



**GEORGE
DIXON
ACADEMY**

PSHE (Personal, Social, Health Education) Policy

(including Relationships and Sex Education (RSE) and Health Education, statutory from September 2020)

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Last Review:	
Reviewed By:	Katharine Abreu, Associate Leader
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Approved By:	Governing Body
Next Review:	October 2026

Context

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, 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.

Our PSHE policy is informed by existing DfE guidance:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on [cyberbullying](#))
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))

Rationale

At George Dixon Academy, we believe that the purpose of the PSHE curriculum is to equip pupils with the necessary knowledge and skills to prepare them for the ever-changing world; enabling our pupils to be healthy, happy, discerning and learn well.

Within PSHE, pupils are provided the opportunity to learn the knowledge and skills required to develop healthy relationships with themselves and others; navigate the increasing influence of peers and the media; recognise their responsibility and take on greater responsibility within situations; keep themselves safe within both their day to day and online lives; and manage the emotional and physical changes and challenges faced during this transition from pre-teens to adolescents and then into young adults. This gives our students the tools to make better choices in life, whilst also understanding different viewpoints.

At KS5, we have listened to the views of what the pupils consider to be important to them whilst also recognising the fundamental knowledge and skills required as many of our pupils face potentially difficult decisions about further education; the independence, responsibility and pressures of adulthood; and the reality that many of them will leave home for the first time. The curriculum has been created to revisit important knowledge and skills relating to health, wellbeing and relationships whilst also laying the foundation for their futures.

PSHE

At George Dixon Academy, we teach Personal, Social, Health Education as a whole-school approach to underpin students' development as people and because we believe that this also supports their learning capacity.

In years 7-11, to ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to our students' needs. In Sixth Form, we build on the content taught in the Jigsaw curriculum and revisit important knowledge and skills relating to health, wellbeing and relationships; laying the foundation for their transition into adulthood.

Jigsaw, the mindful approach to PSHE, provides a programme which offers us a comprehensive, carefully thought-through scheme of work bringing consistency and progression to our students' learning in this vital curriculum area. This programme's complimentary update policy ensures we are always using the most up-to-date teaching materials and that our teachers are well-supported. The overview of the programme, and the Sixth Form PSHE programme can be seen on the school website.

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE (mapping document available on the Community Area of www.jigsawpshe.com) and aligned to the definitions of Relationships and Sex Education offered by the Sex Education Forum (National Children's Bureau, April 2020).

This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our young people.

Statutory RSE and Health Education

The mapping document, 'Jigsaw 11-16 and statutory RSE and Health Education', shows exactly how Jigsaw and, therefore, our school, meets the statutory RSE and Health Education requirements.

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships and Sex Education compulsory for all pupils receiving secondary education... They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools."

DfE Guidance p.8.

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."

"This is why we have made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools."

"In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.

This will sit alongside the essential understanding of how to be healthy. At secondary, teaching will build on the knowledge acquired at primary and develop further pupils' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex."

"These subjects represent a huge opportunity to help our children and young people 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."

Secretary of State Foreword, DfE Guidance 2019 p.4-5.

"Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons."

DfE Guidance p.8

Here, at George Dixon Academy 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 include the statutory Relationships, Sex and Health Education within our whole-school PSHE Programme.

At George Dixon Academy, we see Relationships and Sex Education (RSE) as a valuable way to guide our pupil's development; empowering and equipping them for life. High quality RSE enables our pupils to make informed choices, guided by their knowledge of their rights and the law. The knowledge and skills taught within the PSHE curriculum reflects the realities of growing up in today's modern society and equips them with the understanding required to develop healthy and respectful relationships of all kinds.

The long-term goals of the PSHE curriculum are:

- Pupils will have an understanding of who they are as individuals and how they fit into 'the world'. This includes friendship groups, online and as a global citizen.
- An in depth understanding of similarity and difference and the impact of these whether positive or negative.
- What does it mean to be aspirational? Pupils will have developed ambitions for themselves, their community, the planet, world, their future and have an understanding of not just what they want to become, but who they want to become.
- A confident understanding of how to be mentally and physically healthy and the consequences of unhealthy lifestyle choices.
- An in depth understanding into the complexity of relationships including relationship-building skills, range of relationships, consent and healthy and unhealthy relationships.
- Pupils will know how to manage all sorts of change positively from relationships, puberty, transitions in life, loss and bereavement.

What do we teach when and who teaches it?

The member of staff responsible for the co-ordination, development, monitoring and evaluation of RSE is the Head of PSHE in consultation with the wider senior leadership team. PSHE (including RSHE) is taught by the Form Tutors, recognising the value of the positive form tutor and tutee relationship that allows for a safe environment rooted in trust, co-operation and support.

Discussions regarding potentially sensitive issues may in turn lead to a disclosure that requires follow up by a Designated Safeguarding Lead. In this circumstance, staff are to follow our normal safeguarding procedures and use My Concern.

Occasionally, visiting speakers will be invited to support the delivery of the RSE curriculum. All visitors will be briefed in advance of the academy's safeguarding procedure. All content intending to be delivered will be reviewed by the Head of PSHE in advance to ensure that it is age-appropriate.

The Jigsaw Programme covers all areas of PSHE for the secondary phase including statutory RSE and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school (including Sixth Form); the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding difference, Equality Act
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family, intimate relationships and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

At George Dixon Academy we allocate 55 minutes to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

- assemblies and collective worship,
- praise and reward system,
- our academy value: grounded, determined and sincere
- PSHE Charter,
- through relationships student to student, adult to student and adult to adult across the school.

- We aim to ‘live’ what is learnt and apply it to everyday situations in the school community.

Relationships and Sex Education

“The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like...it should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships...”

Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

RSE should provide clear progression from what is taught in primary school in Relationships Education.

Pupils should understand the benefits of healthy relationships to their mental wellbeing and self-respect.” *DfE Guidance page 25*

“In teaching Relationships Education and RSE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of The Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics...”

We expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum.” *DfE Guidance page 15*

The Sex Education Forum offers the following definitions:

“Sex education is learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health.”

“Relationships education is learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life. Relationships education supports children to be safe, happy and healthy in their interactions with others now and in the future.”

Sex Education Forum, 2020

What does the DfE statutory guidance on Relationships and Sex Education expect young people to know by the time they leave secondary school?

RSE in secondary schools will cover ‘Families’, ‘Respectful relationships including friendships’, ‘Online and media’, ‘Being safe’ and ‘Intimate sexual relationships, including sexual health’. The expected outcomes for each of these elements can be found further on in this policy.

It is important to explain that whilst the Relationships unit covers most of the statutory relationships education, the Changing Me unit covers much of the sex education and the Healthy Me unit covers much of the health education, some of the outcomes are also taught elsewhere. This holistic approach for years 7-13, ensures the learning is reinforced through the year and across the curriculum.

Pupils may ask questions relating to sex education that go beyond what is covered by the school and/ or what is considered age appropriate. In this situation, staff must ensure that the pupil is given the opportunity to speak with a trusted adult away from the classroom setting, and where appropriate, a DSL and parents/ carers should be involved. It is important that support services are signposted where needed. It must be recognised that if questions go unanswered it might lead to the child accessing inappropriate sources of information.

Health Education

“It is important that the starting point for health and wellbeing education should be a focus on enabling pupils to make well-informed, positive choices for themselves.”

DfE Guidance page 35.

What does the DfE statutory guidance on Health Education expect young people to know by the time they leave secondary school?

Health Education in secondary schools will cover ‘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’.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document, ‘Jigsaw 11-16 and Statutory RSE and Health Education’.

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw, e.g. emotional and mental health is nurtured every lesson through mindfulness practice and respect is enhanced through the use of the Jigsaw Charter.

Again, the mapping document shows transparently how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

Sex Education

The DfE Guidance 2019 integrates Relationships and Sex Education at secondary school level.

Most of the DfE outcomes relating to Sex Education sit within the ‘Intimate and sexual relationships, including sexual health’ section of the guidance and include aspects like:

- the facts about reproductive health...
- the facts about the full range of contraceptive choices ...
- how the different sexually transmitted infections (STIs), including HIV/AIDS, are transmitted...
- how to get further advice...
- consent and the law

DfE Guidance page 29.

At George Dixon Academy we agree with the Sex Education Forum definition of Sex Education (as above).

The Jigsaw PSHE Programme also reflects this, making it possible for us to identify which lessons specifically address these aspects of learning, thereby making it straightforward for us to communicate this to parents/carers in relation to their right to request to withdraw their children from Sex Education.

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The grid below shows which lessons (years 7-11) cover which aspects of the DfE outcomes:

Year group	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 7						2 – Having a baby 3 – Family relationships and choices 6 - Assessment
Year 8						4 – Pornography and understanding relationships 5 – Alcohol 6 - Assessment

Year 9	5 - Consent				<p>2 – Assertiveness and saying no</p> <p>3 – Pornography and its impact</p> <p>4 – Contraception</p> <p>5 - Consequences of unprotected sex</p> <p>6 - Assessment</p>	
Year 10		1 – Equality – what does it mean to me in the UK?		<p>4 – STIs</p> <p>5 – Safer sex</p> <p>6 - Assessment</p>	<p>4 – Can you always believe what you see?</p> <p>6 - Assessment</p>	
Year 11	<p>1 – Becoming an adult</p> <p>2 – Relationships and the law</p> <p>4 – Me, the internet and the law</p> <p>6 – Assessment (workbook only)</p>			<p>2 – Staying safe in sexual relationships</p> <p>3 – Hormonal health</p> <p>4 – Contraception and sexual health</p> <p>5 – Pregnancy and choice</p> <p>6 - Assessment</p>	<p>1 – Intimate romantic relationships</p> <p>6 - Assessment</p>	

There are several topics within the Jigsaw PSHE 11-16 program that could be considered as sexual behaviour, link to sexual behaviour or invite questions from students that may require an answer that explores themes within sex education. The lessons that include these topics have not been identified as sex education as it is our belief that this learning is integral for young people to keep themselves safe, and to ensure that they are safeguarded. These topics are:

- Sexting
- Pornography – discussing the receiving of unwanted images and online safety
- Consent (when mentioned outside of lessons that are explicitly about sexual relationships)
- Protecting the health of reproductive organs by screening (breast and testicular checking related to cancer. Testing for STIs is included as sex education).

Parents' right to request their child be withdrawn from Sex Education

“Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE...

... except in exceptional circumstances, the school should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, 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”.

DfE Guidance pages 17/18.

The academy will ensure that parents/ carers are informed of what will be taught and when.

Should parents/ carers wish to discuss withdrawing their child from Sex Education or would like access to view the PSHE teaching materials, they are advised to either contact the Head of PSHE, k.abreu@georgedixonacademy.com and/or the Headteacher t.mann@georgedixonacademy.com

Parents/ carers will then be invited into school to discuss the request to ensure that their wishes are fully understood. We will discuss the purpose of the curriculum and the benefits of the pupil in question receiving this important information along with any detrimental effects that withdrawal may have. These may include the possible emotional and social effects of being excluded as well as the possibility that the pupil in question may hear their peers' version of what has been taught. Following this discussion, the school will respect the parent/ carers' request to withdraw their child and a record will be kept. Pupils who are withdrawn will receive purposeful education during the period of withdrawal.

Inclusion and SEND

At George Dixon Academy we pride ourselves on our inclusive policy and on how we make provision for all students' needs.

PSHE is adapted and personalised by the Head of PSHE and/or Form Tutor with guidance from the SEND team.

Equality

This policy will inform the school's Equalities Policy

The DfE Guidance 2019 (p.15) states, “Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect”.

Schools are required to comply with relevant requirements of the Equality Act 2010 and must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for the provision of RSHE.

We will consider whether it may be appropriate or necessary to put in place additional support for pupils with protected characteristics. We will take positive action to build a culture where sexism, misogyny, homophobia and gender stereotypes will not be tolerated.

“At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum”.

The DfE Guidance 2019 p15

At George Dixon Academy we promote respect for all and value every individual pupil. We also respect the right of our pupils, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of RSE and Health Education.

The PSHE Policy (including Relationships and Sex Education (RSE) and Health Education) will be reviewed every two years.