



# Consultation for changes to the PSHE curriculum effective from September 2020

Dear Parents and Carers,

As part of your child's education at Westborough High School, we promote personal wellbeing and development through a comprehensive Personal, Social, Health and Economic (PSHE) education programme. PSHE education is the curriculum subject that gives young people the knowledge, understanding, attitudes and practical skills to live safe, healthy, productive lives and meet their full potential.

Over the course of their PSHE education, your child's class will be taking part in lessons which will focus on the relationships and sex education (RSE) aspect of this programme. RSE lessons will include topics on: healthy relationships, including friendships and intimate relationships; families; growing and changing, including puberty; personal hygiene; changing feelings; becoming more independent; keeping safe and consent; developing self-esteem and confidence. Pupils will also have opportunities to ask questions that help prepare them for relationships of all kinds in the modern world.

PSHE education is taught throughout the school in every year group and is monitored and reviewed regularly by the staff and governing body. Please see below for more detail about our PSHE curriculum. All PSHE teaching will take place in a safe learning environment and is underpinned by our school ethos and values.

As a school community, we are committed to working in partnership with parents; recent parental feedback has indicated that the overwhelming majority of parents continue to be highly supportive of the relationships and sex education programme. If you would like to find out more or discuss any concerns, we would urge you to contact us at [williams@w-h-s.org.uk](mailto:williams@w-h-s.org.uk).

Yours sincerely

Leah Williams

PSHE Leader

## **Curriculum Vision for PSHE at Westborough High School**

PSHE education at Westborough High School is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

PSHE education equips pupils to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHE education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

PSHE education at Westborough, can help to reduce or remove many of the barriers to learning experienced by pupils, significantly improving their capacity to learn and achieve. The PSHE education programme makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and the school's statutory responsibility to promote pupils' wellbeing. In addition the learning provided through our PSHE programme is essential to safeguarding pupils.

In summary, the aim for PSHE education at Westborough High School is to provide pupils with:

1. accurate, balanced and relevant knowledge
2. opportunities to turn that knowledge into personal understanding
3. opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
4. the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives
5. opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem, and empathy

## Essential skills and attributes developed through PSHE at Westborough High School

<p><b>Personal effectiveness</b></p>	<ol style="list-style-type: none"> <li>1. Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting)</li> <li>2. Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping)</li> <li>3. Resilience (including self-motivation, perseverance and adaptability)</li> <li>4. Self-regulation (including promotion of a positive, growth mind-set<sup>1</sup> and managing strong emotions and impulses)</li> <li>5. Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms</li> <li>6. Self-organisation (including time management)</li> <li>7. Strategies for identifying and accessing appropriate help and support</li> <li>8. Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence</li> <li>9. Recalling and applying knowledge creatively and in new situations</li> <li>10. Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)</li> </ol>
<p><b>Interpersonal and social effectiveness</b></p>	<ol style="list-style-type: none"> <li>1. Empathy and compassion (including impact on decision-making and behaviour)</li> <li>2. Respect for others' right to their own beliefs, values and opinions</li> <li>3. Discernment in evaluating the arguments and opinions of others (including challenging 'group think')</li> <li>4. Skills for employability, including             <ul style="list-style-type: none"> <li>▪ Active listening and communication (including assertiveness skills)</li> <li>▪ Team working</li> <li>▪ Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries)</li> <li>▪ Leadership skills</li> <li>▪ Presentation skills</li> </ul> </li> <li>5. Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks)</li> <li>6. Recognising, evaluating and utilising strategies for managing influence</li> <li>7. Valuing and respecting diversity</li> <li>8. Using these skills and attributes to build and maintain healthy relationships of all kinds</li> </ol>
<p><b>Managing risk and decision-making (integral to all of the above)</b></p>	<ol style="list-style-type: none"> <li>1. Identification, assessment (including prediction) and management of positive and negative risk to self and others</li> <li>2. Formulating questions (as part of an enquiring approach to learning and to assess the value of information)</li> <li>3. Analysis (including separating fact and reasoned argument from rumour, speculation and opinion)</li> <li>4. Assessing the validity and reliability of information</li> <li>5. Identify links between values and beliefs, decisions and actions</li> <li>6. Making decisions</li> </ol>

## The 3 core themes

<b>Health and Wellbeing</b>	<b>Relationships</b>	<b>Living in the Wider World (Economic wellbeing, careers and the world of work)</b>
<p>Focuses on the following:</p> <ol style="list-style-type: none"> <li>1. how to manage transition</li> <li>2. how to maintain physical, mental and emotional health and wellbeing;</li> <li>3. how to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; mental and emotional health and wellbeing; and sexual health</li> <li>4. about parenthood and the consequences of teenage pregnancy</li> <li>5. how to assess and manage risks to health; and to keep themselves and others safe</li> <li>6. how to identify and access help, advice and support</li> <li>7. how to respond in an emergency, including administering first aid</li> <li>8. the role and influence of the media on lifestyle</li> </ol>	<p>Focuses on the following:</p> <ol style="list-style-type: none"> <li>1. how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills</li> <li>2. how to recognise and manage emotions within a range of relationships</li> <li>3. how to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters</li> <li>4. about the concept of consent in a variety of contexts (including in sexual relationships)</li> <li>5. about managing loss including bereavement, separation and divorce</li> <li>6. to respect equality and be a productive member of a diverse community</li> <li>7. how to identify and access appropriate advice and support</li> </ol>	<p>Focuses on the following:</p> <ol style="list-style-type: none"> <li>1. about rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy</li> <li>2. how to make informed choices and be enterprising and ambitious</li> <li>3. how to develop employability, team working and leadership skills and develop flexibility and resilience</li> <li>4. about the economic and business environment</li> <li>5. how personal financial choices can affect oneself and others and about rights and responsibilities as consumers</li> </ol>

## PSHE Topic Overview 2019 – 2020

### Year 7:

Topic	Core theme
Introduction to PSHE	N/A
How can we be aspirational students	Living in the wider world
Why do we need self-esteem and how do we build it up	Living in the wider world
Being a resilient student	Living in the wider world
Healthy Lifestyle	Health and Wellbeing
How do I know if I'm eating healthily?	Health and Wellbeing
What's the big deal about energy drinks?	Health and Wellbeing
Consequences of not eating and living healthily	Health and Wellbeing
Mental Health	Health and Wellbeing
The dangers of smoking and second hand smoke	Health and Wellbeing
What are drugs (Class A B and C)	Health and Wellbeing
Bullying or Banter	Relationships
Cyber Bullying	Relationships
Anger Management	Health and Wellbeing
Keeping good friends	Relationships
Family Relationships	Relationships
Keeping safe and positive relationships	Relationships
Relationships – Falling in Love	Relationships
Personal Identity – British Values	Relationships
What is Radicalisation	Relationships
Racism and Stereotyping	Living in the wider world
Social Media – Safe and Private	Living in the wider world
How can we budget our money	Living in the wider world
Different Financial Transactions	Living in the wider world
Savings, Loans and Interest Rates	Living in the wider world
How can we shop ethically	Living in the wider world

### Year 8:

Topic	Core Theme
Self-Managers	Health and Wellbeing
Self Confidence and Goals	Health and Wellbeing
Why is self-awareness and sensitivity important	Health and Wellbeing
Mindfulness	Health and Wellbeing
How can we care for the environment	Living in the wider world
Tolerance and Anti-Racism	Relationships
Prejudice and Discrimination	Relationships
How do extreme leaders attract converts	Relationships
How we can prevent radicalisation and extremism	Relationships
Online Grooming	Living in the wider world
Sexting	Relationships
Male Body Image	Relationships
Dangers of pornography	Relationships
Consent	Relationships
Safe Sex / Contraception	Relationships
STI Awareness	Relationships
Teen Pregnancy and Parenting	Relationships
Conflict at home and running away	Relationships

Personal Safety	Living in the wider world
Vaping, Nicotine and Addiction	Health and Wellbeing
Cancer Awareness	Health and Wellbeing
Homophobia and LGBTQ Rights Across the World	Living in the wider world
Career Focus – Team Work	Living in the wider world
Career Focus – Entrepreneurs	Living in the wider world
Career Focus – Communication Skills	Living in the wider world
Finance and Budgeting	Living in the wider world

### Year 9:

Topic	Core Theme
Behaving to Achieve	Health and Wellbeing
Growth Mindset to achieve	Health and Wellbeing
How can we manage anxiety	Health and Wellbeing
How do we cope with stress	Health and Wellbeing
Developing Interpersonal Skills	Health and Wellbeing
What are acid attacks	Health and Wellbeing
How does knife crime impact on our lives	Health and Wellbeing
Drugs and the Law	Health and Wellbeing
Alcohol Awareness	Health and Wellbeing
Body Image (girl focus)	Relationships
Eating Disorders	Health and Wellbeing
How can we deal with peer pressure	Relationships
Child Sexual Exploitation	Relationships
Why are people selfie obsessed	Health and Wellbeing
Why do people self-harm	Health and Wellbeing
Domestic Abuse	Relationships
LGBTQAI	Relationships
How does the law deal with young offenders	Living in the wider world
Human Trafficking and Modern Slavery	Living in the wider world
How are we protected from discrimination	Health and Wellbeing
Why can't some children gain education?	Health and Wellbeing
Human Rights Charity Focus - UNICEF	Living in the wider world
Is sending aid the answer	Living in the wider world
Consumer rights	Living in the wider world
How can I avoid debt	Living in the wider world

### Year 10:

Topic	Core Theme
Antisocial Behaviour	Living in the wider world
County Lines	Living in the wider world
Fake news and critical thinking	Living in the wider world
Money Laundering	Living in the wider world
Overt and Covert Racism	Living in the wider world
Hate Crime	Health and wellbeing
Managing Social Anxiety	Health and wellbeing
Managing time effectively	Health and wellbeing
Social media and self-esteem	Health and wellbeing
Preparing for Work Experience	Living in the wider world

Screen time – how much is too much?	Health and wellbeing
Sexism and Gender prejudice	Relationships
Conflict Management	Relationships
Forced and Arranged marriages	Relationships
Relationships and Role Models	Relationships
Stalking and Harassment	Relationships
Revenge Porn	Relationships
Same sex relationships	Relationships
How harmful is binge drinking	Health and wellbeing
The right career for me	Living in the wider world
Rights and responsibilities in the work place	Living in the wider world
What are employers looking for in a CV	Living in the wider world

### Year 11:

Topic	Core Theme
Growth Mindset to achieve	Health and Wellbeing
How can we manage anxiety	Health and Wellbeing
How do we cope with stress	Health and Wellbeing
Revision Skills	Health and Wellbeing
The importance of sleep	Health and Wellbeing
Consent and Rape	Relationships
Relationships Breakups	Relationships
Digital Footprints	Health and Wellbeing
The Dark Web	Living in the wider world
Right Wing Extremism	Living in the wider world
Independent Living	Living in the wider world
Gambling and Online Gaming	Health and Wellbeing
Cyber Crime and Online Fraud	Living in the wider world

## **Changes to the right to withdraw effective from September 2020**

### The current situation regarding the right of withdrawal from sex education.

The new statutory regulations and guidance do not apply until September 2020. Therefore, until then the statutory Sex and Relationships Education Guidance (2000) is still in effect.

- Under the current SRE guidance, until September 2020, parents can choose to withdraw their child (up to the age of 18) from any or all aspects of Sex and Relationships Education that are not included within the statutory National Curriculum.
- This means that parents are not permitted to withdraw their child from elements of sex education (for example reproductive and biological aspects) that are within the science curriculum.
- Schools must make alternative arrangements for pupils whose parents choose to withdraw them from SRE lessons.

### The right of withdrawal from September 2020

The statutory guidance for RSE and Health Education will come into effect in all secondary schools from September 2020, including academies, free schools and independent schools.

#### *In secondary education from 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.'