



Personal, Social, Health and Economic (PSHE) and Relationships and Sex Education (RSE) Policy

Last reviewed- 13/07/2023

Next review- 13/07/2024

Reviewed by - BT

Approved by - Trustees

Purpose

The content of this policy is based on Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, and Social, emotional, and mental wellbeing in primary and secondary education: NICE guidelines. This guidance covers ways to support social, emotional, and mental wellbeing in children and young people in primary and secondary education (key stages 1 to 5), and people 25 years and under with special educational needs or disability in further education colleges. It aims to promote good social, emotional, and psychological health to protect children and young people against behavioural and health problems. This document will be reviewed annually and approved by the Board of Trustees.

Intent

Step into Learning believes that to embrace the challenges of creating a happy and successful adult life, learners need knowledge that will enable them to make informed decisions about their wellbeing, health, and relationships and to build their self-efficacy. This programme is designed to ensure that all learners can thrive physically, intellectually, emotionally, and socially. Learners can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges, and complex contexts. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support. These subjects represent a huge opportunity to help our learners develop. The knowledge and attributes gained will support their own, and others' wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.

Our PSHE and RSE Curriculum has four core themes:

Healthy lives

This includes healthy lifestyle choices, risky behaviours including drugs and smoking. Healthy sexual relationships, STD, contraception, and consent are covered. A greater understanding of financial management is also included.

Improving mental health and wellbeing

This key topic is wide ranging and covers personal wellbeing, resilience, and self-esteem. It also looks at key issues including self-harm and managing mood. The impact of online social media is a recurring theme.

Keeping safe

This topic includes radicalisation and extremism. Learners will explore online safety and sexual and criminal exploitation, including county lines.

Positive relationships

The importance of inclusion in community is key in this topic. Developing healthy and positive relationships with friends, partners and the local community is an ongoing theme in

all sessions. Sexual health and wellbeing are also explored in this topic. Celebrating achievement and successfully moving on concludes this topic.

Implementation

As part of the annual review, content of the programme will be evaluated in line with national issues and local trends. Internal monitoring of safeguarding and welfare concerns will also influence content and activities in the SOW. The suggested activities are included to give a starting point to the lesson plan and include a range of resources tutor can use with learners or for their own research and CPD. They encourage active learning and engagement for the learners. They include strong links to functional skills, British Values and teamworking opportunities. Tutors should differentiate the suggested activities for the learner needs and create Power Points, additional resources and activities as required. It is key to include local links to support and help lines to safeguard and signpost the learners effectively.

Throughout taught sessions tutors should include reference to British Values demonstrating their relevance to learners' lives, qualifications, and employment. Tutors should use opportunities to discuss relevant safeguarding issues, including local risks, which impact on learners lives and wellbeing.

An overview of safeguarding and Prevent should be covered in the induction and woven throughout the curriculum with frequent checks on learner recall.

Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to learners, in a carefully sequenced way, within a planned programme or lessons. Teaching will include sufficient well-chosen opportunities and contexts for learners to embed new knowledge so that it can be used confidently in real life situations.

The Quality lead will need to work closely with colleagues to ensure the PSHE/RSE programme complements, and does not duplicate, content covered in the core curriculum.

Recommended Subject content.

Healthy lives	Improving mental health and wellbeing	Keeping safe	Positive relationships
Importance of exercise for your health	The truth behind social media	Protecting yourself against radicalisation	Good friendships
The risks of smoking and vaping	Eating disorders	County Lines	Sexual health
Alcohol – the facts	Dealing with stress	Sexual Exploitation	Healthy sexual relationships, including consent.
Healthy eating	Improving resilience	Online safety	Domestic abuse

Personal health and hygiene	Self-harm	Radicalisation	Celebrating difference – LGBTQ+
The dangers of drugs	Self help	Criminal Exploitation	Celebrating difference – disability
Healthy skin	Ways to boost your self-esteem and confidence.		Moving on
A good night's sleep			
Personal finances			

Please see PSHE/RSE SOW template for further detailed content requirements

Monitoring and evaluation of PSHE/RSE Programme

A Core PSHE/RSE curriculum will be provided to all subcontractors. Any changes will need to be approved by Step into Learning before the beginning of each academic year. The curriculum will be reviewed as part of quality assurance reviews and termly meetings held to share best practice and resources.

Making the curriculum accessible to all

PSHE/RSE must be accessible for all learners. This is particularly important when planning teaching for learners with special educational needs and disabilities who represent a large minority of pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. Providers should also be mindful of the preparing for adulthood outcomes, as set out in the SEND code of practice, when teaching these subjects to those with SEND. Providers should be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some learners; for example, those with Social, Emotional and Mental Health needs or learning disabilities. Such factors should be taken into consideration in designing and teaching these subjects.

Useful resources

There are many excellent resources available, free of charge, which providers can draw on when delivering these subjects. Providers should assess each resource that they propose to use carefully to ensure it is appropriate for the age and maturity of pupils and sensitive to their needs, where relevant, providers should use resources that are medically accurate. Providers should also ensure that, when they consult parents or carers, they provide examples of the resources they plan to use, as this can be reassuring for parents, and enables them to continue the conversations started in class at home.

Relationships Education

Safeguarding: <https://learning.nspcc.org.uk/research-resources/schools/pants-teaching>

Relationships and Sex Education

Sexual health and relationships: up to date information on all aspects of sexual and reproductive health available on <https://www.sexwise.org.uk/> which tutors may find helpful for their knowledge.

Abuse in relationships: <https://pshe-association.org.uk/resource/disrespect-nobody-preventing-relationship-abuse> .

Consent: <https://pshe-association.org.uk/consent>

LGBT inclusivity: <https://www.stonewall.org.uk/resources/different-families-same-love-pack>
[Intercom Trust | Providing help against homophobic and transphobic prejudice, crime and discrimination.](#)

Resources covering all contexts, including online, and specifically relationships and bullying, alcohol, smoking, stress, body image from Public Health England website with videos made by young people and resources tested with teachers.

<https://campaignresources.phe.gov.uk/schools/topics/mental-wellbeing/overview>

<https://www.brook.org.uk/>

Mental health

[Mental health and emotional wellbeing lesson plans from PSHE Association.](#)

[MindEd educational resources on children and young people's mental health.](#)

Online safety

[Education for a Connected World](#) is the UK Council for Internet safety (UKCCIS) framework of digital knowledge and skills for different ages and stages.

[Sexting advice from UKCCIS](#) for schools on preventative education and managing reports of sexting.

[Thinkuknow](#) is the education programme from National Crime Agency (NCA) and Child Exploitation Online Programme (CEOP), which protects children both online and offline. The site offers materials for parents, tutors and learners on a wide range of online safety issues and facts about areas such as digital footprints, recognising fake websites and checking URLs.

Drugs and alcohol

[Teacher training on drugs, alcohol and tobacco](#) - a training module for providers to use to train staff to teach about drugs, alcohol and tobacco.

Extremism and radicalisation

Practical advice and information from [Educate Against Hate](#) for teachers, teachers in leadership positions and parents on protecting children from extremism and radicalisation

