspects of sexual health including sexually transmitted infections, contraception, healthy relationships, online safety and access to other sexual health services.
- Young People can refer themselves into the service, as can other organisations on behalf of the young person.
- SCA PSHCE work closely with SEXions who deliver lessons to students in Years 9,10,11,12 and 13.
- Proposals for the future include a drop in session for students based on school site where students could ask for advice and support (Year 9 and above only). SCA PSHCE and the safeguarding team welcome any parental feedback (contact marie.dymond@attrust.org.uk or Stacey.Anderson-gilling@attrust.org.uk) on this before January 31st 2023. If the response is positive, plans will be enacted to set up the session.

For more information:



Promotional material

Relationships, sex and health education: guides for parents

Search 'RSE FAQ' on GOV.UK

Search 'RSE Parent Guide' on GOV.UK



Any questions or concerns:

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