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<h1>PSHEE and RSE Policy</h1>	
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Executive Summary

This policy is for general readership and outlines the role which Personal Social Health and Economic Education (PSHEE) plays within the School. This policy also outlines our approach to Relationships and Sex Education (RSE) which is taught as part of the PSHEE programme, including information about the right for a pupil / their parent to request for them to withdraw from Sex Education.

Supporting documents

This policy should be read in conjunction with the following School documents:

- [Anti-Bullying policy](#)
- [Equal Opportunities policy \(pupils\)](#)
- [Guidance on supporting transgender pupils](#)
- [Lesbian, Gay, Bisexual, Transgender and others \(LGBT+\) policy](#)
- [Safeguarding and Child Protection policy](#)
- [Spiritual, Moral, Social and Cultural \(SMSC\) Development policy](#)
- [Pupil Wellbeing policy](#)
- [Visiting Speakers policy](#)

To request a copy of any of the documents listed above please contact the Policies, Inspection and Strategy Coordinator:
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Introduction

Personal, Social, Health and Economic Education (PSHEE) plays a fundamental role in the personal, social and health and moral development of every pupil at Sherborne Girls (SG). The PSHEE curriculum imparts the core values of our School community. The main aims and objectives are to teach **facts**, help girls to understand **concepts**, enable them to acquire **skills**, encourage pupils to develop informed **opinions** and **attitudes** and to nurture a set of core **values**.

PSHEE contributes significantly to all five national outcomes for children which seek to ensure that young people are:

1. Active and healthy with physical and mental well being
2. Achieving full potential in all areas of learning and development
3. Safe and protected from harm
4. Have economic security and opportunity
5. Connected, respected and contributing to their world

Aims and Objectives

Through the delivery of the PSHEE curriculum we:

- develop self-awareness among our pupils;
- ensure the pupils develop an understanding of others;
- equip pupils for the future;
- teach pupils about healthy lifestyles;
- enable pupils to learn right from wrong;
- help pupils to develop control over their lives;
- foster self-esteem across the pupil body;
- provide pupils with a greater awareness of global issues;
- help pupils to avoid risky and anti-social behaviour;
- help pupils develop strategies to prevent Radicalisation;
- help pupils understand what constitutes healthy relationships;
- teach pupils about the different types of abuse, including child-on-child abuse;
- provide pupils with factual information about sexual relationships.

The programme of study for PSHEE is outlined in [Appendix 2](#).

Curriculum Presentation

The PSHEE curriculum at SG is delivered in various ways and the lessons provide a wealth of opportunity for a variety of teaching methods which include, but are not limited to:

- audio/visual presentation
- circle time
- discussions/debates
- “Question time”
- questionnaires
- quizzes
- research/projects/presentations
- role play
- surveys
- visiting speakers
- workshops with Sherborne School (our brother school)

Through experiencing various methods of teaching and different channels for learning the pupils are introduced to lateral thinking, self-assessment and self-reflection.

Cross-Curricular Links

PSHEE lessons complement many other areas of the academic curriculum, including:

SUBJECT	PSHEE TOPIC
Art/ DT	Media and real life aren't the same, peer pressure, consumerism
Catering	Healthy eating, balanced diets, nutrition value of food, hygiene
English	Reading as part of a mental health toolkit, news and global issues

SUBJECT	PSHEE TOPIC
Geography	Fair trade, consumerism,
History	Combatting ‘-ist ‘ language , Apartheid/Civil Rights movement , law
Maths	Financial literacy, economic issues, managing money budgeting, money matters
PE	Health and fitness, team work, fair play, healthy body/healthy mind
RS	Prejudice, abortion, euthanasia, disability, bereavement, morals
Science	Drugs, Alcohol, Smoking, Vaping, Safer Sex, Climate, pollution,

Different Teaching Environments

The ability to use a variety of locations is a great advantage when delivering the PSHEE syllabus at SG e.g. the Health Centre, the Beddington Lecture Theatre, House Drawing Rooms, School Hall, Gransden Hall, Classrooms, Oxley Sports Centre and the Outdoors. As part of our ‘Separate yet together’ campaign with Sherborne School we also have the opportunity to gather together for lessons and programmes where relevant. We also have exceptional facilities for hosting visiting PSHEE speakers and providers.

PSHEE and study skills

L4 (Year 7) to U5 (Year 11) are taught key study skills in their PSHEE modules. Study skills include:

- Revision techniques: use of the library and effective use of resources (including PSHEE resources on the pupil portal);
- Different methods of learning, planning, organising and presenting work;
- Time management;
- Problem solving;
- Analysing information and learning relaxation techniques in order to relieve exam stress;
- Managing stress and moments of poor mental health.

Study skills sessions are placed at suitable times in the academic year to support the pupils’ needs, thus providing each girl with the resources required to continually improve on her own academic ability and approach.

Relationships Education

The [Relationships and Sex Education \(RSE\) and Health Education \(England\) Regulations 2019](#) state that pupils receiving secondary education must be taught RSE and Health Education from September 2020. The guidance gives schools the freedom to deliver the content set out in the guidance in the context of a broad and balanced curriculum. At SG we deliver RSE predominantly as part of a timetabled PSHEE programme to pupils in L4 (Year 7) – L6 (Year 12) who all have a single PSHEE lesson per week. These lessons are supplemented by lectures and drop down days, often alongside Sherborne School. In addition, our experienced Heads of Year, Housemistresses and Housemasters (HMs) supplement the PSHEE content taught during lessons through year group meetings and ‘drawing room sessions’ which seek to aid with discussion in difficult areas.

The right to withdraw a child from Sex Education

At SG we respect the rights of parents/carers to withdraw their child from all or part of Sex Education programme (but not Relationships or Health Education) up to and until 3 terms before their child turns 16. Parents will be contacted by the Head of PSHEE and informed that Sex Education is to take place and extend the right for them to withdraw their daughter if they feel it appropriate. Requests to withdraw should be directed to the Head. The Head will consider any request and discuss it with the parents. Such requests will be granted in all but exceptional circumstances, up until three school terms before the pupil turns 16. At this age, the pupil can choose to receive Sex Education if they would like to. The Head of PSHEE will be informed directly by the Head if a child has been withdrawn and will keep a record.

Equality of Opportunity

Classroom practice and pedagogy at SG takes into account pupils' age, ability, readiness and cultural background, Special Educational Needs and Disabilities (SEND), and is adjusted to enable all pupils to access the learning. PSHEE and RSE are used as a way to explore and celebrate diversity within the school community and wider world and to ensure equality for all. PSHEE and RSE delivery is designed to comply with the Equality Act 2010. Provisions within the Equality Act allow the School to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of protected characteristics.

Pupils with SEND

At SG, we ensure that RSE is accessible for all pupils through quality teaching that is differentiated and personalised. The School is mindful of preparing pupils for 'adulthood outcomes', as set out in the SEND code of practice when teaching RSE to those with SEND. The School is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to their SEND. Such factors will be taken into consideration in the delivery of RSE.

Pupils who identify as Lesbian, Gay, Bisexual and Transgender (LGBT+)

In teaching RSE, SG will ensure that the needs of all pupils are appropriately met and that all pupils understand the importance of equality and respect. The School will ensure that teaching is sensitive and age appropriate, and will fully integrate discussion of LGBT+ issues into all relevant parts of the broader RSE curriculum. RSE is fully inclusive and relevant to those who identify as LGBT+. In order to support this, all L5 (Year 9) pupils receive a session on Equality from one of our LGBT+ leads within the first half of the Michaelmas term.

Sensitive or Contentious Topics

Our PSHEE staff communicate with the HMs and tutors regarding any sensitive or contentious topics to ensure that the specific needs and circumstances of pupils are considered and where necessary, adjusted for. Each case is discussed on an individual basis in order to allow pupils to engage with the curriculum in a carefully thought out, supportive and timely manner. The pupils' needs are continually at the forefront of everything we do within PSHEE.

As well as the above objectives we also strive to have a PSHEE programme which benefits the changing demands of our pupil body, ensuring the best preparation for their life beyond the SG community.

Appendix 1 – Summary of changes

- This is the first issue of this document which combines the historic PSHEE and RSE policies.

Appendix 2: PSHEE Programmes of Study

Michaelmas Term	Lent Term	Trinity Term
L4 (Y7)		
<ul style="list-style-type: none"> • Introduction • This is me/Confidence • Anti-bullying • CEOPS (General) – Reality at SG, Think you know • Peer pressure • Body & Verbal language • Assertiveness • Puberty (Health Centre) • Hygiene / Dental Health • Periods • Staying safe Road/Rail) • Nutrition (Chartwells) 	<ul style="list-style-type: none"> • First Aid (CPR) • First Aid (Common injuries) • Passwords/Phishing / Data Gathering • Fake Information and hoax websites • Types of families & responsibilities of parents/carers/children • Marriage, C of E and other, Civil Partnerships • Divorce (Overcoming obstacles) • Stereotyping • Discrimination • Equality 	<ul style="list-style-type: none"> • Week • Types of Government • Democracy • Revision/Study Skills • Money management • Self belief • Friendships • Moving into U4 <p><i>Time has been allowed for exams and trips</i></p>
U4 (Y8)		
<ul style="list-style-type: none"> • Introduction • Different styles of learning • Using your style of learning • Health • Importance of sleep • Balanced diet • Proactive Mental Health/Dealing with Stress • Mental Health issues • Exercise • CEOPS (Social Media) 	<ul style="list-style-type: none"> • Personal strengths • Healthy/unhealthy relationships • Marriages around the world • Forced marriages • Human rights (children) • Adolescence • Drugs (focus on caffeine) • Intro to Sex Ed • Thinking for yourself • Media and real life aren't the same! 	<ul style="list-style-type: none"> • Antbullying • Combatting -ist language • Apartheid/Civil Rights Movement • Britishness – multi-culture society • Ways to revise • Consumerism • Fairtrade • Preparing for L5
L5 (Y9)		
<ul style="list-style-type: none"> • Introduction • Meet Heddy/Getting help • Health Centre • Introduction to the Library • Lessons 3, 4 and 5 will be rotational/dates TBC • CEOPS (General) • Study Skills – time organisation • Anti-bullying • Periods revisited especially sports, including swimming • Body Image (include social media, research latest Tik Toks etc) • Nutrition (Chartwells) • Sleeping • Alcohol (Why people do it / Health risks) • Alcohol (the law and School policy) 	<ul style="list-style-type: none"> • Britishness, our values • Britishness, Human rights • North Korea • Equality • Living with Disability • Stress Management include Rev Windle's spirituality focus • Mental Health – What do we mean? • Mental Health – Being Proactive • Mental Health – Issues & Support Networks 	<ul style="list-style-type: none"> • Study Skills - Revising • Money matters, an Overview • Budgeting • Drugs, an overview (including prescribed drugs) • Smoking (why people do it / health risks / stopping) • Smoking (law and School policy) • Vaping (health risks /law / School policy) • Gambling

Michaelmas Term	Lent Term	Trinity Term
M5 (Y10)		
<ul style="list-style-type: none"> • Introduction / Guidelines • Healthy relationships • Peer pressure (especially from boys) • Are You Your Body? • Sexual Identity • Transgender • Consent • STI/Contraception • FGM • So-Called Honour Violence / Forced Marriage • Sexual Violence and Sexual Harassment (including Upskirting) • Domestic Abuse 	<ul style="list-style-type: none"> • Elevate – Time organisation (External speaker) • Anti-Bullying • On-line Anti-Bullying • CEOPS (Sexting) • Parliament • Government • Law and working hours/attitudes in jobs & confidential <p><i>Time has been allowed for M5 exams</i></p>	<ul style="list-style-type: none"> • Britishness • Anti-extremism • Conflicts • Equality • Sexism • Making good decisions (bring in Tik Tok, social media where applicable) Harmful online challenges and online hoaxes • Planning to be safe • Self defence • 1st aid (CPR)
U5 (Y11)		
<ul style="list-style-type: none"> • Introduction / Guidelines • Data gathering and use • Data Phishing & online scams • Resilience • Elevate – Revising • Emotional Intelligence • Mental Health – What do we mean? • Mental Health – Being proactive • Mental Health – Helping others and getting support <p><i>Time has been allowed for U5 mocks</i></p>	<ul style="list-style-type: none"> • Law – Why do we need it? / What age can I? • How are Laws made? • Environmental issues - Plastics • Environmental issues - Successes • Environmental issues – In school • Legal Drugs • Illegal Drugs – Common sorts • Illegal Drugs – The Law / Stopping 	<ul style="list-style-type: none"> • What is stress? • Stress Management • Importance of sleep/exercise/diet in combatting stress
L6 (Y12)		
<ul style="list-style-type: none"> • Introduction • CEOPs (Revenge Porn) • Health lifestyle • Alcohol / Smoking / Drugs • Breast checks / Smear tests • Pelvic Floor muscles • Britishness • Anti-extremism • Terrorism • Healthy Relationships • Domestic abuse / Coercive control 	<ul style="list-style-type: none"> • Contraception • STI's • Sexual Consent • Sexuality/Gender issues • Equality Act • Effect of Pornography • Pregnancy (including Miscarriage) • Options re. Unplanned Pregnancies • Options re. Infertility Treatments • Health and Pregnancy • Sexual Violence and Sexual Harassment 	<ul style="list-style-type: none"> • Safe Driving • First Aid – CPR • First Aid – Defibrillation and Recovery position • First Aid – Treating common injuries • Budgeting • Bank accounts • Credit cards • Tax • Student Finance