



SHERBORNE GIRLS

PSHEE and RSE Policy

Approving body: SLT

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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.

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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 and critical 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 |
| Food and Nutrition | Healthy eating, balanced diets, nutrition value of food, hygiene |
| English | Reading as part of a mental health toolkit, news and global issues, communication and negotiation |
| Geography | Fair trade, consumerism, geopolitics, environment |
| History | Combating ‘-ist ‘ language , Apartheid/Civil Rights movement, law |
| Maths | Financial literacy, economic issues, managing money, budgeting, money matters |

| SUBJECT | PSHEE TOPIC |
|---------|--|
| PE | Health and fitness, teamwork, fair play, healthy body/healthy mind, barriers to female participation |
| RS | Prejudice, abortion, euthanasia, disability, bereavement, morals, conflict resolution |
| Science | Drugs, Alcohol, Smoking, Vaping, Safer Sex, Climate, pollution, |

Planning and Staffing of PSHEE

Staff who teach the PSHEE curriculum come from a broad range of departments within the school, bringing valuable skills from their own subject areas. They all contribute to additional subject planning within their year group teaching teams, and are supported by the Head of Department and online resources such as the PSHE Association and Unifrog. Alongside regular face-to-face and email conversations, there are termly department meetings during INSET days, and weekly drop-in sessions with the Head of Department. To assist in building their subject knowledge, as well as the teaching of sensitive content, all PSHEE teachers undertake online RSE (relationships and sex education) training. Further opportunities for continuing professional development are communicated with the department and individuals.

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, and through programmes of study with visiting speakers. 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. As of L6, study skills are taught in PSHEE on an ad hoc basis, and in year group sessions with external course providers.

Relationships Education

[Relationships Education, Relationships and Sex Education \(RSE\) and Health Education \(2021\)](#) states that pupils receiving secondary education must be taught RSE and Health Education from September 2020. The statutory guidance gives schools the freedom to deliver the content 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) to L6 (Year 12), all who 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 U6 (Year 13) receive a series of PSHEE style lessons, delivered by the Head of PSHEE and supported by the pastoral team.

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 three 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, or remain withdrawn. 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 take 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 also receive a session on Equality from one of our LGBT+ leads.

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.

Supporting documents

This policy has been written with consideration of the following School documents:

- Anti-Bullying policy
- Equal Opportunities policy (pupils)
- Guidance on supporting transgender pupils
- Lesbian, Gay, Bisexual, Transgender and others (LGBTQIA) 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: g.shavesmythies@sherborne.com

Appendix 1: Summary of Changes

- Format updated in line with new branding guidelines.

Appendix 2 -PSHEE Programmes of Study

Note: 'Spare' denotes a lesson kept free to account for lesson movement due to trips or events, examination weeks and such. Programmes of study are subject to change due to the current and reactive nature of PSHEE subject matter, and the needs of year groups across the academic year.

L4

| Term | Week | Lesson |
|----------------------------|------|---|
| Michaelmas 1 (5/6 week) | 1 | Intro to PSHEE/setting ground rules/setting up OneNote |
| | 2 | Transitioning to a new school |
| | 3 | Recognising and preventing bullying |
| | 4 | Media literacy: staying safe online |
| | 5 | Focus on passwords, scams and phishing etc. |
| | 6 | What is mental health? |
| Michaelmas 2 (6 weeks) | 7 | Social media and mental health |
| | 8 | Self-confidence and assertiveness |
| | 9 | Government and democracy |
| | 10 | Careers |
| | 11 | Careers |
| | 12 | Spare |
| Lent 1 (6 weeks) | 13 | First Aid (general injuries) |
| | 14 | First Aid (CPR) |
| | 15 | Understanding menstruation |
| | 16 | Growing up: physical and mental changes |
| | 17 | What makes a healthy relationship? |
| | 18 | Coping with change: bereavement, divorce and separation |
| Lent 2 (5 weeks) | 19 | Family roles and responsibilities |
| | 20 | Verbal and body language (dealing with others) |
| | 21 | Peer pressure |
| | 22 | What is diversity? |
| | 23 | Spare |
| Trinity 1 (6 weeks) | 24 | Addictive substances: tobacco |
| | 25 | Female genital mutilation (FGM): facts and risks (safeguarding) |
| | 26 | Healthy lifestyles: maintaining a balanced diet |
| | 27 | Hygiene and oral health |
| | 28 | Revision and general study skills |
| | 29 | Introduction to money management |
| Trinity 2 (3/4 weeks) | 30 | Road and rail safety |
| | 31 | Careers |
| | 32 | Spare |
| | 33 | Spare |

U4

| Term | Week | Lesson |
|----------------------------|------|--|
| Michaelmas 1 (5/6 week) | 1 | Intro to PSHEE/setting ground rules/setting up OneNote |
| | 2 | Learning styles |
| | 3 | Revision techniques |
| | 4 | Addictive substances: alcohol |
| | 5 | Healthy lifestyles: exercising for physical and mental wellbeing |
| | 6 | Healthy lifestyles: taking responsibility for your physical health |
| Michaelmas 2 (6 weeks) | 7 | Caffeine |
| | 8 | Sleep |
| | 9 | Mental health: talking about our emotions |
| | 10 | Self-esteem and confidence |
| | 11 | The media and real life aren't the same |
| | 12 | Spare |
| Lent 1 (6 weeks) | 13 | Understanding marriage |
| | 14 | Spotting unhealthy and abusive relationships |
| | 15 | Anti-bullying |
| | 16 | Challenging gender stereotypes |
| | 17 | Gambling: the facts |
| | 18 | Managing risk: looking after your personal safety |
| Lent 2 (5 weeks) | 19 | Find and understanding personal strengths |
| | 20 | Careers |
| | 21 | Careers |
| | 22 | Careers |
| | 23 | Spare |
| Trinity 1 (6 weeks) | 24 | Sexuality and gender identity: an introduction |
| | 25 | Consent and bodily privacy |
| | 26 | Media literacy: interpreting information on the internet |
| | 27 | Social media - revisited |
| | 28 | Multi-cultural Britain |
| | 29 | Consumerism |
| Trinity 2 (3/4 weeks) | 30 | Fairtrade and socially responsible shopping |
| | 31 | Human rights |
| | 32 | Spare |
| | 33 | Spare |

L5

| Term | Week | Lesson |
|----------------------------|------|---|
| Michaelmas 1 (5/6 week) | 1 | Intro to PSHEE/setting ground rules/setting up OneNote |
| | 2 | Health Centre |
| | 3 | Spirituality and wellbeing (talk about counselling) |
| | 4 | Addictive substances: legal and illegal drugs |
| | 5 | Addictive substances: tobacco (smoking and vaping) |
| | 6 | Addictive substances: alcohol |
| Michaelmas 2 (6 weeks) | 7 | Healthy lifestyles: achieving balance |
| | 8 | Healthy lifestyles: health services, self examination and vaccination |
| | 9 | Importance of sleep |
| | 10 | Recognising and preventing discrimination |
| | 11 | Disability awareness/living with a disability |
| | 12 | Spare |
| Lent 1 (6 weeks) | 13 | Sex, relationships, and the media |
| | 14 | Contraception and health |
| | 15 | Periods revisited |
| | 16 | Library skills |
| | 17 | Careers |
| | 18 | Careers |
| Lent 2 (5 weeks) | 19 | British values |
| | 20 | Human rights |
| | 21 | Mental health: developing coping strategies |
| | 22 | Social media safety |
| | 23 | Spare |
| Trinity 1 (6 weeks) | 24 | Sex and consent online |
| | 25 | Media literacy: interpreting information on the internet |
| | 26 | Family life: parenthood and caring |
| | 27 | Social influences: tackling peer pressure |
| | 28 | Relationships and conflict |
| | 29 | Bullying/getting on with new people |
| Trinity 2 (3/4 weeks) | 30 | Financial choices: budgeting, saving, debt |
| | 31 | Social influences: young people and gangs |
| | 32 | Spare |
| | 33 | Spare |

M5

| | |
|---------|--|
| Topic 1 | Physical Health Alcohol - Risks and consequences Blood, organ and stem-cell donation Aesthetic procedures FGM Menstrual Health |
| Topic 2 | Wellbeing and Spirituality Introduction to Body Image Recognising Strengths in Ourselves and Others Sexuality and Gender Identity - Coming Out Reflection and Faith Female issues and empowerment |
| Topic 3 | Life Skills and Careers Managing Risk - unsafe and emergency situations First Aid - CPR refresher First Aid - Looking after friends and family Careers Library Skills |
| Topic 4 | Diversity, Society and the Digital World Challenging Prejudice and discrimination Staying Safe Online - Making good choices and protecting your personal data Understanding the news and reliability of sources Our role in democracy Employment and your first jobs |
| Topic 5 | Relationships, Family and Friends Navigating social influence and peer pressure The impact of relationships Changing relationships - managing your feelings Domestic Abuse and Controlling Relationships Managing conflict in friendships |
| ALL | RSE Pregnancy Understanding Contraception |

U5

| | |
|---------|---|
| Topic 1 | Physical Health Illegal Drugs - risks, consequences and support Managing our Health - services and support Addiction and coping mechanisms - vaping, caffeine etc... Sleep, Diet, Exercise and Healthy Lifestyle |
| Topic 2 | Wellbeing and Spirituality Mental Health Revisited Stress management A holistic lifestyle and balance The role of faith in well-being |
| Topic 3 | Life Skills and Careers Gambling: risks, consequences and safety Financial choices and earning Careers Careers |
| Topic 4 | Diversity, Society and the Digital World Know your rights - the Equalities Act 2010 Staying Safe Online - misinformation and extremism Laws and how they're made The environmental crisis - our role |
| Topic 5 | Relationships, Family and Friends Understanding Consent and Intimacy - online and offline Navigating conflict in relationships Rights and Responsibilities - marriage and civil partnerships Taking others' perspectives |
| ALL | RSE Understanding Pornography Preventing and Treating STIs |

L6

| Term | Week | Lesson |
|----------------------------|------|--|
| Michaelmas 1 (5/6 week) | 1 | Intro to PSHEE/setting ground rules/setting up OneNote |
| | 2 | Staying safe: alcohol and binge-drinking |
| | 3 | Breast checks/smear tests |
| | 4 | Pelvic floor muscles |
| | 5 | Staying safe: recreational drugs |
| | 6 | Staying safe: setting boundaries online |
| Michaelmas 2 (6 weeks) | 7 | Understanding online misinformation |
| | 8 | Revenge porn |
| | 9 | Body enhancement |
| | 10 | Extremism |
| | 11 | Terrorism |
| | 12 | Spare |
| Lent 1 (6 weeks) | 13 | Pregnancy and parenthood |
| | 14 | Sexual health |
| | 15 | Miscarriage and infertility treatments |
| | 16 | Respectful relationships: trust and intimacy |
| | 17 | Respectful relationships: ending relationships |
| | 18 | Coercive control and domestic abuse |
| Lent 2 (5 weeks) | 19 | Sexual violence |
| | 20 | Respectful relationships: values and differences |
| | 21 | Staying safe: recognising harassment and abuse |
| | 22 | Understanding inclusion |
| | 23 | Spare |
| Trinity 1 (6 weeks) | 24 | Staying safe: exiting aggressive social situations |
| | 25 | Staying safe: protecting your finances |
| | 26 | Staying safe: dangerous and emergency situations |
| | 27 | Safe driving |
| | 28 | First aid: CPR |
| | 29 | First aid: defibrillation and recovery position |
| Trinity 2 (3/4 weeks) | 30 | First aid: treating common injuries |
| | 31 | Financial choices: working and earning |
| | 32 | Spare |
| | 33 | Spare |

U6

| Term | Topic |
|----------------------------|------------------------------------|
| Michaelmas 1 (5/6 week) | Staying safe: transport and travel |
| Michaelmas 2 (6 weeks) | Mental health: accessing support |

| | |
|------------------|--|
| Lent 1 (6 weeks) | Consent matters |
| Lent 2 (5 weeks) | Leaving home: building a healthy lifestyle |

| | |
|-----------------------|--|
| Trinity 1 (6 weeks) | Respectful relationships: meeting new people |
| Trinity 2 (3/4 weeks) | Exams and study leave |

These U6 topics are taught during 'Pathways' sessions and further detail can be found in the scheme of work.