

# 21/22

Spring Term  
2022

# PSHE- supporting delivery KS3-4

## Curriculum planning support

There are tools to help PSHE leads plan an effective PSHE/RSE curriculum:

[PSHE Association](#)

[PSHE Association education planning toolkits](#)

for Key Stages 1-4 and for SEND Key Stages 1-4 have been designed to be used alongside the PSHE Association Programme of Study for PSHE education: *Health and Wellbeing, Relationships and Living in the Wider World*. The tool kits will enable PSHE education subject leaders to review, design and develop their own scheme of work, based on best practice curriculum design, tailored for the context of the school and needs of the pupils.

[Health Education Partnership \(HEP\)](#)

[Health Education Partnership Resources](#)

Locally, HEP have produced separate PSHE and Wellbeing Frameworks for Primary and Secondary schools that cover the statutory content and the non-statutory elements for secondary schools such as economic wellbeing. Schools in Barnet are encouraged to use the framework to help plan and deliver their PSHE curriculum.



Barnet Childrens and  
Young People Public  
Health Team

Supporting schools  
deliver effective  
PSHE/RSE  
Curriculum

## What is PSHE/RSE?

Personal, Social, Health and Economic (PSHE) education is a school curriculum subject which helps pupils develop the knowledge and skills to stay healthy and safe now and into their adult life. PSHE is also the curriculum subject through which Relationship and Sexual Health Education (RSE) content is delivered in most schools. Teaching RSE within this wider PSHE context is effective because of the overlap and connections between health, relationships, economic wellbeing and thriving in everyday life and work.

During the COVID-19 pandemic, mental health, physical health and maintaining healthy relationships (including at home and online) have been issues of concern. Therefore, it remains important to prioritise effective PSHE education within regular curriculum time.

## Why is PSHE/RSE important to young people?

Effective delivery of PSHE/RSE education helps pupils to achieve their academic potential and provides a broad and balanced life-skills learning programme. A quality and comprehensive PSHE/RSE curriculum enables young people to become:

\*confident individuals who know and understand how to live safe, happy, healthy, fulfilling lives;

\*young people who are able to maintain positive, respectful and healthy relationships, within which they can thrive personally and socially;

\*responsible citizens who understand they have rights and responsibilities that help them make a positive contribution to society; and

\*successful learners who enjoy overall learning, making progress and achieving success

**Barnet Public Health aims to support Barnet Secondary schools in their delivery of an effective PSHE and RSE curriculum. This issue highlights key advice in planning PSHE delivery and signposts to relevant resources and partners.**

## Statutory basis for PSHE/RSE

Most of PSHE education became statutory for all schools from September 2020 under the Children and Social Work Act 2017. This includes Relationships Education at key stages 1 and 2, Relationships and Sex Education (RSE) at key stages 3 and 4, and Health Education in both primary and secondary phases.

The Department for Education published [Statutory Guidance](#) for Relationships Education, Relationships and Sex Education (RSE) and Health Education in June 2019. This sets out what schools must cover from September 2020. At Secondary level parents can withdraw their child/children from Sex Education as identified by the school up until 3 terms before the child's 16th birthday. At that point it becomes the young person's decision as to whether they want to take part in lessons on Sex Education. Parents cannot withdraw their child/children from Relationships or Health Education.

## Safeguarding

In Barnet, schools are supported in their safeguarding responsibilities through Barnet Educational Learning Services (BELS). This support provides strategic leadership, policy templates, guidance and workforce development opportunities. There are structured procedures for managing incidents and emerging issues and each school response is led by a Designated Safeguarding Lead (DSL). The DSLs meet regularly as part of a safeguarding network.

PSHE sits alongside these formal processes as the educational component of safeguarding.

For more information contact Jane Morris Safeguarding and Inclusion Email: [jane.morris@barnet.gov.uk](mailto:jane.morris@barnet.gov.uk)

## RSE- why is it important?

The RSE components enable young people through knowledge, skills, attitudes development to:

- develop confidence to talk, listen and think about feelings and relationships
- address concerns and correct misunderstandings and be able to protect themselves and ask for help
- develop positive attitudes and values and respect differences in opinions
- develop a positive self-image and high self esteem
- know about the importance of personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, underpinned by an understanding of the importance of self-respect and self-worth.
- develop skills to make and maintain healthy, nurturing and positive relationships of all kinds, including family relationships, friendships, intimate relationships and other kinds of relationships that are an equally important part of becoming a successful and happy adult.
- gain accurate knowledge and understanding about the facts and law about sex, sexuality, sexual health including contraception, and gender identity in an age-appropriate and inclusive way
- be clear about issues relating to consent within all relationships, including when developing intimate relationships, and resisting pressure and/or not applying pressure to have sex.
- develop personal responsibility for one's actions
- know where to get confidential advice and support

## Brook supporting Relationships and Sexual Health Education

Brook has been commissioned by Barnet Public Health to deliver free RSE workshops to young people in community settings, and free professionals training.

<https://www.brook.org.uk/outreach-and-education/outreach-barnet/>

### ASSEMBLIES

Usually one hour long, Brook school assemblies are centred around topical issues such as healthy relationships, body image, self-esteem, sexual health and online safety. They include signposting to Barnet services that provide further support for young people.

### EDUCATION WORKSHOPS

Workshops are available on all aspects of sexual health and relationships, as well as emotional health and wellbeing. They cover topics such as consent, relationships, harassment, sexting, CSE and much more. The sessions always include signposting.

### STAFF TRAINING

Training for teaching staff can be delivered as part of your inset training days, or twilight sessions, and can include topics such as:

- Preparing for Mandatory RSE
- Sexual Health, Information, Empowerment, Learning and Development
- The Sexual Behaviours Traffic Light Tool

### SERVICES FOR INDIVIDUAL YOUNG PEOPLE

#### MY LIFE 1-1 SESSIONS

Co-designed with young people, the 6-week *My Life* programme enables individuals to take charge and improve their own health and wellbeing by exploring skills, goal setting and becoming more emotionally resilient.

**Find out more contact Sophie Chase: [sophie.chase@brook.org.uk](mailto:sophie.chase@brook.org.uk)**

## PSHE and the National Science Curriculum

All schools have a **statutory obligation** to deliver the elements of Relationships and Sex Education and Health Education which fall under the National Science Curriculum for KS3 and 4, these are as follows:

### Key Stage 3 (age 11-14 years) - Statutory Science Curriculum

**Pupils should be taught about:**

#### Gas Exchange Systems

- the impact of exercise, asthma and smoking on the human gas exchange system

#### Reproduction

- reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta

#### Health

- the effects of recreational drugs (including substance misuse) on behaviour, health and life processes

### Key Stage 4 (age 14-16 years) - Statutory Science Curriculum

**Pupils should be taught about:**

#### Health, disease and the development of medicines

- the relationship between health and disease
- communicable diseases including sexually transmitted infections in humans (including HIV/AIDs); non-communicable diseases; the impact of lifestyle factors on the incidence of non-communicable diseases.
- **Coordination and control** principles of hormonal coordination and control in humans, hormones in human reproduction, hormonal and non-hormonal methods of contraception

#### Evolution, inheritance and variation

- sex determination in humans
- principles of hormonal coordination and control in humans, hormones in human reproduction, hormonal and non-hormonal methods of contraception

## PSHE Secondary School Leads Network

### Barnet Secondary PSHE Network- Next meeting 18<sup>th</sup> May 2022

Time: 9.15am – 11.45am Cost: FREE supported through Barnet Public Health

Booking: To book a place please use this link <https://healtheducationpartnership.com/all-events/313/>

Training Overview: A half termly network meeting for Secondary PSHE Leads to share good practice, receive updates of new initiatives, resources and guidelines.

- Access clear guidance on the statutory requirements
- Explore strategies for implementation
- Receive updates on the latest resources and CPD available from HEP
- Build connections with local PSHE leads
- Link to partners offering local support
- Explore links with Healthy Schools London

For more information, or to book a one-to one PSHE development meeting, please contact:

**Andrew Pembroke** – [Andrew.pembroke@healtheducationpartnership.com](mailto:Andrew.pembroke@healtheducationpartnership.com)

## OFSTED Deep Dive

The aim of a deep dive is based on OFSTED's motto of "let's see that in action together": to allow inspectors to gather the necessary evidence to form an accurate evaluation of how education flows from **intention** to **implementation** to **impact** within a school. The deep dive into PSHE contains the following components:

■ **Intent** – curriculum meeting the needs of the pupils?

■ **Implementation** – timetabled lessons & confident staff?

■ **Impact** – measures to show the positive impact?

HEP have produced an audit tool to help schools prepare for the deep dive.

Contact for more information :

[Andrew.pembroke@healtheducationpartnership.com](mailto:Andrew.pembroke@healtheducationpartnership.com)

If you do not want to receive this newsletter please let me know:

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## Local contacts:

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## External Speakers and the “Prevent Duty”

The Prevent Duty, contained within Section 26 of the Counter Terrorism and Security Act 2015 states how schools must have, “due regard to the need to prevent people from being drawn into terrorism”.

There is also an expectation that schools are promoting Fundamental British Values throughout their curriculum and challenging any extremist ideologies.

Schools must therefore take care that the freedom to express views is balanced with the need to secure freedom from harm for all. Events, activities and initiatives need to be safe and without risk to the reputation of the school and council and remain within the law. Sometimes an external speaker or their topic of discussion has the potential to go against the conditions for a safe event.

All speakers or visitors should be made aware by the setting arranging the event that they have a responsibility to abide by the law and the school’s policies including that they:

- Must not advocate or incite hatred, violence or call for the breaking of the law
- Are not permitted to encourage, glorify or promote any acts of terrorism including individuals, groups or organisations that support such acts
- Must not spread hatred and intolerance in the community and thus aid in disrupting social and community harmony
- Must be mindful of the risk of causing offence to or seek to avoid insulting other faiths or groups, within a framework of positive debate
- Are not permitted to raise or gather funds for any external organisations or cause without express permission of the Council.

Check out any potential speakers – research on Google or feedback from others who have used them in schools. If in doubt contact Barnet Prevent Education Officer- Liam Foote

[Liam.foote@barnet.gov.uk](mailto:Liam.foote@barnet.gov.uk) Mobile: 07801992042

## Further resources

- [Teaching about relationships, sex and health - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [PSHE Association resources and curriculum](#)
- [Health Education Partnership Resources](#)
- BICS – podcasts training and support: [Barnet Integrated Clinical Service \(BICS\) | Barnet - WWC](#)
- [Promoting healthy relationships in schools | NSPCC Learning](#)
- [The Brook ‘My Life’ programme](#) External
- <https://www.brook.org.uk/outreach-and-education/outreach-barnet/>
- [Barnet Partnership for School Improvement](#)