



Personal, Social, Health and Economic (PSHE) Education Policy including Statutory Relationships Education (RE), Relationships and Sex Education (RSE) and Health Education (HE)

Statement

At Queen's we believe that the social and emotional development of our pupils is just as important as their academic growth.

Personal, Social, Health and Economic Education (PSHE) is a key part of our joint whole school pastoral and curriculum approach to addressing our pupils' personal development.

We want pupils to feel confident in themselves and their relationships; be thoughtful and active citizens; and feel prepared for the challenges of life beyond the classroom in an ever-changing world.

We also know that it is when pupils feel prepared emotionally that they are most likely to meet their potential academically so it is a win/win situation.

Aims

Our aim is to help students become open-minded, adaptable, realistic and self-reliant, with respect for themselves and other people, and have a sense of responsibility to the community, society and the environment. We aim to lay a foundation for our pupils' future personal development in and contributions to the world, in relationships, at work and in the community.

Objectives

PSHE at The Queen's School is designed to support our pupils...

- To recognise their own worth and **develop self-understanding (P1)**;
- To be prepared for significant educational **decisions/choices** and the world of work (P2);
- To **develop spiritual understanding and appreciation of non-material aspects of life** such as healthy relationships, family, health etc (P3);
- To **develop moral understanding**, self-confidence and self-esteem, and make informed choices regarding personal and social situations (P4);
- To cultivate **positive social development**, healthy relationships and respect for others (P5);
- To be **positive and active members** of a democratic society (P6);
- To be financially aware and a **responsible consumer (P6)**;
- To understand our common humanity - **respecting diversity and cultural understanding (P7)**;
- To know and understand what constitutes a **healthy lifestyle**, both physically and mentally (P8);
- To develop online and offline awareness **to stay safe (P8)**;

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(ISI EQI Pastoral Standards)

Roles and responsibilities

The PSHE programme is led by the Head of PSHE at the Senior School and by the Head of the Lower School who are responsible for the updating of policies and programmes of study; pupil and parental engagement; and overseeing the delivery of the curriculum. Both work closely with the link Governor for PSHE and the Head of Pastoral Care. PSHE is delivered by a PSHE teaching team supported by the Head of PSHE at Senior School and by the Form Tutor Team at the Lower School during dedicated PSHE time.

Legislation (SE, RSE & HE statutory regulations and guidance)

Revised Department for Education statutory guidance states that from September 2020, all schools must deliver relationships education (in primary schools), relationships and sex education (in secondary schools) and Health Education.

Relationships Education in primary schools should teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, relationships with other peers and adults, and online friendships.

Relationships and Sex Education in secondary schools should explore the emotional, social and physical aspects of growing up, having relationships, engaging in sex, and learning about human sexuality and sexual health.

Sex education, beyond the national curriculum expectations for science, is not compulsory in primary schools, and so the PSHE content covered in the Lower School focuses on building positive relationships.

The Queen's School will continue to deliver this statutory content within its broad and balanced PSHE curriculum.

Documents that inform the school's PSHE/RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st century (2014)
- Children and Social Work Act (2017)
- Keeping children safe in education – Statutory safeguarding guidance (2019)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)

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Working with parents/carers and pupils

All schools should work closely with parents when planning and delivering these subjects. Schools should ensure that parents know what will be taught and when, and clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE (*DoE 2019*).

At The Queen's School details of the PSHE curriculum are available in this policy; full programmes of study are available on request and many PSHE classroom teaching materials are available on FireFly.

Pupil voice is used to review and tailor our RSE programme to match the different needs of pupils. For example, pupils are involved in the development of the curriculum via our annual PSHE Pupils Voice Survey and other ad hoc focus group activities.

As part of our whole school approach to RSE, Parent Information sessions and opportunities for parents to view the materials and resources used will be taking place at the Senior School and the Lower School, starting in the Spring and Summer terms of 2020 and annually thereafter via existing Information Evening – Year 7 Information Evening at Senior School. All parents will be written to each year with information about their daughter's PSHE curriculum that year.

Right to withdraw (RSE Only)

All RSE at The Queen's School is designed in an age appropriate manner to support, protect and empower our pupils at different stages of their development.

However, parents do have the right to request that their child be withdrawn from some or all of the sex education delivered as part of statutory RSE, if they have concerns.

There is no right to withdraw from Relationships Education and Health Education or PSHE as a whole.

Senior School only - Parents will be invited to meet with the Head teacher and Head of PSHE to discuss the request and, as appropriate, with the child to ensure that her wishes are understood and to clarify the nature and purpose of the curriculum.

Once those discussions have taken place, except in exceptional circumstances, the School will respect the parents' request to withdraw the child from Sex Education. Parents will be contacted at the start of each academic year to discuss whether the withdrawal will be ongoing during the

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next academic year. There is no right to withdraw from Relationships Education or Health Education.

From Sept 2020, three terms before a child turns 16, the child is able to choose whether a withdrawal is ongoing. If the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms (DoE 2019).

Defining Relationships Education versus Sex Education

For the purposes of the new RSE curriculum The Queen’s School defines Relationships Education versus Sex Education as follows...

Relationships Education	Sex Education
<ul style="list-style-type: none"> • Different types of relationships • Puberty (Health education) • Gender • Healthy relationships • Consent • Sexting • Marriage & Forced marriage • Parenting • Reproduction health (Health education) • Sex and the media including pornography 	<ul style="list-style-type: none"> • Readiness and pressure to have sex • Contraception • STIs • Pregnancy choices including miscarriage

Lower School only – The right to withdraw does not apply as the Lower School is teaching statutory Relationships Education (RE) and Health Education (HE) not Relationships and Sex education (RSE) to which the right applies. There is no right to withdraw from Relationships Education or Health Education. However, if parents have any questions or concerns, they are welcome to contact the Head of Lower School to discuss these.

Curriculum design

Lower School

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PSHE at the Queen’s Lower School is delivered to all pupils in KS1 and KS2 via one timetabled period each week. Every year group accesses content across 3 key themes: ‘Health and Well Being’, ‘Relationships’ and ‘Living in the Wider World’. All content is age appropriate and builds on previous learning. Links are made with RE, the Learning Powers programme, the ECO-School programme, the annual Assembly programme, and Beach School. All content takes account of the off- and online contexts that today’s pupils find themselves in, with e-safety an important part of all themes. Where appropriate, external agencies, charities and partners support the delivery of PSHE in school.

Lower School Overview

Health and Well Being	Relationships	Living in the Wider World
Healthy Lifestyles	Healthy Relationships	Rights and Responsibilities
Growing and Changing	Feelings and Emotions	Taking Care of the Environment
Keeping Safe	Valuing Difference	Money

See Appendix 1 for a more detailed overview.

Answering Difficult Questions at Lower School

Ground rules are essential in providing an agreed structure to answering sensitive or difficult questions. Pupils can use the ‘Listening Bee’ boxes to post a sensitive question, and this will be responded to by the PSHE Subject Leader. Form Teachers will endeavour to answer questions as honestly as possible but, if faced with a question they do not feel is appropriate to answer during a lesson, provision will be made to meet the individual child’s request for information.

Senior School

PSHE at The Queen's School Senior School is delivered to all pupils in Key Stage 3 (Years 7 to 9) via one timetabled period each week. Years 10 and 12 receive one timetabled period per fortnight. Year 11 receive half termly drop-down afternoons focusing on specific, relevant areas. Finally, Year 13 receive PSHE related content via The Queen’s School Baccalaureate lessons.

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The taught tutor time programme also support PSHE/SMSC delivery at Senior School. Tutor time activities are linked to key PSHE themes each half term and form tutor receive CPD in how to deliver this content in a safe and effective way. For examples see appendix.

Every year group accesses content across 5 key themes: Health and Well-being (including statutory Health Education), Relationships and Sex (including statutory RSE), Citizenship and Society, Financial Awareness, and Careers. All content is age appropriate and builds on previous learning in a spiral programme. All content takes account of the off- and online contexts that today's pupils find themselves in, with e-safety an important part of all themes.

Where appropriate external agencies, charities and partners support the delivery of PSHE in School.

Health and Well-being - Including Statutory Health Education	Relationships and Sex - Including Statutory RSE	Citizenship and Society - Including FBV	Economic Awareness	Careers Education
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See Appendix 2 for a more detailed overview.

Answering Difficult Questions at Senior School

We ensure a safe learning environment by establishing and agreeing clear PSHE ground rules (see below); using distancing techniques such as case studies so that pupils don't feel singled out or that they need to talk about themselves and their own experiences; pupils' questions are answered sensitively and there are opportunities to raise questions anonymously using "Ask it baskets" etc; ensuring staff are confident in the content they are delivering; and sign-posting pupils to reliable sources of extra information and support.

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Spiritual, Moral, Social and Cultural (SMSC) Development & Fundamental British Values (FBV)

Our PSHE curriculum plays an important role in fulfilling the School's duty and desire to promote pupils' spiritual, moral, social and cultural (SMSC) development, including the promotion of the fundamental British values (FBV) of democracy, the rule of law, individual liberty and respect and tolerance. The Queen's School PSHE programme at both the Lower and Senior Schools works alongside our form time programmes and curriculum areas to embed the values across the school, and this is audited via an annual FBV subject audit. For further details see school SMSC Policy.

Safeguarding

PSHE Teachers are aware that effective PSHE/RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue.

PSHE Teachers will consult with the designated safeguarding lead and follow the School's safeguarding procedures if they are concerned about a child or in the case of a disclosure.

Visitors/external agencies which support the delivery of RSE will be required to provide teaching materials/resources in advance of their sessions and will follow the school's Visitor Risk Assessment procedure.



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Monitoring and evaluation

The Queen's School has the same high expectations of the quality of pupils' work in PSHE as it has for other curriculum areas.

The PSHE provision at The Queen's School is constantly monitored and evaluated to ensure it is meeting current legislative requirements and the needs of our pupils. The Head of PSHE (Senior School) and Head (Lower School) have lead responsibility for this process.

PSHE lessons are monitored via the Schools existing Review of Good Practice framework via lesson observations, work scrutiny and Pupil Voice.

Pupils have opportunities to review and reflect on their learning during lessons and Pupil Voice is influential in adapting and amending planned learning activities each year.

Staff Development and Training

At Senior School new staff are inducted into the PSHE team via in-house training at the start of the year or if joining the team mid-year. At Senior School Form Staff also receive INSET training into the Role of the Form Tutor including approached to safely delivering the PSHE/SMSC elements of the taught tutor time programme. At Lower School form staff are supported by the PSHE lead. Across the school both PSHE leads attend PSHE Association events, CPD and conferences and other PSHE staff are encouraged to attend such events where appropriate. Where required CPD is arranged to meet staff development needs, particularly in sensitive to teach areas like RSE. The Government Early Adopters Training Modules and online training from The PSHE Association and Brook Sexual Health and widely used.

Inclusion and Equality of Opportunities

Through the PSHE curriculum and teaching we pay due regard of the protected characteristics set out in the Equality Act 2010 - age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity. Through PSHE we promote tolerance, respect and honesty, and support our students in building a positive understanding of difference and equality.

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RSE policy review date

This policy will be reviewed regularly by the Head of PSHE to ensure it continues to fulfil our statutory requirements and the needs of our school community - pupils, staff and parents.

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Appendix 1: Lower School PSHE Overview

Year 1	Year 2	Year 3
<p>How do we decide how to behave? <i>Class rules; respecting others' needs; behaviour; listening; feelings and bodies can be hurt.</i></p> <p>What can we do with money? <i>Where money comes from; spending; saving; keeping money safe.</i></p> <p>How do we keep safe? <i>Keeping safe in familiar and unfamiliar situations; household products (including medicines) can be harmful; secrets and surprises; appropriate/inappropriate touch; who helps keep us safe; asking for help.</i></p> <p>How do we feel? <i>Different kinds of feelings; strategies to manage feelings; change and loss.</i></p> <p>What makes us special? <i>Respecting similarities and differences between people; special people; that everyone is unique, but everyone has similarities.</i></p>	<p>How can we help? <i>Group and class rules and why they are important; respecting own and others' rights and need; privacy; looking after the environment.</i></p> <p>What is bullying? <i>Hurtful teasing and bullying is wrong, what to do about bullying; unsafe secrets; inappropriate touch - what to do if it happens.</i></p> <p>How can we be healthy? <i>Things that keep bodies and minds healthy (activity, rest, food); hygiene routines; healthy choices.</i></p> <p>What is the same and different about us? <i>Recognise what they are good at; set simple goals; growing; and changing and being more independent; naming body parts correctly; belonging to different groups.</i></p> <p>How do we show our feelings? <i>Different kinds of feelings; strategies to manage feelings; change and loss; recognising how others are feeling; sharing feelings.</i></p> <p>How can we keep safe in different places? <i>Rules for keeping safe in different places, including online; people who work in the community; asking for help, including in an emergency.</i></p>	<p>What are the rules that keep us safe? <i>Importance of school rules for health and safety; hygiene routines; difference between appropriate and inappropriate touch, and how to respond; keeping safe in a local environment; how to get help in an emergency; people who help us stay safe.</i></p> <p>What can we do about bullying? <i>Recognising bullying; how to respond and ask for help; people who help them stay healthy and safe.</i></p> <p>What are we responsible for? <i>Responsibilities; rights and duties at home, in school and the local environment; how actions affect self and others.</i></p> <p>How can we describe our feelings? <i>Wider range of feelings; conflicting feelings experienced at the same time; describing feelings; feelings associated with change; recognising wider range of feelings in others; responding to other's feelings.</i></p> <p>How can we eat well? <i>What makes a balanced lifestyle; balanced diet; making choices; what influences choices.</i></p> <p>What jobs would we like? <i>What is meant by stereotypes; what it means to be enterprising; working collaboratively towards shared goals; recognise achievements and set targets.</i></p>

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Year 4	Year 5	Year 6
<p>What is diversity? <i>Difference and diversity of people living in the UK; values and customs of people around the world; stereotypes.</i></p> <p>How can we be a good friend? <i>Recognise wider range of feelings in others; responding to feelings; strategies to resolve disputes; negotiation and compromise; resolving differences; feedback</i></p> <p>How do we grow and change? <i>Changes that happen as we grow; keeping good hygiene; describing intensity of feelings to others; managing complex emotions; different types of relationships; what makes a healthy relationship (friendship); maintaining positive relationships; who is responsible for their health and wellbeing; asking for advice.</i></p> <p>How can we keep safe in our local area? <i>Managing risk in familiar situations and the local environment; feeling negative pressure and managing this; recognising and managing dares; actions affect themselves and others; people who help them stay healthy and safe.</i></p>	<p>What makes a community? <i>What it means to be in a community; groups and individuals that support the local community; voluntary, community and pressure groups; appreciating the range of identities in the UK; values and customs of people living around the world.</i></p> <p>What does discrimination mean? <i>Actions can affect self and others; discrimination, teasing and bullying; stereotypes; differences and similarities between people; equalities.</i></p> <p>How can we manage our money? <i>About the role of money; ways of managing money; being a critical consumer; that images in the media do not necessarily reflect reality.</i></p> <p>What choices help health? <i>What makes a balanced lifestyle; making choices; what is meant by a habit; drugs common to everyday life; who helps us stay healthy and safe?</i></p> <p>How can we be safe online and when using social media? <i>Keeping safe and well using a mobile phone; strategies for managing personal safety online; managing requests for images; personal boundaries.</i></p> <p>What makes us enterprising? <i>Different ways of achieving and celebrating personal goals; high aspirations; growth mind-set; setting up an enterprise; what enterprise means for work</i></p>	<p>What makes a healthy and happy relationship? <i>Different relationships; what makes positive, healthy relationships; recognise when relationships are unhealthy; committed, loving relationships (including marriage and civil partnerships).</i></p> <p>What are human rights? <i>Why and how laws are made; taking part in making and changing rules; importance of human rights; rights of the child; right to protect their bodies; confidentiality and when to break a confidence.</i></p> <p>How can money affect us? <i>Finance and its role in people's lives; being a critical consumer; what is meant by interest, loan, debt, tax; how resources are allocated and how this affects individuals, communities and the environment; research and debate health and wellbeing issues.</i></p> <p>How can we stay healthy? <i>What positively and negatively affects health; informed choices; balanced lifestyle; how drugs can affect health and safety; the law and drugs; who is responsible for their health and wellbeing?</i></p> <p>How can we manage risk? <i>Increased independence and responsibility; strategies for managing risk; different influences; resisting unhelpful pressure; personal safety; managing requests for images; how anti-social behaviours affect</i></p>



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	<i>and society.</i>	<i>wellbeing; how to handle anti-social or aggressive behaviours.</i>
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Appendix 2: Senior School PSHE Overview

	Health and Well-being - Including Statutory Health Ed	Relationships and Sex - Including Statutory RSE	Citizenship and Society - Including FBV	Economic Awareness
Intro to Queens and PSHE. Year 7	Health Body RSE 3. Staying safe - road, fire, personal safety HE 1&3&4&6. Being healthy including oral health and sleep Healthy Mind HE 1. Confidence - <i>Self Esteem</i>	RSE 1. Different types of Relationships HE 8. Puberty Genderbread RSE 4. FGM	RSE 2. HE 1. Positive Friendships and anti Bullying RSE 3. Online Rights and Responsibilities	Charity Managing Money - including gambling and advertising
Year 8	Health Body HE 5. unhealthy behaviours (Smoking and alcohol) Healthy Mind HE 1. Recognising wellbeing concerns Body Confidence - Body image	RSE 1. Romantic Relationships and Trust RSE 4. Health Relationships RSE 4. Consent RSE 3. Sexting	RSE 2. Diversity - stereotypes and respect RSE 3. HE 2. Staying safe - online risks <i>Democracy - Parliament and Local Councils</i>	The World of Work Personal finance and debt
Year 9	Healthy Body HE 5. Drugs (legal and illegal) and their impact on well being including so called 'legal highs' Healthy Mind HE 1. Managing Stress - healthy coping strategies	RSE 1&4. Marriage & Forced Marriage RSE 5. Readiness & Pressure RSE 5. Contraception and Condom Use Sexual Orientation	RSE 2. Equality - Human Rights and discrimination Free speech - Media British Values	Ethics and money Business and enterprise
Year 10	Healthy Body HE 4&6. Monitoring your own physical health Health Mind HE 1. Managing your own Mental Well-being Body Confidence - Body image - Cosmetic Surgery	RSE 5. STI's RSE 1. Parenting RSE 5. Reproductive health RSE 5. Pregnancy choices and miscarriage	Public Institutions The rule of law RSE 2&4. Controlling and Harassing behaviour. (Abuse & Rape) HE 2. Including online Gangs and extremism (Prevent)	N/A

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Year 11	Health Body / Health Mind HE 5. Consequences of substance abuse - built on from Year 9 - (drop down afternoon1)	RSE 3. Sex and the media - Pornography - (drop down afternoon2)	N/A	N/A
Year 12 - speaker programme	Dealing with Stress in 6th Form Driver Safety - CWAC/Police Living with HIV Giving Blood / Anthony Nolan	Consent - what does it mean post-16 Sexual Health - Nurse Stonewall - Speaker	What is prison for - Timpson E-Safety - I know what I am doing! Living with Dementia	Magistrates in the Community Credit Awareness
Year 13 Queen's Bacc	Pastoral care at Uni - via UCAS programme Transition to uni - staying safe and drink/drugs awareness.	Sexual Health - Nurse		Student finance Transition to uni - renting, bills debit etc

Taught Tutor Time

The Senior School PSHE Programme is also supported by Taught Tutor Time delivered across all three Key Stages - KS3, KS4 & KS5.

Taught Tutor Time Topics 2019/20 (a selection)

- Internet Safety
- Black History Month
- World Mental Health Day
- Anti-Bullying Week
- Holocaust Memorial
- International Women's Day
- World Happiness Day
- Diversity
- Resilience

In 2020/21 the taught tutor time programme was delivered via key half termly theme...

Autumn1	Diversity
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Autumn2	Politics & democracy
Spring1	History from different angles
Spring2	RS
Summer1	The economy and our role in the world
Summer2	The environment and world around us

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