



## **Campion Senior School: PSHE Policy (including Relationships and Sex Education (RSE))**

### **Context**

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 Campion School, we teach Personal, Social, Health and Economic (PSHE) Education as a whole-school approach to underpin students' development as people and because we believe that this also supports their learning capacity. This policy is informed by the school's ethos and one of the founding aims which is:

*To create a wholesome environment based on moral values to enable pupils to develop their characters and become responsible citizens in their respective communities.*

This policy meets the school's safeguarding obligations and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our young people.

### **Aims**

Campion School aims to promote personal wellbeing and development through a comprehensive taught programme of Personal, Social, Health and Economic (PSHE) education in Years 7, 8 and 9, that gives young people the knowledge, understanding, attitudes and practical skills to live healthy, safe, productive and fulfilled lives, both now and in the future.

We value PSHE as a way to support 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 use the PSHE association's approach to PSHE, as our chosen teaching and learning programme and tailor it to our students' needs.

More specifically, the aims are to:

- promote well-being
- prepare children for the challenges, opportunities, responsibilities and risks of adult life
- encourage a safe, responsible and healthy lifestyle

- respect the rights and opinions of others and develop social skills and good relationships with peers and adults
- develop a sense of responsibility and community in the individual
- encourage participation, involvement and a sense of commitment
- stimulate moral, cultural and social development
- promote tolerance and understanding of individual and cultures
- prevent discrimination, advance equality of opportunity and foster good relations between different groups.

### **Relationship and Sex Education (RSE)**

RSE (within PSHE) is defined as being part of lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It aims to give pupils essential skills for building positive, enjoyable, respectful and non-exploitive relationships and to stay safe on and offline. It enables exploration of attitudes and values, helps build self-esteem and confidence to view their sexuality positively.

Relationship and Sex Education is not just learning about growing up, changes and reproduction. It is also about enabling children to make and maintain relationships with others, to understand about human sexuality and to feel good about themselves and the choices they make. This involves helping children to gain knowledge, develop skills and form positive beliefs and attitudes.

The aims of RSE in Champion are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies.

### **Programme of Study**

The Programme of Study sets out learning opportunities for key stage 3 (Years 7-9), in three core themes: Health and Wellbeing, Relationships, and Living in the Wider World.

At key stage 3, students build on the knowledge and understanding, skills, attributes and values they have acquired and developed during the primary phase. PSHE 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.

Planned enrichment days are also used to develop and extend Champion's planned PSHE education programme.

## SECONDARY PSHE EDUCATION: LONG-TERM OVERVIEW – THEMATIC MODEL

	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
Year 7	<b>Transition and safety</b> Transition to secondary school and personal safety in and outside school, including first aid	<b>Developing skills and aspirations</b> Careers, teamwork and enterprise skills, and raising aspirations	<b>Diversity</b> Diversity, prejudice, and bullying	<b>Health and puberty</b> Healthy routines, influences on health, puberty, unwanted contact, and FGM	<b>Building relationships</b> Self-worth, romance and friendships (including online) and relationship boundaries	<b>Financial decision making</b> Saving, borrowing, budgeting and making financial choices
Year 8	<b>Drugs and alcohol</b> Alcohol and drug misuse and pressures relating to drug use	<b>Community and careers</b> Equality of opportunity in careers and life choices, and different types and patterns of work	<b>Discrimination</b> Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	<b>Emotional wellbeing</b> Mental health and emotional wellbeing, including body image and coping strategies	<b>Identity and relationships</b> Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	<b>Digital literacy</b> Online safety, digital literacy, media reliability, and gambling hooks
Year 9	<b>Peer influence, substance use and gangs</b> Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	<b>Setting goals</b> Learning strengths, career options and goal setting as part of the GCSE options process	<b>Respectful relationships</b> Families and parenting, healthy relationships, conflict resolution, and relationship changes	<b>Healthy lifestyle</b> Diet, exercise, lifestyle balance and healthy choices, and first aid	<b>Intimate relationships</b> Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	<b>Employability skills</b> Employability and online presence

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### Roles and responsibilities

Teachers teaching PSHE (and RSE) are responsible for:

- delivering PSHE and RSE in a sensitive way
- modelling positive attitudes to PSHE and RSE
- monitoring progress
- responding to the needs of individual pupils
- responding appropriately to pupils whose parents wish them to be withdrawn from a lesson.

Teachers, in particular those of literature and the humanities, will make use of opportunities provided by their subject material to explore human values and their implications for the daily lives of the pupils.

Extra-curricular activities and school excursions also provide many opportunities for the development of cooperation and mutual respect. Good sportsmanship on the playing field is valued over winning. Dramatic productions (and Forensics) have always been regarded in Campion as a fundamental feature of the school. Plays and musicals are regularly produced throughout the school in which many pupils take part. These activities help children to develop confidence in themselves and to work with others. They also learn the value of commitment, based on the vital concept of not letting others down.

Daily life in the school provides many opportunities for teachers to act as role models, counsellors and resolvers of pupil conflicts. Staff are expected to respond positively to these challenges.

Environmental awareness and actively working for a better environment are an integral part of the curriculum in all years as well as a major feature of the 'conscience' of the school. Each year pupils in the ACE club (Active Campion Ecologists) organise and participate in Environmental Awareness Week. The school takes a leading role amongst Greek schools in reforestation, both regularly and following forest fires.

The IB Diploma programme is rich in educational opportunities in PSHE. A key part of the Theory of Knowledge course concerns ethics and the course attempts to make this real to students via examples drawn from their own lives and from the life of the community. The Service component of the CAS programme ensures that all IB students develop an awareness of, and service the needs of others less fortunate than themselves or of the school community. Campion is closely linked to several charities and pupils regularly raise money for them as well as help in hands-on, practical ways.

The school actively promotes understanding of and respect for Greece. Assemblies are held every year to commemorate 'Ochi' day on 28<sup>th</sup> October (relating to that day in 1940 when the country's Prime Minister replied in the negative to the Italian ultimatum) and Polytechnic Day on the 17<sup>th</sup> November (related to that day in 1973 when the military dictatorship ruthlessly crushed a student uprising). General lessons are drawn from both events.

The international and multicultural mix of the school provides a valuable forum for discussion of inter-community understanding and tolerance. IB courses require teachers to bring out and underscore the international dimension of their subject matter. Theory of Knowledge lessons (and coursework) are a particularly rich source of opportunities for bringing out the international dimension of citizenship.

The science curriculum includes personal education in many different year groups.

- Various aspects of sex education are dealt with in Years 8, 9 & 10.
- Drugs education is included in the curriculum of Years 8 & 11.
- The relationship between good health and choice of lifestyle is considered periodically in Years 7 -11.

In addition, the school nurse, the school's educational psychologist and members of staff give lessons in puberty/adolescence and other topics. School assemblies are also devoted to subjects such as:

- Personal development
- Sex and relationship education
- Mental health/mental illness
- Contribution to the school and the wider community
- Responsible and sensitive attitude towards other individuals and cultures
- Tolerance and understanding
- Conflict resolution, bullying and respect
- Environmental awareness.

Reviewed: October 2022

Next Review October 2024