



**EVERTON**  
**FREE SCHOOL &**  
**Football College**

# **RSHE Policy inc. RSE & Health Education**

**Approved by:** Teaching Learning & Care **Date:** September 2012

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## **Introduction**

RSHE is delivered at Everton Free School & Football College as part of the curriculum offer of all year groups. Students in Year 11 access RSHE on a twice weekly basis whereas students from Years 9 and 10 are in receipt of RSHE sessions once per week. Everton Free School students in Year 10 are also in receipt of Humanities sessions based upon current and past events that have defined our society and the wider world. Sessions are themed around issues such as Equality and Diversity, Migration and Immigration as well as a focus on other faiths.

We believe that most personal, social and attitudinal learning should be implicit and embedded in the day-to-day life and ethos of Everton Free School & Football College. This is characterised by the way we communicate with and respect each other, the way we conduct ourselves with other people and around our sites, the attitude of Everton Free School & Football College to good meals, nutrition and exercise, health and safety and the good maintenance of our environment.

We also believe in the need for an explicit and directly taught curriculum focusing on Drugs, Relationships and Sex, Work Related Learning, Guidance and the wider issues around Social, Emotional and Attitudinal Learning and Health Education. (See Appendix 2).

## **Additional Resources**

<http://www.pshe-association.org.uk>

### PSHE underpins our Mission

**E**xcel and achieve nothing but the best

**V**alue the potential of teamwork

**E**njoy new ways of thinking

**R**evel in learning

**T**ackle challenges without fear

**O**pen new doors of opportunity

**N**urture talents and never give up

## **Roles and Responsibilities**

The Governing Body and Everton Free School & Football College senior leadership team are responsible for the regular review of this policy to ensure currency with the best practice and any regulatory requirements.

The Director of Student Progress (Behaviour and Safety) will:

- Raise awareness amongst all staff of their contribution to the students' personal and social development, and agree the overall aims, objectives and priorities
- Establish a shared view of best practice to which all students are entitled
- Lead policy development and review as this need arises
- Agree the main priorities for the students' personal and social development and identify the major opportunities for meeting these priorities across the curriculum
- Develop the RSHE scheme of work to demonstrate their delivery across the curriculum
- Provide appropriate support and training for departmental staff
- Monitor and evaluate the programme, including the use of outside agencies, and students' responses to the programme
- Carry out a continuous process of review and development of the programme as part of the annual cycle of Everton Free School & Football College improvement
- Attend relevant courses and network meetings to maintain their knowledge of best practice.

## **Policy**

It is the policy of Everton Free School & Football College to:

- Give students the practical knowledge and skills they need to help them live healthily and deal with the moral, social and cultural issues they face as they approach adulthood
- Provide an embedded and directly taught programme for personal, social, emotional and attitudinal learning that is clearly identified and of high status within Everton Free School & Football College.
- Promote the 3 R's; Respect, Responsibility & Resilience.

In addition, the formal RSHE programme at Everton Free School & Football College will have the following emphases:

- Every student is an individual – developing self-awareness, confidence and self-esteem, transferrable skills and experiences that arises their expectations and prepares them for the wider world
- Students should be encouraged to effectively interact with other students – building social skills and empathy through working effectively with others and understanding their drives and needs
- Opportunities should be provided for staff to interact with their students – strengthening the essential staff-student relationship thus enabling staff to identify individual strengths and personal development needs more effectively
- Opportunities should be provided for individual students to interact with Everton Free School & Football College – raising awareness of individual responsibilities, individually and in teams, reinforcing partnerships and upholding Everton Free School & Football College ethos
- Different religious perspectives and values – students should be made aware of different religious perspectives on issues within the PSHE curriculum and the values that underpin them, along with the viewpoints of other faiths.

Activities with emphasis on active learning and participation, where students are encouraged to assess evidence, negotiate, make decisions, solve problems, work independently and in groups, and to learn from each other are encouraged in all lessons.

Through this, students will develop values, attitudes, knowledge, skills and understanding in order to meet the overarching aim for every student, regardless of background or circumstance to meet the Every Child Matters agenda to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

### **Monitoring, Evaluation and Review**

The Principal will report the effectiveness of all policies as a regular feature of the termly updates to governors. It is expected that governors will challenge the School to ensure policies are relevant, up to date and implemented appropriately and consistently. This reporting will be informed through monitoring and evaluation on a regular basis by the Senior and/or Extended Leadership Team. Views of stakeholders will also be sought through on-going consultation events, questionnaires, team meetings, training and informal discussion. The review of policies will be embedded within the School's self-evaluation process and will be related to the strategic development plans of the School. The review cycle will ensure that every policy is checked at least once in a 2-year period.

The effective monitoring of policies will involve each member of the Senior Leadership Team being allocated specific responsibility for reporting back the monitoring, evaluation and review of certain policies. This policy is allocated to the *Deputy Principal, Claire Lamontagne*.

### **Definitions**

RSHE – Relationships, Sex & Health Education

RSHE is used to refer to the overall programme of relationships, sex and health education.

RSE refers to relationships and sex education and is defined as teaching pupils about developing health, nurturing relationships of all kinds and helping them to understand human sexuality and to respect themselves and others.

Health Education is defined as teaching pupils about how they can make good decisions about their own health and wellbeing and how physical health and mental wellbeing are interlinked.

### **Appendices**

Appendix 1 – Five ECM Outcomes

Appendix 2 – Effective PSHE Education

## **Appendix 1**

The five ECM outcomes are included below for information and completeness, and to signal the commitment of the Governing Body to ensuring that Everton Free School & Football College plays a major part in securing the outcomes.

### Be Healthy

*Physically healthy*  
*Mentally and emotionally healthy*  
*Sexually healthy*  
*Healthy lifestyles*  
*Choose not to take illegal drugs*

### **Parents, Carers and Families promote healthy choices**

### Stay Safe

*Safe from maltreatment, neglect, violence and sexual exploitation*  
*Safe from accidental injury and death*  
*Safe from bullying and discrimination*  
*Safe from crime and anti-social behaviour in and out of school*  
*Have security, stability and are cared for*

### **Parents, Carers and Families provide safe homes and stability**

### Enjoy and Achieve

*Ready for school*  
*Attend and enjoy school*  
*Achieve stretching national educational standards at secondary school*  
*Achieve personal and social development and enjoy recreation*

### **Parents, Carers and Families support learning**

### Make a Positive Contribution

*Engage in decision-making and support the community and environment*  
*Engage in law-abiding and positive behaviour in and out of school*  
*Develop positive relationships and choose not to bully and discriminate*  
*Develop self-confidence and successfully deal with significant life changes and challenges*  
*Develop enterprising behaviour*

### **Parents, Carers and Families promote positive behaviour**

### Achieve Economic Well-Being

*Engage in further education, employment or training on leaving school*  
*Ready for employment*  
*Live in decent homes and sustainable communities*  
*Access to transport and material goods*  
*Live in households free from low income*

**Parents, Carers and Families are supported to be economically active**

**Appendix 2**

*Relationships and Sex Education*

- Different types of committed, stable relationships
- Human happiness
- Marriage/legal status of long-term relationships
- Successful parenting
- Identify unsafe relationships
- How to seek help or advice
- Positive and healthy friendships, including online
- Equality Act 2010, everyone is unique and equal

*Online & Media*

- Impact of harmful or compromising content
- Criminal implications
- How information and data is generated, collected and used

*Be Safe*

Concepts and laws related to how sexual consent can affect current and future relationships.

*Intimate and Sexual Relationships*

- Mutual respect
- Sexual pressure
- Contraception
- Pregnancy/Miscarriage
- Adoption
- STI's (Sexually Transmitted Infection)
- Alcohol and Drugs

*Mutual Wellbeing*

- Anxiety and Depression
- Happiness and Positivity
- Healthy lifestyles/diet

*Internet Safety and Harms*

- Differences between online world and physical world dangers
- Over reliance on online relationships

### *Physical Health and Fitness*

- Physical activity and promotion of positive mental health to combat stress
- Maintaining healthy lifestyle, weight
- Blood, organ and stem cell donations
- Diet, dental hygiene

### *Drugs, Alcohol & Tobacco*

- Legal and illegal drugs and consequences
- Psychological risks
- Smoking cigarettes, cessation

### *Basic First Aid*

- Treatment for common injuries
- Purpose of defibrillators

### *Changing Adolescent Body and Mind*

- Menstrual well-being
- Hormonal changes

## **Appendix 3**

### **Overview of RSHE Provision at Everton Free School**

#### **Year 9**

#### **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

## **Year 10**

### **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

## **Year 11**

### **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

### **Assessment**

Everton Free School considers RSHE to be as vitally important as other core curricular subjects and the same high expectations are applied with regards to the quality of student work. Lessons will be planned to provide suitable challenge to pupils of all abilities.

Teaching will be assessed and student assessment will be completed through the delivery of the NCFE Sex and Relationships qualification.

### **Delivery of the Curriculum**

Through effective organisation and delivery of RSHE the school will ensure that:

- Key concepts are covered through accurate and considered planning
- Required content is delivered to students in a concise and clear manner
- Content will be covered adequately through a carefully planned scheme of learning
- Teaching will allow for debate and student voice and will be delivered cautiously and sensitively.
- Where appropriate the RSHE curriculum will cover aspects of that are relevant and relatable to the issues facing the young people that attend the school.

The RSHE curriculum is delivered by appropriately trained staff members. Where appropriate external agencies will be deployed to enhance delivery.

RSHE provides opportunities for cross curricular activities to take place. Links will be made with other subjects on the curriculum and coverage of key subjects will be monitored accordingly.

All pupils will be required to learn about LGBTQ+ content. Delivery of RSHE will be inclusive of a range of family and relationship types.