



PSHHE

Personal, Social, Health & Economic Education

An Introduction for parents and carers.



What is PSHE?

“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 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



Department
for Education

Relationships and Sex Education



Relationships and Sex Education 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

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



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 infection prevention
- basic first aid
- changing adolescent body

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



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.



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;
- 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

New PSHE Guidelines



DfE Topics

Mental wellbeing

Internet safety and harms

Drugs alcohol and tobacco

Respectful relationships, including friendships

Online and media

Intimate and sexual relationships, including sexual health

Citizenship

Physical health and fitness

Healthy eating

Health and prevention

Basic first aid

Changing adolescent body

Families

Being Safe

Physical health and fitness

- associations between physical activity and mental wellbeing,
- what constitutes a healthy lifestyle
- maintaining a healthy weight, links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health.
- the science relating to blood, organ and stem cell donation

Healthy eating

- how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer

Health and prevention

- personal hygiene
- germs
- antibiotics
- Dental Health
- Immunizations & Vaccines
- Self-examinations
- Importance of sleep

CPR/First Aid

- Basic treatment for common injuries
- Life-saving skills, including how to administer CPR
- The purpose of defibrillators and when one might be needed

Families

- Different types of families,
- Marriage
- Roles and responsibilities of parents
- Judge when a family, friend, intimate or other relationship is unsafe

Being Safe

- The concepts of and laws relating to sexual consent
- Sexual exploitation, abuse, grooming, coercion, harassment, rape domestic abuse, forced marriage, honour-based violence and FGM
- How these can affect current and future relationships

**What is
relationships,
sex and health
education?**

Relationships

Sex

Health



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

Right of withdrawal from Relationships and Sex education



Since 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 Outcome:

what can you expect from students to gain from studying PSHE?

- 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 for self-efficacy
- 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.

Current RSE Policy Regarding Sensitive Issues:



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 Safeguarding team.

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 or Child Protection Officer as appropriate.

In cases of concern over sexual abuse, 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.



Any questions or concerns:

Please contact Ms Burton or Ms Punni.

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<https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools>

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-and-sex-education-rse-secondary>

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/annex-a-regulations-for-relationships-education-relationships-and-sex-education-rse-and-health-education>