

Personal, Social and Health Education Policy (Including Relationship and Sex Education)



EVERTON
FREE SCHOOL &
Football College

Approved by: Teaching, Learning and Care

Last reviewed on: September 2023

Next review due by: July 2025

1. Introduction

Our PSHE delivery is underpinned by the key values of Everton Free School and Football College. Students are encouraged to approach each school day with the 'Three R's' Respect, Responsibility and Resilience.

Our core values as an organisation are listed through the visual representation of the 'Rupert Tower'. This visual is displayed in all classrooms in our school and embodies the key aims of Everton Free School and Football College.

Aims of RSE

The aims of relationships and sex education (RSE) at our school and college are to:

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

PSHE and RSE are school subjects through which students develop the knowledge, skills and attributes they need to manage their lives, now and in the future. These skills and attributes help students to stay healthy, safe and prepare them for life and work in modern Britain. When taught well, PSHE/RSE education helps students to achieve their academic potential, and leave school equipped with skills they will need throughout later life and to have strong relationships.

Rationale

RSE involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values. **RSE is not about the promotion of sexual activity.**

PSHE gives students the confidence and knowledge to develop skills to lead healthy and independent lives and become informed, responsible, and active citizens. Students are encouraged to take part in a wide range of creative and informative activities in and out of the school day that will equip them with the skills they need for life. They will learn to work with others and recognise their own strengths and areas for development, reflecting on their experiences and developing personally and socially.

Students will build their self-esteem, confidence and self-worth, learning how to manage risk, make informed choices and develop meaningful relationships.

Students will be given the tools they need to take responsibility for their own learning.

We have developed the curriculum in consultation with parents/carers, students and staff, taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Students also receive stand-alone sex education sessions delivered by Viki Spambo, School Nurse.

The areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families,



LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Curriculum Outline

In addition to lessons, we offer the following opportunities:

- Drop down Days - Sexual Health Education/Equality & Diversity/LGBTQ
- Workshops – Sexual Health/Diversity/Managing Money.
- School Nurse – small group sessions.
- Guest speakers & links with external organisations (We are with You/ Axxess)

The NCFE L2 Award in Relationships, Sex and Education has been chosen to equip students with the knowledge to lead healthy and independent lives. It covers 3 distinct units throughout key stage 3 and 4 and includes the following areas:

- **Sex, health and relationships**
- **Choices and decisions**
- **Prejudice, discrimination and bullying**
- **Mental Health**
- **Substance misuse**
- **Online safety**
- **Equality & Diversity**
- **Identity**

Within Everton Football College our Sixth Form students benefit from PSHE and RSE through embedding topics for discussion into lessons, either through subject content, starters, discussions and debate. We also utilise a tutorial programme to deliver RSE and enable students to access all statutory aspects of key stage 5 PSHE.

Within the core curriculum, students are taught:

- How to work with others
- Respect/ Responsibility and Resilience
- Communication skills
- Team work
- Healthy living
- Positive Mental strength

We benefit from a school nurse Viki Spambo who delivers workshops to all students on:

- Sexual Health
- Healthy Relationships
- Sex Education

Students also access fitness programmes tailored to their needs and nutrition plans for healthy eating as part of our football programme.

We utilise guest speakers to enhance our enrichment programme for PSHE and RSE and have access to:

- Equality and Diversity guest visits
- Mental Health lectures and workshops
- Sport psychologists from LJMU

- EitC Projects to support students
- Social media training
- Careers, Education, Advice and Guidance (CEIAG) including UCAS and Scholarship applications.
- Safeguarding training

PSHE Unit Mapping Year 23/24

	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	
Yr 12	Health and Wellbeing H1-16				Relationships & Sex Education Core Theme 2 R1 - 22 H18-20				First aid delivered by school nurse H17		UCAS Workshops CV writing Personal Statements	
Yr 13	Careers & Finance L1 – 16				Alcohol & Drugs H21-24			Health, Safety & Diversity R22-25				
Other	Student Council meeting FA Level 1 Playmaker PREVENT & British Values Everton Values UCAS University applications Scholarship opportunities Football Programme WSG Trip Awareness themes Tutorials				PSHE workshops School nurse presentations FA Level 1 First Aid and safeguarding Student council meeting Football programme Dallas Cup Tutorials Awareness themes				FA Level 1 First Aid and safeguarding Online Safety presentations Football Programme New York Cup Student council Meeting Tutorials Awareness themes			
Core Curriculum	Embedded through our core curriculum PSHE covers the above core themes through the following units:											
	Year 12 – Health & Wellbeing unit Nov – Jan											
	Year 12 – Careers in Sport unit Sept – Oct											
	Year 12 – Develop coaching Skills - All year-											
	Year 12 – Self Employment in Sport Feb – June											
	Year 13 – Finance issues (Business) Sept – Jan											
	Year 13 – Exercise, Health & Lifestyle Nov - Jan											
	Year 13 – Psychology April - June											

Core Theme 1: Health & Wellbeing

Core Theme 2: Relationships

Core theme 3: Living in the wider world

PSHE Unit Mapping Year 23/24

	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	
Year 9	Self-Identity and Substance Misuse		Consent and Intimate Relationships		Prejudice, Discrimination and Bullying		Mental Health Awareness		E-Safety and Online		Substance Misuse and County Lines	
Year 10	Equality and Diversity		Healthy Lifestyles		Healthy Relationships		Understanding Change		Me and my rights		GOALS	
Year 11	Sex Education		Identity and Relationships		Addressing extremism and radicalization (Inc PREVENT)		Preparing for the future	Careers Education				
Other	Year 9 Creative Curriculum – Inside the City. History, Geography and R.E in the local area. Attendance at performances with links to key PSHE themes EITC Social Action work. Careers education through site visits. Weekly assemblies				Year 10 Creative curriculum- Inside the City. History, Geography and R.E in Local area. Humanities program. First Aid training – School Nurse. G.O.A.L.S Program – Vocational Studies Weekly Assemblies Student Council meetings Access to Careers advice and work experience				Year 11 G.O.A.L.S Program School Nurse – Safe Sex workshop Careers drop down events Access to Careers advice and work experience Weekly assemblies Student council meetings			

Statutory requirements

As a secondary Free School we must provide PSHE to all students as per section 34 of the [Children and Social work act 2017](#).

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the Secretary of State as outlined in section 403 of the [Education Act 1996](#).

We follow Department of Education guidance:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1019542/Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education.pdf

At Everton Free School & Football College we teach PSHE/RSE as set out in this policy.

Policy development

This policy has been developed in consultation with staff, students and parents/carers/governors. The consultation and policy development process involved the following steps:

1. Review – A working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/carer consultation – parent/carers and any interested parties were informed about the policy via the website.
4. Student consultation – we investigated what exactly students want from their PSHE and RSE through student council and form time.
5. Ratification – once amendments were made, the policy was shared with Governors and ratified

Roles and responsibilities

The Governing Body

The Governing Body approves the policy, and holds the Principal to account for its implementation.

The Governing Body holds the Principal to account for the implementation of this policy.

The Governing Body has delegated the approval of this policy to Teaching, Learning & Care committee

The Principal

The Principal is responsible for ensuring that PSHE/RSE is taught consistently across the school, and for managing requests to withdraw students from non statutory components during the commissioning/ referral process with Head of School/College.

Staff

Staff are responsible for:

- › Delivering PSHE/RSE in a sensitive and age appropriate way
- › Modelling positive attitudes to PSHE/RSE
- › Monitoring progress/accreditation
- › Responding to the needs of individual students

- › Responding appropriately to students whose parent/carer wish them to be withdrawn from the non statutory components of PSHE/RSE

Staff do not have the right to opt out of teaching PSHE/RSE. Staff who have concerns about teaching PSHE/RSE are encouraged to discuss this with the Assistant Principal for Teaching and Learning.

Rob Anderson oversees the wider curriculum in our school GOALS programme.

Anna Wilcox is responsible for the delivery of PSHE/RSE

Caroline Porter teaches PSHE/RSE through the science curriculum

Students

Students are expected to engage fully in PSHE/RSE and, when discussing issues related to PSHE/RSE, treat others with respect and sensitivity and dignity.

Parents/carers right to withdraw

Parents /Carers have the right to withdraw their children from the non-statutory components of sex education within PSHE/RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be discussed in commissioning with the Head of School Claire Lamontagne or Head of College Maxine Spooner.

A copy of withdrawal requests will be placed in the students educational record.

Alternative work will be given to students who are withdrawn from sex education.

Training

Staff are trained on the delivery of PSHE/RSE is included in our continuing professional development calendar.

We will also invite visitors from outside the school, such as the school nurse or sexual health professionals, to provide support and training to staff teaching PSHE/RSE.

Monitoring arrangements

The delivery of PSHE/RSE is monitored by Rob Anderson/Maxine Spooner through:

Quality assurance of work, learning walks and the management of external agencies

Students' development in PSHE/RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Rob Anderson (Extended Curriculum Leader) and Maxine Spooner (Head of College) every two years

Curriculum Topics

Substance Misuse and Self Identity

- Drug Misuse
- Risk taking behaviours
- Reasons for and against the use of drugs
- Drugs and the law
- Identifying signs of risk taking behaviours

Consent and Intimate Relationships

- Unprotected sex
- Myths and Misconceptions around consent
- Right/Capacity to withdraw
- Sex and the Media. Expectations and the Media
- STI/STD and contraception
- Negotiating Safer Sex
- Sexting
- Recognising sexual harassment
- Getting support and help for Sexual harassment
- Making choices
- Media and sex: Age ratings

Prejudice, Discrimination and Bullying

- Communities, inclusion, respect and belonging
- Equality Act, Diversity and Values
- Social Media influence on beliefs
- Cyber Bullying and how to report
- Misleading information
- LGBT/BLM/POC Representation

Mental Health Awareness

- Challenges in adolescents
- How to reframe negative thinking?
- Strategies to promote mental health and emotional wellbeing
- How to access support and treatment
- Portrayal of Mental health in the media
- Challenging stigma, stereotypes and misinformation.

E-Safety and Online Gambling

- Keeping safe online
- Dangers online
- Online Grooming
- Online Gambling
- Identity theft
- Sexting
- Sharing of nudes
- Law around nudes
- Understanding how to be safe online

Substance Misuse and County Lines

- County Lines and the Law
- Knife Carrying
- Healthy and Unhealthy Friendships
- CCE (Child Criminal Exploitation)
- Risk management in relation to gangs

Equality and Diversity

- How to respect other people's beliefs and values
- Equality Act Diversity and Values
- Understanding Equality in the work place.
- Black History Month
- Diverse Families

Healthy Lifestyles

- Smoking Cessation
- Relationship between physical and mental health
- Sleep and importance of sleep
- Eatwell plate
- Independent health choices
- How to make informed healthy eating choices?
- Firework safety

Healthy Relationships

- About relationships, values role of pleasure in relationships
- Misassumptions about sex, gender and relationships
- Opportunities and risk of forming and conducting relationships online
- How to manage the impact of the media, pornography on sexual attitudes, behaviour and relationships
- Legal implications of consent
- Manipulation
- Coercion
- How to recognise and respond to pressure?
- Exploitation, reporting and accessing appropriate support
- Victim blaming and how to challenge this?
- Asexuality, Abstinence and Celibacy

Understanding Change

- Gender expression, Gender Identity
- Building Resilience
- Different types of families and changes to family structures
- Bereavement

Me and My Rights

- Employment rights and responsibilities
- Equality in the workplace
- First Aid
- How to use a defibrillators?
- UNICEF Rights of the child

- Emergency and Non-Emergency situations and contact appropriate services

GOALS and Target Setting

- Feedback and Planning for the future
- How to set and achieve SMART Targets
- How to manage work/life balance
- Post 16 options and career choices
- Future destinations
- Employability skills
- Online presence and Opportunities to broaden experience
- Transferable skills and strengths and areas for development

- Decision making

Sex Education

- Enjoying intimacy without sex
- Myths and Misconceptions of consent
- Capacity to withdraw
- Effective use of condoms and negotiating safer sex
- Consequences of unprotected sex including pregnancy

Identity and Relationships

- How relationships can change over time?
- How your feelings for someone can change over time?
- Different types of families and parenting including same sex parents, single parents and blended families
- Positive relationships in the home
- Reducing homelessness amongst young people
- How to handle unwanted attention including online?
- Challenging harassment and stalking including online
- Unhealthy, exploitative and abusive relationships
- Accessing support in abusive relationships and seeking support
- Abusive Relationships

Addressing Extremism and Radicalisation

- Communities inclusion, respect and belonging
- How social media may distort, misrepresent or target information in order to influence beliefs and opinions?
- How to manage conflicting views and misleading information?
- How to safely challenge discrimination including online?
- How to respond and recognise extremism and radicalisation?

Building for the Future

- How to manage the judgement of others and stereotypes?
- How to maintain a healthy concept?
- How to balance ambitions and expectations?
- How to develop self-efficacy? Respect, Resilience and Responsibility
- Stress: Causes, Nature and Effect of stress
- Stress Management strategies
- Healthy sleep habits
- Positive and safe ways to create content online
- Opportunities of using the internet for this
- How to balance time online?

Careers Education:

- How to evaluate strengths and interests in relation to career development?
- About opportunities in learning and work
- Strategies for overcoming adversity
- Responsibilities in the work place
- Manage practical problems and health and safety
- Maintain positive personal presence online
- How to evaluate work experience?
- Enterprise and Employability
- CV writing

Appendix 1: By the end of secondary school students should know

TOPIC	STUDENTS SHOULD KNOW
Families	<ul style="list-style-type: none"> • That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	<ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

TOPIC	STUDENTS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	<ul style="list-style-type: none"> • 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, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

