



Hillside Specialist School & College

Providing exceptional education for all students

Hillside Specialist School and College 's Personal, Social and Health Education (including Relationships and Sex Education - RSE) Policy

PSHE

The aim of Personal, Social, Health and Economics (PSHE) is to equip students with current, up-to date information on issues that they may face in the wider world to enable them to make informed choices and opinions, from drugs to bullying and RSE (which focuses the effective delivery of relationships education, including sex education within secondary schools). PHSE and RSE are obligatory but non-examined subjects which help to equip our students for life outside school and the role they take on after education. RSE is not about encouraging teenagers to become sexually active nor is it about promoting any particular lifestyle or relationship choice. RSE is about providing pupils with the knowledge, skills and confidence to make safe, healthy and informed relationship choices as young people and in the future as adults.

Hillside school and college is founded on inclusivity, this inclusivity includes gender, sexual orientation, race, religion, LGBT+ and is the basis for which successful PSHE, and in turn, successful pupils are created.

Intent

The intended outcomes for our programme are that pupils will:

- Know and understand how to form and sustain healthy relationships
- Understand they have the right to voice and opinion and be accepted when doing so
- Understand they have the responsibility to treat everyone as equals
- Develop the skills to maintain a healthy lifestyle both physically and mentally
- Develop the attributes of confident, well informed and inclusive young adults

Staff and facilities

Hillside's PSHE lessons are taught for one hour each week by the class teacher. There are also opportunities for outside visitors to present to classes in order to consolidate learning and allow students to ask more detailed questions and expand their knowledge. The teachers are all supported by the subject lead. High levels of



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staffing at lunchtimes on the playground means that we are also able to discreetly teach students about building relationships, working together and managing conflict. In addition, a variety of external speakers may support various aspects of the curriculum; these may include the Fire and Rescue Services and local organisations and businesses. All teachers of PSHE will have access to a range of resources and support to ensure teaching is accurate, supportive and appropriate for their learners needs.

Governors will be responsible for the policy and ensure all aspects of the policy meet statutory regulations and guidance with support of the Head Teacher. The PSHE subject Lead will be responsible for the production and upkeep of teaching resources and ensure the provision is to the highest possible standard. Staff will be given professional training opportunities on a regular basis and in line to meet any identified needs.

Implementation

Teaching and Learning Styles

The programme of study has been created to meet the needs of our learners whilst at the same time covering the legal requirements set out by the Government. We use a range of teaching and learning styles to teach PSHE and RSE. We emphasise active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of tasks that promote active citizenship, for example charity fundraising or the planning of special school events such as an assembly. We organise classes in such a way that pupils are able, through discussion, to set agreed classroom rules of behaviour, and resolve any conflicts. We offer children the opportunity to hear visiting speakers, whom we invite into the school to talk about their role in creating a positive and supportive local community. Formative assessment will be on going throughout the entire programme and should be the main driving force in meeting our student's needs. At the beginning and end of each topic the knowledge and understanding of the pupils will be assessed and used to inform future teaching. Pupils will have opportunities to review and reflect on their learning during lessons and pupil voice activities and this will be vital in adapting and amending planned learning activities. Due to the nature of PSHE and RSE we will ensure that pupils are taught in a safe learning environment with clear ground rules and where possible distancing techniques will be used to keep our pupils safe and confident. All sensitive issues will be handled with care and any safeguarding issues will be dealt with in line with school policy.

PSHE and Curriculum Planning



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We teach PSHE and RSE in a variety of ways. As well as our statutory requirements of teaching a discreet PSHE lesson each week, we introduce PSHE and RSE topics through teaching in other subjects. Also, as there is a large overlap between the programme of study for religious education and the aims of PSHE, we deliver a considerable amount of the PSHE and RSE curriculum through our religious education lessons. We also develop PSHE and RSE through various activities and whole-school events, for example the school council representatives from each key stage meet regularly to discuss school matters.

Teaching PSHE to children with special needs

We teach PSHE and RSE to all children regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. When teaching PSHE, teachers take into account the targets set for the children in their EHCPs, some of which targets may be directly related to PSHE and RSE targets.

In Early Years, children will work towards achieving Early Learning Goals in Personal, Social and Emotional Education. These will be delivered through cross curricular projects as outlined in our Early Years Curriculum.

In Key stage 1 and 2 we will cover:

Self Awareness

1. Things we are good at
2. Kind and unkind behaviours
3. Playing and working together
4. People who are special to us
5. Getting on with others

Self-care, Support and safety

1. Taking care of ourselves
2. Keeping safe
3. Trust
4. Keeping safe online
5. Public and Private

Managing Feelings

1. Identifying and expressing feelings
2. Managing strong feelings

Changing and Growing



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1. Baby to adult
2. Changes at puberty
3. Dealing with touch
4. Different types of relationships

Healthy Lifestyles

1. Healthy Eating
2. Taking care of physical health
3. Keeping well

The World I Live in

1. Respecting differences between people
2. Jobs people do
3. Rules and laws
4. Taking care of the environment
5. Belonging to a community
6. Money

In Key Stage 3 and 4 we will cover:

Self Awareness

1. Personal strengths
2. Skills for learning
3. Prejudice and discrimination
4. Managing pressure

Self-care, Support and safety

1. Feeling unwell
2. Feeling frightened/worried
3. Accidents and risk
4. Keeping safe online
5. Emergency situations
6. Public and private
7. Gambling

Managing Feelings

1. Self-esteem and unkind comments
2. Strong feelings



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3. Romantic feelings and sexual attraction

4. Expectations of relationships/abuse

Changing and Growing

1. Puberty

2. Positive/unhealthy relationships

3. Friendships

4. Intimate relationships, consent and contraception

5. Long-term relationships/parenthood

Healthy Lifestyles

1. Elements of a healthy lifestyles

2. Mental wellbeing

3. Physical activity

4. Healthy eating

5. Body image

6. Medicinal drugs

7. Drugs, alcohol & tobacco

The World I Live in

1. Human diversity

2. Rights and responsibilities

3. Managing online information

4. Taking care of the environment

5. Preparing for adulthood

6. Managing finances

At Key Stage 3 and 4 teachers might need to draw on learning outcomes from key stages 1 and 2 or from both phases for some pupils. The focus will be on the quality of learning that is appropriate to the child rather than quantity of 'topics' covered.

Impact

Our curriculum design will lead to all pupils progressing, regardless of their starting points over time. Good teaching and learning will support children in producing outcomes of the highest quality. We will ensure that the curriculum is regularly monitored and reviewed. The learning and outcomes will be monitored, and feedback will be given around what is going well and what are the ways to grow. As part of our reporting



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process to Governors, the curriculum lead for school would report on any appropriate monitoring of PSHE, including RSE.

Parental Engagement

Parents will have access to the PSHE policy at all times via the school website and any changes will be notified. We are fully committed to working with parents and carers and will work closely with them so that they are fully aware of what is being taught. Parent information sessions and use of digital communication will empower parents to follow up PSHE and RSE work at home and we welcome their feedback regards any and all content.

Right to withdraw your child

You cannot withdraw your child from Health Education or the Relationships Education element of RSE because it is important your child receives this content. If you do not want your child to take part in some or all of the Sex Education lessons delivered at school, you can ask that they be withdrawn. The Head Teacher will request a meeting to discuss this with you, and will grant this in all but exceptional circumstances, up until three school terms before your child turns 16. At this age, your child can choose to receive Sex Education if they would like to, and the school will arrange for the child to receive this teaching in one of those three terms (unless there are exceptional circumstances).

There will be no parental right to withdraw from relationships education, health education, or sex education delivered as part of the science curriculum.

Date of review: January 2025