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**Woodpecker Court**

# **Woodpecker Court Personal Social Health and Economic Education Statement**

**V2**

# Version control

<b>Version</b>	<b>Reviewed by</b>	<b>Future Review date</b>	<b>Comments</b>	<b>Approved by board</b>
V1	ES	Jul 2022	Policy written and implemented	15/07/2021
V2	ES	Jan 2023	Policy reviewed and updated	06/01/2022

This statement is designed to be read in conjunction with our Relationships and Sex Education Policy (RSE).

Woodpecker Court considers the holistic development of students to be instrumental in improving both their outcomes and life chances of students. This is underpinned by our ethos and values.

Appendix 1 are the areas that should be covered according to what students should know by the end of primary and secondary school (DfE) from 'Relationships Education, Relationships and Sex Education and Health Education' draft guidance, February 2019). There are four elements to this guidance, and it is intended that one element is covered each term allowing one term for Careers Education Information and Guidance and the remaining term allocated depending upon the defined vulnerabilities of the students at the time.

For example:

Term 1 – Families

Term 2 – Respectful Relationships

Term 3 – CEIAG

Term 4 – Online Media

Term 5 – Being Safe

Term 6 – To be determined

PSHEE will see that these are delivered in an appropriate manner, a carefully devised Scheme of Work will be gradually written over the academic year 2020-21 taking into account the exemplar one in Appendix 2.

Supporting Woodpecker Court's ethos for inclusivity and also its equality objectives we also respect multicultural faiths as per the document in Appendix 3.

By the end of the academic year 2020-2021 a full Scheme of Work for PSHEE incorporating RSE Guidance will be written for delivery in discrete weekly lessons, as part of our Personal Development qualification and in our daily student briefing and debriefings.

## Appendix 1

Woodpecker Court as an Independent Provider has taken the following guidance as to what students should be aware of by the end of secondary school to be what we deliver as part of our PSHEE programme paying special attention to the additional vulnerabilities that our students exhibit; also defined within the guidance.

What students should know by the end of primary and secondary school (DfE) from 'Relationships Education, Relationships and Sex Education and Health Education' draft guidance, February 2019).

By the end of secondary school:

### **Families. Students should know:**

- 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. Respectful relationships, including friendships. Students should know:**

- 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 provision 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.

**Online and media. Students should know:**

- 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 and used online.

**Being safe. Students should know:**

- 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 Students should know
- 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.

## Appendix 2

### KS4 PSHEE + C + SRE 2-YEAR CYCLE

Year 8	Health Lifestyles	Healthy Lifestyles	Staying Safe	Relationships	Enterprise	Our World
	<ul style="list-style-type: none"> <li>Understanding medicines</li> <li>Drugs education</li> <li>Smoking</li> <li>Alcohol</li> </ul>	<ul style="list-style-type: none"> <li>Understanding hygiene</li> <li>Looking after my teeth</li> <li>Staying healthy</li> <li>Keeping fit</li> <li>Understanding well-being</li> </ul>	<ul style="list-style-type: none"> <li>Fire hazards at home</li> <li>What to do in an emergency</li> <li>First Aid</li> </ul>	<ul style="list-style-type: none"> <li>Strategies to prevent bullying</li> <li>Dealing with loss</li> <li>Working cooperatively</li> <li>Different types of Relationships</li> <li>Working together</li> <li>People who help us</li> </ul> <p>+ Asdan module 'Keeping Safe' (level 4 and above)</p>	<ul style="list-style-type: none"> <li>Making choices</li> <li>Sustainable projects for raising money</li> <li>Recycling</li> <li>Understanding the value of money</li> <li>Setting goals</li> </ul>	<ul style="list-style-type: none"> <li>Why we need rules and Laws</li> <li>Environmental awareness</li> <li>Fair trade</li> </ul>
SRE	<p><b>Knowing my Body</b></p> <ul style="list-style-type: none"> <li>Body Parts</li> <li>Functions – what they do</li> <li>Age differences</li> <li>Gender differences</li> <li>Menstruation</li> <li>My clothes – on top and underneath</li> <li>Sexual Feelings</li> <li>Masturbation</li> <li>Hygiene</li> </ul>	<p><b>Knowing Me</b></p> <ul style="list-style-type: none"> <li>What I like and don't like</li> <li>Who I like and don't like</li> <li>What I can do and can't do</li> <li>Trusting somebody – who can I trust?</li> <li>Me you and us *</li> <li>Types of people in my life – friends, family, teachers, people in the community etc</li> <li>Developing a positive image and high self esteem</li> </ul>	<p><b>Private and Public</b></p> <ul style="list-style-type: none"> <li>Where on my body is private?</li> <li>Where on my body is not private?</li> <li>Where can I be by myself?</li> <li>Where can I go to be private?</li> <li>Where do I spend time with other people?</li> <li>My room</li> </ul>	<p><b>Touching and allowing Others to Touch me</b></p> <ul style="list-style-type: none"> <li>Where on the body can I touch?</li> <li>Where is it inappropriate to touch?</li> <li>Public and Private Places</li> <li>Gaining permission to touch</li> <li>Resisting pressure and Saying no</li> <li>Saying yes?</li> <li>Making choices</li> </ul>	<p><b>Forming relationships</b></p> <ul style="list-style-type: none"> <li>What does a relationship mean?</li> <li>Liking somebody v loving somebody</li> <li>Dating</li> <li>Having a girlfriend/boyfriend</li> <li>Same sex relationships</li> <li>Compliments</li> <li>Sharing a special time or event?</li> <li>Being alone</li> </ul>	<p><b>Sexual Intimacy</b></p> <ul style="list-style-type: none"> <li>Only taught to those who have already demonstrated sexual persona (transition between you as an infant and you as an adult)</li> <li>The sexual act</li> <li>The recognition that tenderness, care and empathy are key components of any sexual act with another</li> <li>Safe sex</li> <li>The possible consequences of unsafe sex</li> </ul>

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## Appendix 3

Interfaith Calendar can be obtained from: <https://www.interfaith-calendar.org/2021.htm>

International Days can be taken from <https://www.un.org/en/sections/observances/international-days/>